



“Maria Hertogh Riots” educational resources

Teacher’s Guide

CONTENTS	Page
1. Introduction	2
2. Maria Hertogh Riots articles	3
3. IDEAS activities	9
4. A Giant Quiz	16
5. Frequently Asked Questions	22
7. Acknowledgements	22

The Maria Hertogh riots took place more than 70 years ago. It is timely to revisit this landmark event in Singapore’s history of multi-racialism. Over the years, the story has become less familiar to children and, hence, has strong potential to engage them in reflecting on the lessons it offers.

Sponsored by the Ministry of Culture, Community and Youth (MCCY) as part of our nation’s commitment to the International Convention on the Elimination of All Forms of Racial Discrimination.

SECTION 1

Introduction

The “Maria Hertogh Riots” series is a set of resources for primary schools to educate about racial discrimination. The riots took place more than 70 years ago. It is timely to revisit this landmark event in Singapore’s history of multi-racialism. Over the years, the story has become less familiar to children and, hence, has strong potential to engage them in reflecting on the lessons it offers.

Our learning goals

1. Used effectively, these resources will help students to:
 - grow **empathy** for social minorities
 - realise that many factors contribute to **alienation**
 - realise the need to address **discrimination**.
2. Gradually, students will also internalise the principles of **human dignity** and **worth** for all.

Our team’s approach

As racism is a sensitive topic, our guiding principle is that children – both ethnic minority and majority groups – must feel safe participating.

The IDEAS activities aim to help students to think through their options in everyday situations, to reach out to others, and to play their part in promoting racial and religious harmony in their schools and neighbourhoods. The whole-class game, a “giant quiz”, invites students to participate actively in their learning, based on this series.

Teachers’ questions

We asked teachers to share concerns and questions they had about these resources. In Section 6 of this Guide, you will find some of the more frequently asked questions and our answers. We strongly encourage you to read the Frequently Asked Questions in Section 5 before using the Maria Hertogh Riots resources.

SECTION 2
Maria Hertogh Riots Articles

There are 10 articles:

1. One girl, two families: the story of Maria Hertogh
2. Maria in court
3. Photos of Maria tell different stories
4. Maria at the convent
5. Caught between the old world and the new
6. Maria in the Netherlands
7. A difficult era for children
8. Children's welfare in today's Singapore
9. Different races, same kampung
10. Love could have won

The articles should be read in sequence. Articles 1 to 6 are about Maria's childhood, the court case, the riots, Maria's brief stay in a convent, and her life in the Netherlands. Articles 7 to 10 tell what the world was like at that time, colonialism in this region, and how children have been hurt by discrimination.

THE FORMAT

Article — Each article is written as an easy-to-read story for upper-primary students.

Illustrations — Archival photos and other relevant images help to bring each story to life.

Vocab Builder — Unfamiliar words are defined.

ARTICLE 1

One girl, two families: the story of Maria Hertogh

The story

How one of Singapore's worst conflicts started over an innocent girl.

Illustrations

- Old photos of the teenaged Maria and her two mothers, Adeline Hertogh and Aminah Mohamed.
- A photo of a car set on fire by rioters.



Maria Hertogh.

ARTICLE 2

Maria in court

The story

The trials that took place in court and why they caused riots to break out in Singapore.

Illustrations

- A postcard showing Singapore's Supreme Court building around 1950.
- A photo of Maria and Mansoor Adabi on their wedding day.
- A photo of Aminah Mohamed leaving the Supreme Court after her appeal was rejected.



Postcard showing Supreme Court building around 1950.

ARTICLE 3

Photos of Maria tell different stories

The story

Media reports can sometimes confuse the public. This article looks at how the Maria Hertogh story was a classic case in Singapore's past.

Illustrations

- Photos of Maria published by various newspapers.
- An illustration from *Melayu Raya*, with Maria shown as having to choose between a church or a mosque.
- A photo of the emotionally-charged crowds outside the Supreme Court on 11 December 1950.



ARTICLE 4

Maria at the convent

The story

In 1950, thousands took to the streets to protest the High Court's decision about Maria Hertogh. This article explains why Maria's brief stay in a convent caused the protests to worsen.

Illustrations

- A photo of a report in *The Singapore Standard*.
- A photo of a group of demonstrators in front of the Supreme Court on the day of Aminah's appeal.



A group of demonstrators outside the Supreme Court. Credit: Kenneth Chia Collection, Courtesy of National Archives of Singapore.

ARTICLE 5

Caught between the old world and the new

The story

Maria Hertogh was a child of the last days of European colonisation in Southeast Asia as well as of the new world of independent young nations. This article examines ways in which the geography and history affected Maria's life.

Illustrations

- A painting on a Dutch royal family carriage showing people from the Dutch colonies paying tribute to Queen Wilhelmina on her coronation.
- An old map of the Dutch East Indies highlighting resources valued by the coloniser.
- An old Dutch stamp from the 1940s.
- A photo of young Indonesians training to fight the Dutch in 1949.



