

DIFFERENTIATION IN HISTORY: GIFTED LEARNERS, WHAT CAN WE DO?

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Barriers among learners

Learners with barriers bring into the classroom an array of issues ranging from the tangible i.e. reading and writing difficulties, short attention spans, physical disabilities to the psychological i.e. low self-esteem, disregard for others, mental disabilities etc. For the history teacher, assigned to teach learners with barriers, their task is a difficult one with both physical and psychological aspects needing to be taken into account. In addition to this, research has also shown that 'low achievers often lacked motivation in their study of history' and that better results were founded when teaching concentrated on content as opposed to historical skill (Haydn, Arthur, Hunt, 2001, p 158). Counsell (2005) supports this when she delves into the difficulties of teaching history to the less able learner, she explains how history is infused with complex issues such as challenging stereotypes, avoiding homogenisation of nations and causation to name a few. Haydn, Arthur and Hunt explain that through the introduction and discussion of historical content opportunities to acquire historical skills will arise. This leads us to Hull's (cited from Haydn, Arthur, Hunt, 2001) understanding: if a teacher can present structured content clearly while regularly exercising skills in which pupils of lesser abilities can become reasonably competent in, there is a realistic possibility that interest, confidence and self-esteem can be attained. Turner (2002) supports this when he claims that the study of history has an indirect impact on skills and attitudes of learners with barriers. Increased critical abilities, understanding of society, developing increased tolerance of other groups and extending breadth of experience beyond their own are a few advantages that Turner (2002) refers to. Using these understandings of learners with barriers and relating it to a learning theory I am going to interrogate ways of

achieving success with less able learners while investigating the topic humans on display and what happened to Sarah Baartman.

Jerome Bruner's theory is the optimal learning theory to be adopted when approaching less able learners. Bruner bases his understanding of learning and knowledge on the theory of constructivism. It was the straits of this theory and his research that led him to believe that children are active explorers and strategists (Donald, Lazarus, Lolwana; 2006). In addition to this, and one of the reasons why Bruner's approach to learning can be used effectively with less able learners, Bruner believed that the strategies children adopted were affected and mediated by their social contexts and experiences (Donald, et al, 2006). This belief has an effect on learning and teaching, a child on their own can only learn and develop knowledge so far, external influences e.g. teachers need to intervene and assist. Bruner's (1960, p 13) approach works for the less able because he believed that 'any subject can be taught effectively in some intellectually honest form to any child at any stage of development'. Bruner came to this conclusion due to the idea of scaffolding. Literally, scaffolding refers to temporary structures used to support buildings until they are complete; each part is removed as it ceases to be needed. Beck (2003, p 258) explains scaffolding metaphorically as a 'changing quality of support over the course of a teaching session'. She goes on to explain, adults, specifically teachers, who offer an effective scaffold adjust the assistance they provide to fit the child's current level of performance. We can see from this how Bruner believed that anyone can be taught anything as long it was adjusted to the needs and level of the individual and that effective support was provided throughout the learning process. In addition to scaffolding Bruner (1960, p 122) felt that teaching must begin with 'embodiment of principles in action, then by the supplement of image, and finally in symbolic form'. Bruner (1960) goes on to explain, that starting with concrete actions to be performed, moving onto a vivid case or paradigm and then finally to the formal description of the topic can lead to success. Alongside this Bruner (1960) urged that teachers emphasize the structure of a subject matter rather than its content, and that a curriculum be 'spiralled' so that students are approached with ever more complex ideas that reflect and are in parallel with their level of maturity and understanding. Bruner (1960, p122) supports the positive effects of these techniques on learners with barriers when he writes 'more complex abstract ideas can in fact be rendered in an

intuitive, operational form that comes within reach of any learner to aid him forward’.

