A pupil's view - Tamsin Herbert (Std 9)

"History is too vast a subject to be confined to the classroom and too far ranging to be restricted by a timetable."

The accuracy of this quotation was put to the test by the History Department of Krugersdorp High School, who issued an unusual selection of history assignments which required practical rather than book knowledge. All topics were related to the history of Krugersdorp and assignments had to be submitted to coincide with the centenary celebrations of this city. The aim of these projects was to familiarize pupils with the landmarks and monuments of Krugersdorp and to emphasize the importance of "reminders of the past".

On Wednesday, April 29, 1987 a "Gaia History Evening" was held at the school, where all assignments were displayed and the history of Krugersdorp High School was related to an interested audience by means of two slide-tape shows. Several pupils related anecdotes on the history of Krugersdorp.

Among the most striking projects were models of historical buildings and designs for monuments. Memorials of the future appear to be heading for a radical change. Outstanding projects included charts, needlework and photographs.

A popular section of the exhibition was the cakes. Surprising talent in the culinary arts was displayed in an assortment of "cake monuments". Fortunately most cakes remained intact for the evening though mouths watered and fingers itched.

Photographs of previous Krugersdorp High scholars and old school uniforms were a source of much amusement and old report cards and other documents were perused with interest.

The evening was a great success and made us aware that our actions of today will influence the history of tomorrow, i.e. that "Few will have the greatness to bend history itself but each of us can work to change a small portion of events and in the total of these acts will be written the history of this generation".

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EVALUATION IN THE PRIMARY SCHOOL

MRS HILDA HERHOLDT
Deputy Principal
Colin Mann Primary School (Germiston)

In a letter to the Editor Mrs Herholdt wrote:

Dear Sir

As an avid reader of your magazine "Yesterday and Today", I would like to compliment you and your editorial staff on the very useful and inspiring articles in every issue. Although I have been teaching for many years (20!) this is my first year teaching History to Std 5 pupils — a very rewarding experience indeed! I particularly enjoy setting examination papers as I feel that a good paper can be a learning experience as well as an enjoyable one. I have included two copies of examination papers which my pupils quite enjoyed, and which I hoped would be challenging! Perhaps you could make use of some of these questions as a contribution for publication.

Needless to say; contributions like these are only more than welcome. This is amongst others one of the reasons why we are running YESTERDAY AND TODAY — it is a journal for history teaching and everything which will enhance history teaching is of value. So are the question papers contributed by Mrs. Herholdt.

We can only hope that this example will be followed by other history teachers.

EDITOR.

Std 5. History Test

Question 1

A. This is what the Roman historian, Tacitus wrote:

Some were covered with the skins of wild beasts, and left to be devoured by dogs; others were nailed to the cross; numbers were burnt alive; an many were lighted up, when the day declined, to serve as torches during the night.

1. Why did Nero start persecuting Christians?.............
2. What did gladiators do?..............................
3. Where did the Christians in Rome now have to have their meetings?..............................

B. This is what Ramusio, c. 1380 wrote:

After the meal, when all the servants had been ordered out of the hall, Marco, as the youngest of the three, left the table and went into another room. He brought out the tree shabby suits of coarse cloth which they had worn when they first arrived. Straightaway they took sharp knives and began to rip up some of the seams and took out of them jewels of the greatest value in vast quantities, such as rubies, sapphires, diamonds and emeralds, which had all been sewn up in those clothes in so clever a way that no one could have suspected they were there.

1. What did Marco Polo's journey prove to the West?...
2. Where did Marco obtain all the jewels?...................
3. Where did the Polos start their journey?................

Question 2.

What do the following words have in common?

1. Stephen, Ignatius, Polycarp..........................
2. Nero, Caesar Augustus, Diocletian..........................
3. Ephesus, Antioch, Corinth..........................
4. Benedict, Dominic, Francis..........................
5. Infirmary, cloister, refectory..........................
6. Pope, archbishop, bishop, deacon..........................
Question 4. Study this time-line.

1. What did the Edict of Milan depict?.................................
2. After whom was the capital of the Eastern Roman Empire named?........
3. The miraculous spread of Christianity from the birth of Jesus until the decree of Theodosius took........ years.

Question 6. Thought Questions.
1. Who is the Pope of the Roman Catholic Church today?......................
2. Why did the sigh of the fish indicate Christianity?....................