A painting showing people from the Dutch colonies paying tribute to Queen Wilhelmina on her coronation. Credit: Nicolaas Van Der Waay.

ARTICLE 6

Maria in the Netherlands

The story

Follows Maria's life when she joined her birth parents and siblings in the Netherlands. Her unhappy life there is a reminder of how important it is for family and friends to help children when they go through major life changes.

Illustrations

- Photos of Maria and Mrs Hertogh arriving in Amsterdam to a large crowd of waiting reporters.



Maria and Mrs Hertogh arrive in Amsterdam. Credit: Noske, J D/ANEFO

ARTICLE 7

A difficult era for children

The story

Maria Hertogh was separated from a mother she loved and forced to adapt to a new culture far away. There were many other, less famous cases of children being taken to new families.

Illustration

- A photo of the Stolen Generations Memorial at the Australian Botanic Gardens.



The Stolen Generations Memorial at the Australian Botanic Gardens. Credit: Simone Cottrell, Royal Botanic Garden Sydney.

ARTICLE 8

Children's welfare in today's Singapore

The story

The article explains, in a child-friendly way, that current laws and support systems protect children in Singapore today.

Illustration

- A photo of children out on an excursion.



Singapore children out on an excursion. Credit: Choo Yut Shing.

ARTICLE 9

Different races, same kampung

The story

We leap forward to the next time there were riots in Singapore. Dick Yip was a Secondary Four student in 1964 when violence broke out between the Malays and the Chinese. He tells of how he saved a neighbour from danger.

Illustrations

- A photo of Dick Yip
- A photo of Mr Yip's diary entry.



*Dick Yip remembers the race riots of 1964.
Credit: Justin Zhuang.*

ARTICLE 10

Love could have won

The story

Award-winning writer Isa Kamari was doing research for his novel about Maria Hertogh when he found out something surprising: Maria's two mothers had a lot in common. Could their love for Maria have made the riots avoidable?

Illustration

- A photo of Isa Kamari outside the Supreme Court.



Writer Isa Kamari. Credit: Justin Zhuang.

SECTION 3

IDEAS activities

There are 12 activities in all.

1. Quotable Quotes
2. A Letter to the Past
3. I See Options
4. My Smiling Eyes
5. We Can Be E-Buddies
6. Reach Out: 3-2-1 Plan
7. Combat Those Rumours
8. Maria Hertogh Crossword
9. Let's Debate: Good Decisions or Not?
10. Demystifying Differences
11. A Medley of Browns
12. Arts and Crafts for Peace: Saori Weaving



You can assign the activities in any order. Some of the activities require students to first read one or two of the articles in the Maria Hertogh series. Other activities are best done after students have read all the articles.

ACTIVITY 1

Quotable Quotes

Lesson objective: To think more deeply about what happened in the Maria Hertogh stories.

Students are asked to:

- Browse through all the Maria Hertogh articles to get a good overview.
- Look for the extracts given in the worksheet and see them in their contexts.
- Respond to questions given by discussing them within their small group.
- Pick their favourite sentence from any article in the Maria Hertogh series. Set three questions and discuss their responses.

WHAT'S UP Quotable Quotes

Read, discuss through all the Maria Hertogh stories to get a good overview. You will find the stories at <http://www.whatsup.org>. Then, choose an extract or quote presented below to think more deeply about what happened. Work in small groups of three or four.

PART 1 – Look for the following extracts while the teacher or that you see them in their context. Respond to these questions by discussing them within your group.

1 Maria in court (Story 2)
 “I often people are upset about this, then I am sure a thousand times more”
 – Maria Hertogh

QUESTIONS

- What were the other people upset about?
- Why did Maria say that she was a thousand times more upset than others?
- How would you have felt if you were Maria’s close friend in Malaya?

2 Maria in the Netherlands (Story 4)
 “I saw many photographers, reporters, and other people at the airport. I remember I didn’t care about all that at all. I was too preoccupied with what I was going to do.”
 – Maria Hertogh

QUESTIONS

- What do you think Maria was too preoccupied with?
- What was Maria’s big dream for going to the airport?
- How could Maria have been ignored the ordeal of facing these strangers?

3 Different views, same kidnapping (Story 9)
 “I know it was nothing about ‘heroin’. It so happened that I saw these and I know that, I would have done the same for anybody else.”
 – Dick Yip

QUESTIONS

- What did Dick Yip do that was heroic?
- Do you think many people would have done what Dick did for his friend?
- Considering the fact that he was a ‘heroin’ addict, would you do what he did?