Following the understandings of Bruner and applying it to teaching effectively to learners with barriers I would start with embodying the principles of action as stated above. The idea behind this lies on the principles of constructivism which states that learning and cognitive development are not passive but active processes. Therefore to start this section on humans on display and Sarah Baartman I would bring to class a number of modern pictures displaying humans, namely advertisements or pictures of models. In groups of 4 with specific roles having been designated i.e. scribe and time keeper I would initiate a discussion on what the class sees and thinks about the pictures by asking them the following questions: what are their thoughts about humans being on display? What do they think about using the human form to make money? How do they think the person feels about being on display? After discussion and group feedback I’ll introduce a few pictures of Sarah Baartman (appendix 1) and initiate group discussion around the feedback from previous group work and ask similar questions. The process of this activity covers numerous aspects as set out by Bruner, it initiates action, introduces images as well as connecting the familiar to the unfamiliar. As Bruner and other learning theorists state ‘teaching must connect with where students are at in their understandings’ (Donald, et al, 2006), this is supported by Bruner (1983, p 183) when he states learning is about ‘figuring out how to use what you already know in order to go beyond what you already think’, the platform for providing this is the responsibility of an effective teacher. Husbands, Kitson and Pendry (2003) support this when they suggest introducing history studies through the familiar.

Encouragement and support would need to be given throughout the classes with less able learners, showing them what they have learnt and that everyday they are improving is important as explained by Haydn, Arthur and Hunts (2001). After this initial group I would tell them the story of Sarah Baartman (in brief), but I would not just read it, but rather use story telling skills i.e. intonation, resonance etc. I would initiate a class discussion about the story afterwards asking for personal opinions. To make this story and section personal and possibly familiar I would ask if anyone in the class had felt like possibly Sarah had felt.

The next stage would be to show the class an advert of Sarah Baartman on the overhead projector. Showing it enlarged would have a better effect as well as keeping the class interested. I would explain that this is a primary source; I would ask them to write down, even just in keywords or a list, of things they don't like and things they do like (if there are any) about the advert and what it implicates. I would give an example to assist them, i.e. I don't like the fact that she's on display but I do like the fact they are making them pay. Once they have done this they must compare what they wrote down with the others on their table. Another piece of work that can incorporate learning content knowledge as well as result in enjoyment and motivation is role play. Using dramatic tasks assists with access to history and by getting learners in groups to act out a scene from Sarah Baartmans story could initiate this. Cowie (1979) explains that the preparation of a piece to be acted out gives an opportunity to the slow learner to contribute and if he/she can play their part successfully they could receive recognition and gain self-esteem. Another activity that can be used to assist the less able learner is one of crosswords, as supported by Hagerty and Hill (appendix 2). This particular crossword, which can be added to later, offers a visual representation of the information, gives the necessary assistance and makes the content enjoyable.

A task for assessment, to be taken over a few weeks that can be managed, enjoyed and result in historical enquiry for less able learners can be one of producing a newspaper. Cowie (1979, p 143) supports this when he writes 'the device of compelling a newspaper for a particular event or period often interests slow learners and gives them the opportunity to contribute according to their ability'. For this to work I would need to group learners according to interest and ability i.e. artistic, research, language.

The above series of lessons incorporates a variety of teaching techniques from group work, to teacher talk and individual work. As the authors explain this gives opportunities to less able learners to learn and enjoy as 'pupils learn in different ways'. I also focus on using a high ratio of 'picture to print' as suggested by Haydn, Arthur and Hunts (2001, p 165). By using different activities and subsequent tasks and targeting different areas of ability I hope to address the various needs of less able learners.

Gifted learners

Gifted learners arrive in one's classroom with a variety of abilities. These could range from literacy skills indicating they can perform at levels advanced for their age, synthesise information; to the ability of historical knowledge and historical understanding whereby they have extensive general knowledge as well as articulating explanation and argument (Guidance on teaching gifted talented learners, website unknown). In addition Haydn, Arthur and Hunts (2001) recognise that gifted learners have a wide range of abilities, from complexity of language, ability to move from the concrete to the abstract, to make connections, aware of wider historical content and being able to make use of material not immediately in front of them. The authors go on to argue that many gifted learners have the ability to read rapidly, memorise vast amounts of information, and enjoy broad attention spans and keen powers of observation and imagination (Haydn, Arthur and Hunts, 2001). The history teacher has an overwhelming responsibility to teach these advanced learners something new resulting in the learners being challenged and encouraged to apply and extend their particular capabilities. As explained by Kokot (1992, p 198) 'gifted children need learning tasks that present them with the necessary challenge so that they need sustained exertion to reach the learning goals'. It is the responsibility of the history teacher to achieve this, and I feel this can be done by following the guidelines and understandings set out by Vygotsky.