Question 7.
A. Name 4 reasons why Christianity could spread so rapidly.
B. Name 2 reasons why the Crusades improved trade.

Question 8.
Write a paragraph on how our alphabet originated. Name five facts.

Question 9.
Answer the following questions.
1. What was the Roman style of building called?..........................
2. What does the Gothic style of architecture include?......................
3. Name two kinds of weapons which the knights used in medieval times............
4. Why were their fire-arms dangerous?
5. What kept invaders at bay in medieval castles?
Question 10.
Fill in the Missing Names.
(P.S. Apologies to the Greek erudite - we know they didn't all live in the same century!)

One day poor........... was battling to get all the lines of longitude and latitude on his map. Suddenly there was a knock at his door. His old friend............. had come to visit him.
"Listen to me," he said. Let me examine you and give you some good medicine to cure you. "Thanks, I feel better already. Let's go and visit old............. He must be tired by now puzzling over triangles, theorems, and square root numbers. Living on numbers is not good for you!" The two friends set off. "Look at Socrates and............. our great philosphers, busy discussing what truth is all about. Perhaps one day they will discover what justice and beauty are all about too!"

Question 11
Look for the hidden answers and abbreviations. See example.

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1. Meaning before Christ.
2. Meaning after Christ.
3. Simpler Egyptian writing.
4. Jars to insert body organs.
5. The fall of Constantinople was the end of the......Ages.

Question 12
At the bottom of an old manuscript which was found recently in a monastery, the monk had written the following words:

Well this go on forever?

1. Why did he seem to be so disheartened?
2. What kind of pen would he have used?
3. How long would it have taken him to re-write the Bible?
4. On what kind of material would he have written?

Question 13
Several bars and the lower side of the ladder parted company and went crashing down 200 metres to the ground. Rawlinson, desperately hanging on to the upper length, was rescued by his companions and regained the Persian recess. He did not attempt another crossing until he had made a more substantial "bridge".

Why on earth was Rawlinson, a Military Adviser in the Middle East, during the 1830's, hanging on to the recess of a cliff?___

Question 14
Here is a fun question just for your last mark. What do you think this picture message conveys?

Meet me.........at.........to go..........}

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**LEERLINGBYDRAES**

Leerlinge van die Laerskool Kruisig in Kempton Park en van die Laerskool Mooirivier in Potchefstroom het hul onderskeie sienings en waarde van die vak geskiedenis vir GISTER EN VANDAG ingestuur. Ons verwek somke bydreas! Vanselfsprekend so.

Ons plaas dit onveranderd.
Wat is die vak Geskiedenis vir my werd?

Marisa Wright, Laerskool Kruisig, Kempton Park.

President Paul Kruger se laaste boodskap aan sy volk was: "Neem uit die verlieie wat goed en edel is, en bou daarop die toekoms." Omdat die woorde so dikwels deur vele ander belangrike persone uit ons Suid-Afrikaanse geskiedenis herhaal is, kom ek dink dat die besef hoe belangrik dit vir enige leerling is om die vak Geskiedenis beter en meer groter liefde te bestudeer. So word die kennis opgebou wat nodig is ons kan selfs ons politiek beter verstaan as ons ons land se geskiedenis beter ken.

'N Groot groep leerlinge beskou die vak Geskiedenis as 'n vak wat net geleer en nie geniet moet word nie en besef nie dat kennis van jou eie land se geskiedenis ook kan aanspreek en aanmoedig! Vir my is geskiedenis deel van my erfenis wat vir my mooi is.

Deur in my laerskooljare reeds kennis te maak met my land se geskiedenis, gee my 'n trots en 'n lojaliteit teenoor my eie vaderland. Ek leer as Afrikaner-kind dat, wanneer ander volke van hul Napoleon, Nelson of Washington praat, dat ek met trots van ons Piet Retief, Paul Kruger, Steyn en De Wet kan praat.

Daarom leer Geskiedenis my om beginselselfe te staan omdat ek kennis het van ons groot gebeurtenisse, ons wyande, ons veranderde omstandighede, ons helde se groot dade maar ook menslike foutie.

Die studie van Geskiedenis het my belangstelling en waardering in my eie kultuurerfenis aangewakker. Dit het tot kosbare ure saam met my ouers tydens besoekte aan kultuurhistoriese museumse gele. Ek herinner my nou nog aan ons interessante belewenis by die Ou Drosdy te Swellendam.

As ek nie die agtergrond van geskiedenis as vak gehad het