Page 1 of 2

WHAT'S UP

4 I have could have been (Story 10)
 “I started to write about the trial because there were a lot of important lessons on racial harmony and tolerance that we can learn from the episode.”
 – Raj Kassam

QUESTIONS

- What helped his give a more balanced account than the 1960s news media did?
- Of the anecdotes that he wrote, which do you think the most ‘heart wrenching’?
- If you were to write a book about a recent event, what would it be about?

PART 2 – Now, it is your turn. Pick your favourite sentence from any of the 13 stories in the Maria Hertogh series. Set three questions and discuss your responses.

STORY: _____

QUOTE: _____

QUESTIONS

- _____
- _____
- _____

Page 2 of 2

ACTIVITY 2

A Letter to the Past

Lesson objective: To learn empathy as we imagine what it would be like to be in Adeline Hertogh, Adrianus Hertogh, Aminah Mohamed, or Mansoor Adabi’s shoes.

Students are asked to:

- Read the first nine stories of the Maria Hertogh series.
- Select one of four focus persons to write a letter to.
- Work in pairs to compose the letter.
- Imagine what the focus person went through. Put their thoughts and feelings about that person’s experience into words.
- Share their letter and reflections with the class.

WHAT'S UP

Name: _____
 Class: _____ Date: _____

A Letter to the Past
As a story of the Maria Hertogh series

As you read the Maria Hertogh stories, you will see that there are a few key people who are written Maria’s story into. While Maria is the protagonist in the stories, the people she considered family members would have been through difficult time as well. If you could go back in time and talk to them, what would you say? Work in pairs to share your opinions and feelings with an over 50-year-old person. Be empathetic as you imagine what it might have been like in their shoes.

1. Read the first nine stories of the Maria Hertogh series at <http://www.whatsup.org>.

2. Select any one of these four persons to write to:

Adeline Hertogh
 Adrianus Hertogh
 Aminah Mohamed
 Mansoor Adabi

3. Work together to compose your letter, and develop your main points here → Then, write the letter on the other side of this worksheet.

4. Discuss with your partner: what is your letter?

5. Imagine what your focus person your through when it was so tough?

6. Do you think you were the thoughts and feelings about the personal experience of Maria Hertogh’s life?

7. Share your letter and your reflections with your class.

Page 10 of 22


ACTIVITY 3

I See Options

Lesson objective: To be aware of our options in real-world situations.

Students are asked to:

- Complete flowcharts to help them think through their options in a given situation.
- Reflect on the mental steps they took to come up with the options.
- Share their thoughts with a friend.



Name: _____
 Class: _____ Date: _____

I See Options

A flowchart of the hero's thought process

Have you heard anyone say, "I had no choice"? You may have said it yourself when you felt there was only one thing you could do in a situation. As you read the stories in the Maria Hertogh series, you would have come across people who felt they had no choices. Yes, in almost all real-world situations, there are choices. Some of the options may not be acceptable to you. Regardless, you can make better decisions when you are aware of your options.

For example, in this example, a teenage Ali quickly imagined his options before deciding which to do.

Example Situation 1
Ali and his friend were peacefully sunbathed at the Pavilion on 11 December 1958. Waves crashed. The friend joined in.

→

Option A - Join in the violent acts with his friend.
Option B - Leave immediately and head home.
Option C - Leave the crowd and seek it a chance for his friend.

→

Ali's decision
Ali chose the third option because he was worried for his friend. He waited at a safe distance until it was over.

→

In hindsight:
Ali was glad he had waited at a safe distance. His friend had been badly hurt in the riot. Ali took time to decide.

Now it is your turn.

1. Complete the following three parts. You may write in point form. For Situations II and III, imagine you were there in Maria's lifetime. Situation IV refers to your own school life this year.

Page 1 of 3


ACTIVITY 4

My Smiling Eyes

Lesson objective: To learn friendship starter skills to help us or a classmate fit into a new environment.

Students are asked to:

- List Consider why Maria was happier in Malaya than in the Netherlands.
- Wear a mask and practice making their smile reach their eyes. Sketch their portraits.
- Conduct an experiment using friendship starter skills on other children, noting down their responses.
- Reflect on their findings.
- Share their findings with the class.



Name: _____
 Class: _____ Date: _____

My Smiling Eyes

A activity of the Maria Hertogh series

When you read the stories about Maria Hertogh at <http://more.whatsup.sg>, you might feel sorry for Maria. She was unhappy in the Netherlands. She was a Dutch child, like the other children there. Yet, she felt she was different. And, she was made to feel different by others.

On the other hand, she spent seven happy years with her adoptive family in Malaya. Think about it. Maria could not fit in with the Dutch in the Netherlands although she looked like everyone else there. She felt she belonged in Aminah's Malay family although Maria looked different from them.

PART 1 - What made the difference?

What do you think might have made the difference between her experience of life in Malaya and in the Netherlands? We do not have enough facts to be certain -- we can only speculate. Speculating means to guess in a logical way so that we can see more clearly what affected Maria's feelings.