Vygotsky introduced his perspective on child development called the sociocultural theory in the 1930's his main argument was that cognitive development was a socially mediated process. However, I do feel that this particular aspect of his theory is more influential in understanding the methods of teaching history to a co-educational and multiracial class as we will see in the next section. The aspects of Vygotsky's theory that I feel is important for teaching gifted pupils is his belief in the strength and power of language. As Beck (2003, p 257) writes 'Vygotsky regarded it [language] as the foundation for all higher cognitive processes, including solving, abstract reasoning, and self-reflection'. Why is this aspect important for gifted learners? We know that many very-able learners are advanced in their acquisition of language; therefore by understanding its strengths and adopting ways of challenging language incorporated skills one can promote and

encourage the learning of gifted learners. Hammond (1999) supports this when she writes that very-able learners reveal an advanced possession of oral and written skills and show correct deployment of a wide vocabulary. The importance and influence of language within history is supported by Cunnah (2000, p 118) when she writes 'pupils progression and development in historical knowledge, understanding and skills is essentially related to their ability to use language'. Hunt (2000, p 27) also supports this viewpoint when he writes 'the language demands of history are several and diverse'.

Due to the above understanding I will tackle humans on display and what happened to Sarah Baartman through a number of facets that challenge language acquisition as well as other skills incorporated in the gifted learner. To initiate discussion as well as knowing from where to start re: how much the learners know, I would put up an advert of Sarah Baartman's display (appendix 3). This advert in particular does not mention the name Sarah Baartman, resulting in the learner's general knowledge being tested here to see if they know who or what the advert is about. Once this has been achieved, further discussion can be initiated over the title 'Hottentot Venus'. What's its meaning? Where does it come from and why was it used? i.e. Venus being a synonym for sex and hottentot signifying all that was strange, alien, disturbing and possibly even sexually deviant (Holmes, 2007). In groups the class can discuss why she was possibly put on display, what are their opinions of this, how do they think she felt etc. These can be reported back to the class initiating further discussion. As one can see the above activities hopefully begin to challenge and introduce different aspects of language. Another activity to be used to encourage involvement could be to introduce the controversy around Sarah Baartmans different versions of her names i.e. Saartjie Baartman why it was changed or seen as being diminutive. Discussion of this could be accompanied with an extract from Holmes (2007) book *The Hottentot Venus* (appendix 4).

Besides language, teachers of gifted learners need to take into account their abilities to compare sources not in front of them and consider the broader scope of historical understanding. To achieve this I would introduce a variety of cartoons depicting issues around Sarah Baartman (appendix 5). Learners would be required to respond to the cartoons, what they are depicting and how are they different. Learners would need

to take into consideration the current times that particular cartoons were printed and the influences these would have had on the artist i.e. colonialism, issue of Napoleon. Additional resources would need to be researched in order to support their ideas. Individual work would be required for completing this task. The need for individual work is supported by Hammond (1999, p 24) when she wrote that higher order learners 'demonstrate individual effort and independence as they seek to piece together an understanding of an issue'. Comparing the cartoons and their respective influences is deemed suitable for gifted learners as the task covers higher order requirements by asking the learners to interpret historical context and appreciate them as evidence (Hammond, 1999). Gifted learners can be given additional resources with regards to Sarah Baartmans return to South Africa, her subsequent burial and public and political reactions (see example of appendix 6). A task can be set whereby they write a review for the local newspaper about her return, public opinions, an historical response and critical evaluation to the statement 'Saartjie Baartman: born 1789 – buried 2002' (Holmes, 2007). This task also reflects higher order activities by covering the realm of reporting (Hammond, 1999).

