

Different Lenses Shape History

An activity of "Dangerous History".

ON YOUR OWN

1) Read the article "Dangerous History" (page 10, *What's Up* August 2023). In the table below, list two erroneous historical facts alongside their more accurate representations.

Erroneous Fact	Accurate Representation

AS A GROUP

2a) In small groups, think of a shared event that you have experienced. Examples include class excursions to a nature reserve, a National Day Celebration, a sports event, etc.

Our shared event: _____

2b) Draw what you remember about the event in the squares below.

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My Observations (What you saw or heard e.g. animals, trees, litter, other visitors, etc.)	My Actions (What you did there e.g. played a game, took pictures, jotted down notes, shooed flies, etc.)	My Emotions (What you felt e.g. excited, bored, sleepy, full of joy, happy, sad, warm, pensive, etc.)

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2c) Color your drawings and cut them out. Using all your cutouts, make a collective group collage on a big sheet of paper. Title your artwork. Mention what the shared event was and list your group members' names.

2d) Take turns to share your response to this question.

What were some differences in your groupmates' memories of observations, activities, and feelings of the same shared event?

AS A CLASS

3a) Display all the group's collages in class. Spend a few minutes walking around and looking at each group's artwork. Although each group's collage is about a shared event, notice how the parts show that every individual experienced it in slightly different ways.

Spot the similarities and differences between the parts that make up each collage. What you notice will help you in the following class discussion.

3b) Your class's collages show that individuals at the same event remembered it differently. This can happen when people write about important historical events as well.

Read "What railways and killer lions taught a young African about history" (page 11, *What's Up* August 2023). Like the previous article on page 10, here too we can see that it matters whose lenses are used when stories of the past are told.

Pretend that your class decides to write up the history of your school. Now that you can see how important it is to have events viewed through different lenses, list 15 individuals you would interview to gather data for your history book.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Looking at the past through multiple lenses gives us a richer, more accurate picture of what really happened.