1a) After noting the information in the stories, do some guesswork to answer this question. Try to list some factors that might have affected her feelings at each place.

Why was Maria happier with Aminah's Malay family in Malaya than with her own Dutch family in the Netherlands?
My guesses (in point form) about how these might have affected Maria's feelings:

Food: _____

Dressing: _____

Climate: _____

Family members: _____

Friends: _____

Maria herself: _____

Other factors: _____

We were not there to help Maria Hertogh in the Netherlands. But, we can reach out to kids who are like Maria at school by offering friendship.

Page 1 of 3

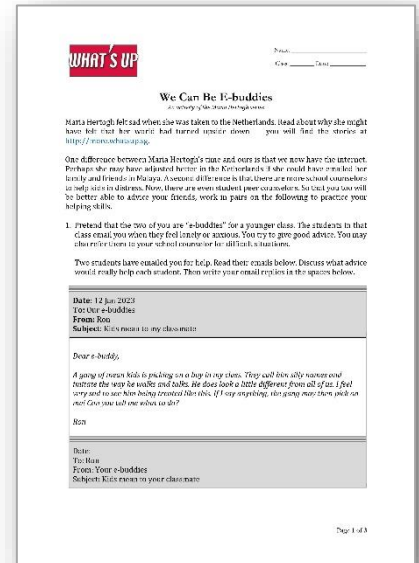
ACTIVITY 5

We Can Be E-Buddies

Lesson objective: To get a taste of being a student peer e-counsellor.

Students are asked to:

- Work in pairs and pretend they are “e-buddies” for a younger class. Discuss and write out replies to advise two students who have emailed them for help.
- In their pairs, think of another common situation that students need help with and come up with advice.
- Discuss their experience with each other.



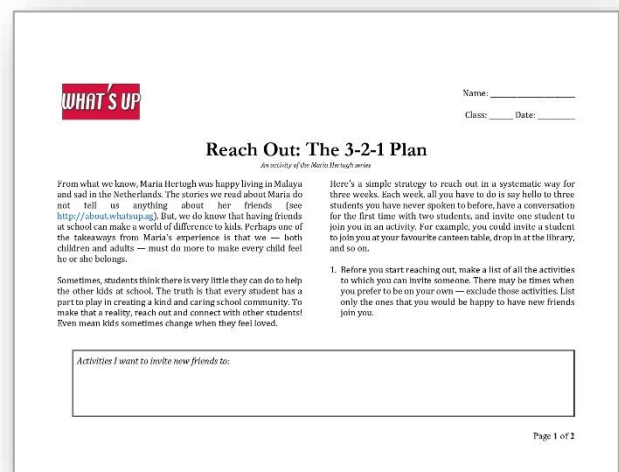
ACTIVITY 6

Reach Out: 3-2-1 Plan

Lesson objective: To reach out to others and play a part in creating a kind and fair school community.

Students are asked to:

- List all the activities in which they can invite someone.
- Use the 3-2-1 reaching out strategy to reach out to other students at school.
- Keep track of their efforts using the table provided.



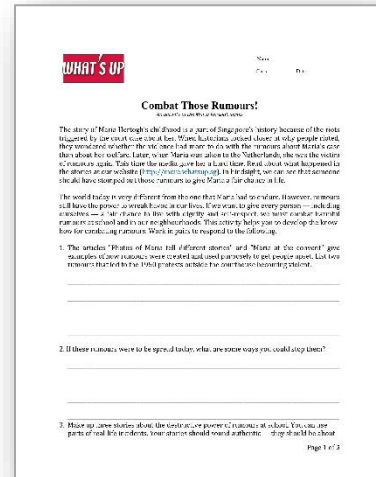
ACTIVITY 7

Combat Those Rumours

Lesson objective: To learn how to combat harmful rumours at school and in the neighbourhood.

Students are asked to:

- List two rumours that led to the 1950 protests.
- Consider how they would stop such rumours if they were spread today.
- Make up three stories about the destructive power of rumours at school.
- Show how the battle against misinformation was fought.



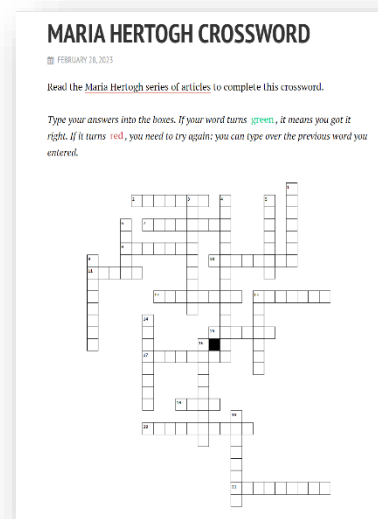
ACTIVITY 8

Maria Hertogh Crossword

Lesson objectives: To have fun recalling knowledge gleaned from the Maria Hertogh series of articles.