Another aspect for gifted learners that Kokot (1992) writes about is the need for appropriate experiences in the arts. The reason for this being that a 'knowledge of gifted children shows a need for the arts: sensitivity, keenness of perception and the ability to understand interrelationships all point to a need for exposure to aesthetic experiences' (Kokot, 1992; p 208). Specifically under this topic of humans on display and Sarah Baartman the teacher could organise a viewing of the Jomba! Contemporary Dance Experience namely the show 'They Look at Me and that's all They Think' which refers to the story of Sarah Baartman (http://www.ukzn.ac.za/cca/jomba_2006.htm).

These tasks work through the basis of developing skills which in turn increase knowledge and hopefully challenge the gifted learner in 'a continuing spiral of achievement' (Hammond, 1999, p 31). As the author goes on to explain, in order to stretch the very able learner the programme that we follow must allow the higher order skills and knowledge to work together and serve each other (Hammond, 1999).

The article on Guidance on teaching gifted and talented pupils states that challenges for these types of learners is achieved through giving

them access to a wide range of sources, providing opportunities for them to communicate their understandings in a variety of ways and extending the breadth and depth of study. I feel by incorporating aspects of group and in particular individual work, giving different forms of resources and setting challenging tasks gifted learners would be motivated and tested.

Culture as factor and its complexities

A class full of multiracial and co-educational pupils brings with it a range of complexities, all of which need to be considered when teaching history. Rösen (1991, p 1) explains, 'every culture has an idea of mankind and humanity. But these ideas differ'. Differences in culture are supported by Vygotsky (Beck, 2003, p 256) in his sociocultural theory when he states 'rich social and cultural contexts profoundly affect children's cognition'. The problem is how do we bring them together to mediate within the classroom situation and specifically in response to teaching history? A major goal of multicultural education is to reform the schooling system so that learners from diverse racial, ethnic and social class groups will experience educational equality, included in this is the incorporation of both male and female learners so that they too have an equal chance to experience educational success (Banks, 1994).

Historical legitimacy is an important aspect and responsibility of teachers teaching history because with a genuine understanding of history comes an historical identity (Rösen, 1991). An identity which will follow, influence and affect learners, therefore the truth needs to be told. Rösen (1991) describes historical identity as the feeling one gets when they realise they belong to a group because of the common history they share. For many, historical identity places learners within a framework; it describes and articulates with whom one belongs, who the others are and who they live with (Rösen, 1991). Truth and legitimacy is obviously essential. Teacher's political agenda's and personal beliefs cannot be the focal point of all history lessons, specifically those directed at multiracial and co-educational classes. The aim of teachers within a multiracial and co-educational class is two fold. Firstly, to reveal historical elements and culture outside the officially established curriculum and achieve historical identity for individuals within ones class. Secondly, to establish national identity, to make individuals feel

part of South Africa, a part of their country and its future (Rüsen, 1991). How does one do this?

As a teacher of a multiracial and co-educational class you need to understand the historical memory of learners. Within this classroom of learners there are already culturally valuable traditions, ethics and morals, fragments of historical knowledge, attitudes towards a past and patterns of significance issues of historical identity (Rüsen, 1991). These ideas from the past have been conveyed by parents or older 'experienced' adults as supported by Vygotsky (cited in Beck, 2003, p 26) 'values, beliefs, customs is transmitted to the next generation.' As Rüsen (1991) explains all of the above needs to be known and taken into consideration by the teacher, this is so they can be reflected on, used within discussions and considerations and become part of the subject matter. The process of this, as argued by Rüsen (1991) can result in students gaining historical identity and subsequently legitimise the future of South Africa.

To tackle these above aspects with regards to humans on display and in particular Sarah Baartman would be quite difficult as this topic alone provokes questions of race and gender inequalities. However, to achieve historical legitimacy and identity, all aspects of discussion and learners opinions must be discussed and brought to the foreground. To initiate discussion and introduce the topic to this group of learners, I would start with the story of Sarah Baartman, with reference to the first chapter of Holmes' (2007) book as a resource (appendix 6). This initial piece of writing brings to the fore issues of gender and race, however we see in this introductory chapter that being a certain gender, in this case a woman, does not prevent one from ridiculing or looking down upon other women. I would initiate group discussions around possible underlying influences with regards to the public's responses to Sarah Baartman. What I would try to reveal, is that many influences are at play besides gender and race, issues of being 'different', strange and the unknown. By doing this I hope to reach Wilson's (1997, p 86) approach to teaching a multicultural and gendered classroom which states 'history involves the development of pupils' analytical skills so that they always examine the evidence and seek to view historical 'facts' from several points of view.'

Following Wilson's (1997) guidelines I would pose the class with a series of questions to be discussed in pairs. Namely, imagine within

your culture and belief structure, what would happen if someone totally out of the ordinary, according to you, was brought into your town. Imagine everyone was talking about how different and odd this person was. Would you be interested in seeing what they look like? What if all your friends had gone to see this person and they reported back in awe at the differences they had seen, wouldn't you be interested? By doing this and initiating discussion around these questions I would hope to open up the learners to see the situation from a different viewpoint (Wilson, 1992). According to Rösen (1991, p 5) teaching history to a multiracial and co-educational class should incorporate the learners beginning to understand that 'facts have their historical importance only within concepts or patterns of significance which relate them to their own time'. I would hope that this previous discussion did this by opening up the learners to other possibilities and an understanding of reactions due to the specific time in history.

To start working towards a national identity I would hand out the poem (appendix 7) that was written for and about Sarah Baartman, which many believe had a huge impact on her remains being returned and buried in South Africa. Learners would need to research opinions about her return and what the general public thought. This task needs to be done individually and each learner is to return to class with at least 3 articles or resources relating to this topic. The bases of their understandings will be presented to the class in an oral presentation of 5 minutes with class discussion of the findings ensuing afterwards. What they would find, along with the poem, is that the public of South Africa was in consensus around the dismal treatment of Sarah Baartman and in positive conformity with her return and burial. Ideally this would make learners of different races and genders feel a little more included, due to agreeing opinions and attitudes, in the country and its future; and thus work towards developing a national identity. When working with a class from different cultural backgrounds language abilities and constraints need to be taken into consideration especially with regards to the oral presentation task. Banks (1994, p 279) supports this when he writes 'respect for the students home dialect should be fostered. Rather than viewing the home dialect as defective, teachers should view the dialect as a source of strength'.

When teaching various topics, in this case humans on display focusing

on Sarah Baartman, teachers also need to consider the learning possibilities with regards to understanding and accepting diverse ethnic and cultural perspectives. Bank (1994) explains that traditionally in the teaching of history, learners have been taught to view events, situations and national history as from the perspectives of mainstream historians, which often support the status quo of the hegemonic state. This topic and the various tasks above can be used to gain a more complete understanding of ones past and present and to look at events from the perspectives of marginalized groups (Bank, 1994). As the author goes on to explain, working towards and incorporating aspects of this within each lesson, teachers can play a role in making learners less ethnocentric and more able to understand that any event or situation can legitimately be looked at from many perspective.

A mixed pot

Current situations in South African education have resulted in many classes being a mixing pot of races, gender and ability. From the teachers that I have been in contact with this idea has not been readily accepted. Many feel having multi racial, co-educational and mixed abilities within classrooms will hamper the learning and teaching process. However, the following analysis of learning theories, namely Vygotsky and Gardener, indicate that a multi faceted classroom can actually assist learning as opposed to hinder it.

Vygotsky's argues, as stated earlier, that not only are children active seekers of knowledge but that it is important to acknowledge that rich social and cultural contexts profoundly affect children's cognition (Beck, 2003). An aspect of this theory, which can be used in multi faceted classrooms as we are dealing with here, is what Vygotsky called the 'zone of proximal (or potential) development' (Beck, 2003). This concept refers to a range of tasks that a child cannot yet perform on their own but can accomplish with the assistance of adults or more skilled peers (Beck, 2003). How does this theory and the concept of zone of proximal development work in practice and assist with learning in a multi racial, co-educational and mixed abilities classroom. Learners, due to these differences, arrive at the classroom with different experiences and knowledge, as stated by Vygotsky. Therefore, successful and effective teachers need to use this to their benefit. Acknowledging that within