Students are asked to:

- Work on an online interactive crossword puzzle at <https://digital.whatsup.sg/category/crosswords/>.
- They will receive immediate feedback about the answers being correct.



ACTIVITY 9

Let's Debate: Good Decisions or Not?

Lesson objective: To learn to air our views and respond to other people's views, so that we become better at seeing something from different angles.

Students are asked to:

- Have a debate in class on a given motion. Instructions for conducting the debate are provided.

WHAT'S UP Name: _____ Class: _____ Date: _____

Let's Debate: Good Decisions or Not?
An activity of the Maria Hertogh series

The Maria Hertogh saga took place over seventy years ago. Yet, there are still big questions about whether she could have been kinder to Maria, if it explains how her life might have been better — looking back, we can sometimes see more clearly what happened. Then, when we share our views, call responses to other people's views, we become better at seeing something from different angles.

Have a debate in your class to help you think through one of the complex issues that affected Maria's life.

THE MOTION

That good decisions were made for Maria leaving her home in Malaya and setting out for new life in the Netherlands.

1. Split your class into two teams: **"The Proposition"** (for the motion) and **"The Opposition"** (against the motion). You can either draw lots or sign up for the camp you prefer on a first-come-first-served basis.

WITHIN YOUR CAMP

2. Select four debaters and a chairperson to represent your side. The rest of the side provides support for them.
3. Gather information about the motion. Reflect on the differing views out there.
4. Brainstorm by conducting a **Round Robin**. Agree on four good questions relating to the motion's motion. Write each on a separate sheet of rectangular poster paper.

Sample Round Robin Questions

1. How was Maria's life in Malaya?	2. How did Maria's life in the Netherlands compare to her life in Malaya?	3. How did Maria's life in the Netherlands compare to her life in Malaya?	4. How was Maria's life in the Netherlands different from her life in Malaya?
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Page 1 of 2

ACTIVITY 10

Demystifying Differences

Lesson objective: To learn about other religions practiced in Singapore and do our part to promote racial and religious harmony.

Students are asked to:

- Work in small groups to list all the questions they have about each of 10 religions practiced in Singapore.
- Look for answers to their questions by talking to friends, doing internet searches, visiting the library, or contacting a place of worship.
- Share their findings with the class.

WHAT'S UP Name: _____ Class: _____ Date: _____

Demystifying Differences
An activity of the Maria Hertogh series

Have you heard of Racial and Religious Harmony Circles in Singapore? These circles help to build trust and unite people of all races and religions.

Such networks did not exist during Maria Hertogh's childhood. If they had existed, perhaps there would not have been so much tension between people of different religions and races when Maria's court case took place here. And, perhaps, the bloody riots of 1950 would not have happened.

We learnt our lesson from history that racial and religious harmony does not simply happen by waving a magic wand. That is why we need networks like the Racial and Religious Harmony Circles. Their efforts work only if you and I also try our best at the personal level, wherever we are.

Learning about diverse beliefs and practices can help you to understand our world better. This activity is a small step in that direction.

1. Work in small groups. The table below lists ten religions practiced in Singapore. Jot down any questions you have about each religion. Your questions can be about beliefs, rituals, festivals, foods or anything else that is related to that religion.
2. Look for the answers to your questions. Talk to friends who practice that religion, visit your community library, call the places of worship or related agencies of the religions to get your answers. Record your findings in the table below.
3. Share your table of questions and answers with your class.
4. Don't stop here. Continue to ask questions about different communities you come across.

Page 1 of 2

ACTIVITY 11

A Medley of Browns

Lesson objective: To learn to reduce our biases and celebrate the diversity of people around us.

Students are asked to:

- Study the colour of the back of their hand. Blend paint shades until the mix is the closest match.
- Work as a class to construct a banner showcasing the skin tones seen in their class.
- On their own, to take stock of the different hand colours on the banner and reflect on what this means to them. Questions are provided to help their reflection.

WHAT'S UP Name _____
Class _____

A Medley of Browns

By Maria Beriochi

Maria Beriochi was a Dutch girl growing up in Indonesia where, one by one, things went wrong for her. Read the stories in this series at our website: <http://www.colourup.ca/> to see how complicated her life became as a teenager.

At that time, one obvious reason was World War II. There were other factors though — factors that we can see and more easily as accidents pushing her around that tree, place, long ago. Over seventy years have gone by since her court case and the riots took place, Indonesia — and even her own children — are still piecing together the figure puzzle of her life.

With hindsight, one factor that comes through clearly is that people's views about race and religion had an impact. A story's way to return to work by being happy about the diversity of people around us. That is what this activity does. More specifically, it is a celebration of skin tones in your class.

Work together as a class to construct a banner showcasing the skin tones seen in your class.