ones classroom are a wide variety of abilities and cultures, groups can be made up where by differences are spread throughout the groups. Gifted learners, using the ideas of the zone of proximal development, can assist the less able learners. Individuals from different cultures and genders can bring to the groups different understandings and perspectives, hence contributing to the learning within the group and contributing to understanding the existence of different viewpoints. This can be achieved through any group work tasks, namely the cartoons task (appendix 5), analysis of the advert (appendix 3) or a review of the poem (appendix 7). Vygotsky also introduces the notion of using certain features of social interaction, namely 'assisted discovery' and 'peer collaboration' that I feel can be used in a mixed classroom (Beck, 2003, p 260). Assisted discovery is when teachers guide learning and tailor interventions to collaborate with a child's development. Therefore in a mixed class the teacher can focus on the less able. Peer collaboration refers to when classmates with varying abilities work in groups with others, many learners respond well to peer assistance. The features of this method assist with the less able as well as challenging the gifted. 'Differentiation by task', i.e. variety of work corresponding to different levels of pupil ability, also allows for the addressing of less able learners within a mixed class (Haydn, Arthur and Hunts, 2001, p 161).

When teaching history to a class made up of race, gender and ability differences the notions behind Howard Gardner's multiple intelligences can have a huge affect on reaching all the needs of the learners in the classroom. Gardner believed that human intelligence does not comprise of independent abilities that collaborate as a general intelligence (Jordaan and Jordaan, 1998). Rather he believed that there are seven separate kinds of intelligence and that the dominant intelligences are influenced by hereditary, cultural and educational factors (Jordaan and Jordaan, 1998). Gardner introduced seven types of intelligences, the two standard academic kinds linguistic (production and understanding of languages) and logical-mathematical (logical reasoning and solving of scientific problems) intelligence. He then went on to include spatial intelligence (organise objects spatially i.e. artist, architects), bodily kinaesthetic intelligence (use of body to perform tasks), musical intelligence (compose, appreciate and perform music), interpersonal intelligence (to get along with people, be aware of moods, cues and motivations) and intrapersonal intelligence (to understand and predict own behaviour)

(Jordaan and Jordaan, 1998; Goleman, 1996). Gardner later introduced two more intelligences naturalistic (recognise and categorise any object in nature) and existential intelligence (philosophical, question meaning of life). What does this mean for teaching history within a mixed class? As Goleman (1996) suggests teachers should spend less time ranking children and more time helping them to identify and cultivate their natural competencies and skills.

In order to achieve this teachers must incorporate tasks and activities that will allow for any child of any intelligence to find something that they are successful at. With regards to teaching history and specifically humans on display and Sarah Baartman I would challenge those with linguistic intelligence by giving the class a similar activity to the gifted class that incorporated the advert of Sarah Baartman (appendix 3) and the resource 'A Note on Naming' (appendix 4) and the basic story of Sarah Baartman with relative questions.

It is essential that with this task the teacher takes into account questions that relate to Bloom's taxonomy i.e. to organise and sequence questions from a lower order to a higher order therefore increasing in complexity (Criticos, Long, Moletsane and Mthiyane, 2002). By adopting this approach, those with language abilities are targeted, however by using Bloom's taxonomy less able learners are not left out. In this situation questions can move from knowledge (recall) i.e. who is this reading and advert about, to comprehension (understanding) i.e. what is this story about?, to application (solving) and analysis (analysing) i.e. what does the term 'Hottentot Venus' mean and why was it used? (Criticos, Long, Moletsane and Mthiyane, 2002). The following higher order questions target and challenge the able and later on the gifted learners namely using synthesis (creating) critically discuss the issues relating to Sarah Baartman's name, which would you use and why?; what historical aspects influenced how and why Sarah Baartman was treated? And finally to evaluation (judging) i.e. what do you think about humans on display, answer with reference to Sarah Baartman, and do you think, considering the historical situation, responses were justified? (Criticos, Long, Moletsane and Mthiyane, 2002).

For this topic logical-mathematical and interpersonal intelligence can be combined. In order to target logical reasoning and being sensitive to people's moods and motives the class could discuss in groups the

reasons behind Sarah Baartman's treatment. To target spatial and musical intelligence one could get the learners to make a display that they feel would suit being on display, giving the example as seen in appendix 8. In addition to this learners would need to, in groups, develop and compose a song about Sarah Baartman that could be presented on the night of the unveiling of their displays. Bodily-kinaesthetic intelligence can be included here by getting the learners to incorporate dance into their song routine. Intrapersonal intelligence could be targeted when in pairs and later on in written form when learners explain about how they personally feel about Sarah Baartman and humans being on display. By using Gardner's notion of multiple intelligences individual cultural and race difference will be a given a chance to be revealed. Dance routines and display work will allow individual preferences to be used.

By incorporating aspects of Bloom's taxonomy which assists with less able learners as well as challenging gifted learners and by using Vygotsky's features of social interaction, classrooms of mixed abilities can prove to be successful. Due to the fact that Gardner believed that multiple intelligences were mainly as a result of culture, heredity and experiences using task and activities that focuses on the wide variety of intelligences allows for aspects of different cultures and genders to be included. The above shows us that mixing pot classrooms need to be seen rather as an opportunity for advanced learning as individuals work together, learn about each other and different experiences than as a hassle.

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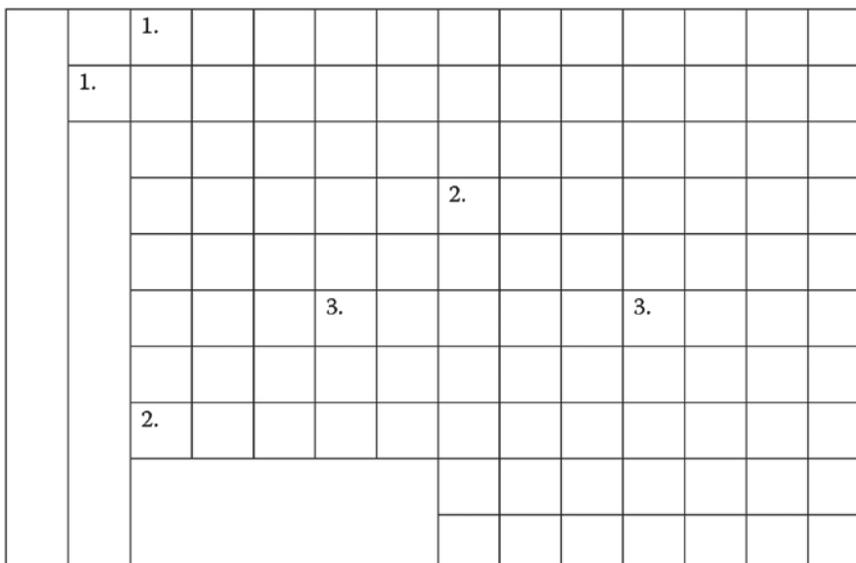
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Appendix A

Different pictures of Sarah Baartman to put up on the overhead projector:

Appendix B

Crossword



Across	Down
1 In what river valley was Sarah Baartman born?	1 What was her birth name?
2 Which continent was she taken to?	2. In which town did her funeral eventually take place?
3. One of the cities Sarah Baartman was displayed at?	3. What was the mans surname who found Sarah Baartman and took her over seas?

Appendix C

“Phoenomenon’ poster from Daniel Lysons, *Collectanea; or a Collection of Advertisements and Paragraphs from Newspapers, Relating to Various Subjects, vol. Iii, unpublished scrapbook.* (British Library).

Appendix D

E:\History\Sarah Baartman, at rest at last - SouthAfrica_info.htm

Sarah Baartman, at rest at last

Lucille Davie

12 August 2002

Sarah Baartman, displayed as a freak because of her unusual physical features, has finally been laid to rest, 187 years after she left Cape Town for London. Her remains were buried on Women's Day, 9 August 2002, in the area of her birth, the Gamtoos River Valley in the Eastern Cape.

Baartman was born in 1789. She was working as a slave in Cape Town when she was "discovered" by British ship's doctor William Dunlop, who persuaded her to travel with him to England. We'll never know what she had in mind when she stepped on board – of her own free will - a ship for London.

But it's clear what Dunlop had in mind – to display her as a "freak", a "scientific curiosity", and make money from these shows, some of which he promised to give to her.