You will need either a banner sized roll of white poster paper or several sheets of flipchart paper, poster paint, poster markers, and fine markers.

1. ON YOUR OWN — Study the colour of the back of your hand. Experiment by blending several poster-paint shades until that mix is the closest match to your hand. Keep track of what you added to the mix as you will need your formula later for your class's mural.

The colour of my hand	The colour I used to get this match:
-----------------------	--------------------------------------

Trace the hand outline with the best match to your hand's skin colour.

2. AS A CLASS — Use either a roll of banner paper or join together five or six sheets of flip chart/multi-size paper to form a long banner. Set the banner on a flat surface such as the floor or a large table. Use the 1/2 metres all over the banner to indicate where the handprints should go. In the centre of the banner, write a meaningful sentence about skin colour.

Page 1 of 2

ACTIVITY 12

Arts and Crafts for Peace: Saori Weaving

Lesson objective: To learn about arts and crafts for sharing one's culture and growing peace.

Students are asked to:

- Identify three arts or crafts programmes that have gone global.
- In groups, to pick one of the programmes and find out more about it.
- Develop a script for telling the story of the programme as a movement that helps to grow peace.
- Each group's storyteller presents the story to the class.
- As a class, discuss what was the most meaningful part of each group's story. Discuss which of our local arts and crafts would be best for promoting peace and goodwill among communities.

WHAT'S UP Name _____
Class _____

Arts and Crafts for Peace: Saori Weaving

By Saori Fukuoka

Saori Fukuoka is a Japanese weaver who has been weaving for over 40 years. She has been weaving for over 40 years, and her work is known for its unique and innovative designs. She has been weaving for over 40 years, and her work is known for its unique and innovative designs. She has been weaving for over 40 years, and her work is known for its unique and innovative designs.

After the article, we need to read and understand the text. We will use the article to help us understand the text. We will use the article to help us understand the text. We will use the article to help us understand the text.

1. Identify the craft and its cultural significance. How has it changed over time?

- How has it changed over time?
- How has it changed over time?

2. Develop a script for telling the story of the programme as a movement that helps to grow peace.

3. Present the story to the class. Discuss which of our local arts and crafts would be best for promoting peace and goodwill among communities.

Page 1 of 2

SECTION 4

A Giant Quiz

A whole-class game

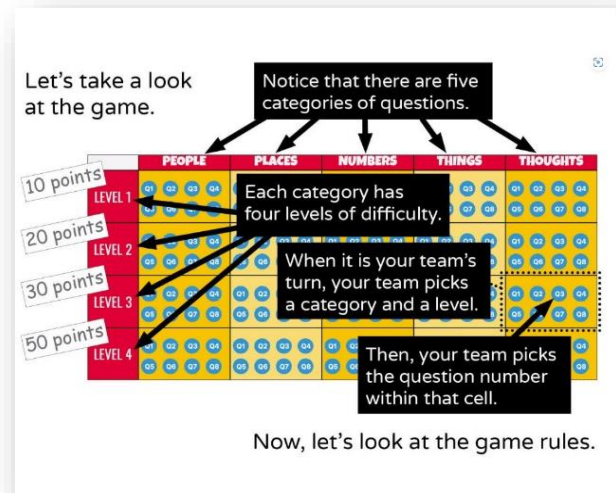
Lesson objective: That students engage more fully in the stories of the Maria Hertogh series.

This online quiz is to be projected on a screen to enable the whole class to participate fully. The quiz is available at <https://ideas.whatsup.sg/activity-ideas/>.

The class forms four teams, each with a leader. The teacher appoints a game host. A hard-copy list of the questions and answers is provided to the game host, who then conducts the quiz.

The teacher serves as the referee who settles any answer disputes and decides on the acceptability of answers for the more challenging “Thoughts” (TH) questions.

Quiz questions are based on articles from the Maria Hertogh series. There are five categories: People, Places, Numbers, Things, and Thoughts. Each category has four levels of difficulty, with eight questions per level per category.



Team A chooses a category, level, and question number (e.g. “Places, level 2, question 3”). When the game host clicks on the chosen button, its question pops up on the screen. Team A members discuss and decide on an answer which its leader calls out.

The teams may refer to the Maria Hertogh stories at our children’s website — <https://more.whatsup.sg/maria-hertogh-series/>.

The game host refers to the print copy of answers. If Team A’s answer is correct, the game host clicks the “answer” tab and awards the points accordingly in the score table. If the answer is wrong, the game host invites the other teams to attempt the question until the correct answer is given. The points then go to the team that gives the correct answer.

Team B then chooses a category, level, and question number. The game continues as far as time allows, or until all the questions have been answered. The team with the most points wins.

Resources provided:

- Maria Hertogh stories at <https://more.whatsup.sg/maria-hertogh-series/>
- Online Giant Quiz at <https://ideas.whatsup.sg/activity-ideas/>
- Ready-to-print list of game questions and answers emailed to schools.
- Answers to “Thoughts” questions in this Teacher’s Guide for the Referee.