Baartman had unusually large buttocks and genitals, and in the early 1800s Europeans were arrogantly obsessed with their own superiority, and with proving that others, particularly blacks, were inferior and oversexed.

Baartman's physical characteristics, not unusual for Khoisan women, although her features were larger than normal, were "evidence" of this prejudice, and she was treated like a freak exhibit in London.

The 'Hottentot Venus'

She was called the "Hottentot Venus", 'Hottentot' being a name given to people with cattle. They had acquired these cattle by migrating northwards to Angola and returned to South Africa with them, some 2 000 years before the first European settlement at the Cape in 1652. Prior to this, they were indistinguishable from the Bushmen or San, the first inhabitants of South Africa, who had been in the region for around 100 000 years as hunter-gatherers.

Khoisan is used to denote their relationship to the San people. The label Hottentot took on derogatory connotations, and is no longer used.

Venus is the Roman goddess of love, a cruel reference to Baartman being an object of admiration and adoration instead of the object of leering and abuse that she became.



Baartman objectified. An early nineteenth century French print entitled [La Belle Hottentot](#).

She spent four years in London, then moved to Paris, where she continued her degrading round of shows and exhibitions. In Paris she attracted the attention of French scientists, in particular Georges Cuvier.

No one knows if Dunlop was true to his word and paid Baartman for her “services”, but if he did pay her, it wasn’t sufficient to buy herself out of the life she was living.

Once the Parisians got tired of the Baartman show, she was forced to turn to prostitution. She didn’t last the ravages of a foreign culture and climate, or the further abuse of her body. She died in 1815 at the age of 25.

The cause of death was given as “inflammatory and eruptive sickness”, possibly syphilis. Others suggest she was an alcoholic. Whatever the cause, she lived and died thousands of kilometres from home and family, in a hostile city, with no means of getting herself home again.

Cuvier made a plaster cast of her body, then removed her skeleton and, after removing her brain and genitals, pickled them and displayed them in bottles at the *Musee de l’Homme* in Paris.

Some 160 years later they were still on display, but were finally removed from public view in 1974. In 1994, then President Nelson Mandela

suggested that her remains be brought home.

Other representations were made, but it took the French government eight years to pass a bill - apparently worded so as to prevent other countries from claiming the return of their stolen treasures - to allow their small piece of "scientific curiosity" to be returned to South Africa.

In January 2002, Sarah Baartman's remains were finally returned, and remained in Cape Town pending a decision on her final burial place.

Marang Setshwaelo, writing for *Africana.com*, says that Dr Willa Boezak, a Khoisan rights activist, believes that a poem written by Khoisan descendant Diana Ferrus in 1998 played a major role in helping bring Baartman home. Boezak says: "It took the power of a woman, through a simple, loving poem, to move hard politicians into action."

Whatever the reason, Sarah Baartman is home, and has finally had her dignity restored by being buried where she belongs - far away from where her race and gender were so cruelly exploited.

Appendix E

A poem for Sarah Bartmann by Diana Ferrus

"I've come to take you home -
home, remember the veld?
the lush green grass beneath the big oak trees
the air is cool there and the sun does not burn.
I have made your bed at the foot of the hill,
your blankets are covered in buchu and mint,
the proteas stand in yellow and white
and the water in the stream chuckle sing-songs
as it hobbles along over little stones.

I have come to wretch you away -
away from the poking eyes
of the man-made monster
who lives in the dark
with his clutches of imperialism
who dissects your body bit by bit
who likens your soul to that of Satan
and declares himself the ultimate god!

I have come to soothe your heavy heart
I offer my bosom to your weary soul
I will cover your face with the palms of my hands
I will run my lips over lines in your neck
I will feast my eyes on the beauty of you
and I will sing for you
for I have come to bring you peace.
I have come to take you home
where the ancient mountains shout your name.
I have made your bed at the foot of the hill,
your blankets are covered in buchu and mint,
the proteas stand in yellow and white -
I have come to take you home
where I will sing for you
for you have brought me peace.”

Appendix F

Example of sculpture of Sarah Baartman