A Giant Quiz

Suggested answers to “Thoughts” questions

The answers below are not meant to be comprehensive or restrictive. As most of the Thoughts questions call for some speculation and reflection, the teams’ answers are acceptable as long as they are logical and possibly true. The teams should be encouraged to elaborate and offer alternative views. The referee decides whether to give the full points or less for each answer.

LEVEL 1 (10 points each)

<p>1. Why do you think Aminah fought for Maria’s custody when she was not her birth mother? Aminah loved Maria as if she were her own child/daughter. (MHR-1) It is possible that Aminah might have considered what was in the best interest of the child. Any other answers reflecting understanding of the events.</p>
<p>2. How do you think Maria felt while waiting out her court case in Singapore? She was clearly upset to be away from her adoptive mother, Aminah. (MHR-2, MHR-4) / She might have been frightened to stay with strangers and away from the family she loved (Aminah). (MHR- 4, MHR-6) / She might have felt all alone separated from her adoptive family, husband and friends. (MHR-4, MHR-6) / She might have been worried about the outcome/verdict/future. Any other answers reflecting understanding of the events.</p>
<p>3. How can we be media smart and decide what in the media might most likely be true? We can think about the context, and how, when, and why the media reports were made or photographs taken. (MHR-3) We can compare what is reported or claimed with other media accounts. We can ask those who were there or know the situation first-hand. Any other good strategies.</p>
<p>4. What contributed to the Maria Hertogh riots? Information about the placing of Maria in a convent when she was raised as a Muslim, and the newspaper images and reports of Maria in the convent were exploited to arouse people. (MHR-4) The political climate might have been ripe for such an uprising, the Maria’s case providing a good-enough reason. Any other answers reflecting understanding of the events.</p>
<p>5. Why did Maria not want to go with her birth parents? Maria had been looked after by Cik Aminah since she was five years old, and had not seen or heard from her birth parents for more than seven years. She was happy with Cik Aminah’s family. (MHR-2) / Maria loved her adoptive mother, Cik Aminah, dearly. After being separated from the Hertoghs for seven years, she felt she did not know them. (MHR-6) Any other answers reflecting understanding of the events.</p>
<p>6. How did the Communists take advantage of the Maria Hertogh story? They tried to show that colonial systems were unfair and that the European officers were racists. They appealed to all races to show their unhappiness with colonial rule. (MHR-5) Any other answers reflecting understanding of the events.</p>
<p>7. Why do you think Jewish children in Germany were moved to Britain during the Nazi rule?</p>

It helped children survive the Nazi's terrifying rule. / It helped save their lives from the genocide by the Nazis. (MHR-7)
Any other answer reflecting understanding of the situation.

8. How do we know that Maria's adoptive mother, Aminah, loved her?

Maria's adoptive mother, Aminah, took good care of her. When Aminah was offered compensation for taking care of Maria, she was offended by the idea of putting a price on her parenting. She did not want to let Maria go and fought for her in court. (MHR-1)
Any other answers reflecting understanding of the events.

LEVEL 2 (20 points each)

1 Aminah took Maria to Malaya although Indonesia gained independence in 1945. Why do you think she did that?

The Dutch did not recognise Indonesia's independence and Aminah wanted her family, including Maria, to be safe from the fighting. (MHR-1)
Aminah might have had a stronger social network in Malaysia at her hometown.
Any other answers reflecting understanding of the events.

2 Do you think journalists and photographers should have been allowed inside the convent when Maria was staying there? Why or why not?

No. Their presence added to Maria's misery. Protecting a child's identity from the media is an important way to limit harm to the child. (MHR-8).
Any other answers reflecting understanding of the events.

3 How did the reports and images of Maria in the newspapers in 1950 affect the Muslim community?

These articles and images were seen as proof of how unfair the colonial government was being towards Muslims. The images and newspaper reports of Maria's stay in the convent were exploited in a way that worsened local people's resentment of British authority. Anger mounted quickly, and erupted during the demonstrations that quickly became riots. (MHR-3)
Any other answers reflecting understanding of the events.

4 Why did Maria's stay at the convent make many people dislike the colonial government?

The news of Maria's transfer to a convent greatly angered some members of the Muslim community in Singapore. They believed she did not belong in a convent, since she had been raised as a Muslim for seven years (MHR-2). People were already unhappy about Singapore's colonisation. They also felt that the courts favoured the Hertoghs' European culture and their Catholic faith rather than Aminah's Malay Muslim upbringing. (MHR-4)
Any other answers reflecting understanding of the events.

5 If a custody case similar to Maria's were to happen today, what could be done to prevent groups of people from exploiting the situation to arouse the public?

The authorities could be more attuned to the sentiments of the people and avoid making controversial decisions such as placing a Muslim child in a convent. They should also prevent journalists from taking photographs of the child or speaking to her. (MHR-4)
Any other good strategies.

6 How do judges today make decisions on family disputes involving children?

Judges often want to know the child's views and concerns, and consider them together with other important points, for example, the parents' wishes. The judge will then make her decision based on what is in the best interest of the child. (MHR-8)
Any similar answer accurately describing today's justice system.

7 How do we know that Maria’s birth parents loved her?

Her birth parents searched for her for years, and made great efforts to seek help. They fought for her custody until they won. (MHR-6)

Any other evidence for this claim.

8 Why were people upset about Maria’s custody case and why was Aminah upset “a thousand times more”?

Some people in Singapore felt that the court did not really respect Cik Aminah and Maria’s religion and culture (MHR-1).

Some members of the Muslim community claimed that the judge showed a lack of respect for their religion when the High Court refused to accept Maria’s marriage to Mansoor (MHR-2).

Some people felt that, like the Dutch, British colonialists regarded Asians as inferior to Europeans. They felt that this must be why the court sided with the Dutch family (MHR-1).

Some newspapers also treated the tussle as a fight between different nationalities, races, and religions (MHR-3).

Aminah was upset because she was separated from Maria, whom she considered her beloved adopted daughter. (MHR-2) She might have also considered the decision to be unjust and not in the best interest of the child.

Any other answers reflecting understanding of the events.

LEVEL 3 (30 points each)

1. Why were Adeline and Maria received as returning war heroes in the Netherlands?

Maria’s case seemed to have become a matter of national pride in the Netherlands. While the Dutch lost Indonesia, Adeline won the court battle for Maria. (MHR-5)

Any other answers reflecting understanding of the events.

2. Why did the British authorities close the Causeway during the 1950 riots in Singapore?

They wanted to regain control of Singapore’s streets. Since it was a racial riot involving Malays and Europeans, the British authorities did not want more rioters entering Singapore from Peninsula Malaysia. (MHR-1)

Any other answers reflecting understanding of the events.

3. Why did Maria feel like a prisoner in her new life in the Netherlands?

Maria felt trapped in the Netherlands. Due to fears about her safety, she was made to live an extremely limited and sheltered life. For example, she had police escorts outside of her house and could communicate only with her family. (MHR-6)/

She was taken away from the people she had come to love — her adoptive mother and family as well as her husband — more than her birth family.

Any other answers reflecting understanding of the events.

4. What do you think will happen if a country today tries to occupy another country?

The global community will disapprove. The UN may step in to ensure the people’s freedom to choose their own government. (MHR-5)

Any similar answer reflecting some understanding of current sentiments about colonisation.

5. How do you think naming the riot after Maria Hertogh might have affected her?

She must have felt uncomfortable and embarrassed that the media made her appear to be the cause of the riots. (MHR-6)

Any other answer reflecting some empathy for Maria.

6. Why are journalists today not allowed to reveal the identities of children involved in court cases?

This is in order to protect the identity of the child / to safeguard the child's emotional well-being / to limit harm to the child. (MHR-8)

Any similar answer reflecting some understanding of current child protection practices.

7. How might Isa Kamari's novel, *Nadra*, help people to better understand Maria's story?

Through retelling the story and bringing the characters to life, readers may see more clearly what happened and empathise with the significant characters. Kamari's depiction of the story as a series of unfortunate events could help readers to interpret the birth and adoptive parents' emotions and the dilemma faced by the courts. (MHR-10)

Any similar answer reflecting some understanding of the power of re-storying historical events based on fresh understandings.

8. How do you think the apology from the Australian government helped the Stolen Generation children?

At least, their suffering and existence were officially acknowledged, and they felt that they mattered at last. (MHR-7).

Any other points that reflect some understanding of the sentiments of the Stolen generation as older adults.

LEVEL 4 (40 points each)

1. Why do you think many Malays and other locals sheltered the Europeans and Eurasians from harm during the 1950 riots?

These Malays and other locals might have known that not all Europeans and Eurasians were at fault for how the situation was evolving. (MHR-5)

Some of them might have protected the Europeans and Eurasians out of the conviction that violence was not a solution.

Any other answers reflecting an appreciation of those who sheltered others from harm.

2. Why do judges consider children's views and concerns in a family court?

When adults fight over a child, it is the child who would be affected the most. Judges often want to know the child's views and concerns, and consider them together with other important points, for example, the parents' wishes. The judge will then make his or her decision based on what is in the best interest of the child. (MHR-8)

Any similar answer accurately describing today's justice system for children.

3. How are Racial and Religious Harmony Circles, formerly known as IRCC, helpful in Singapore today?

The Racial and Religious Harmony Circles have the potential to restrain hotheads from doing foolish things, rebuild confidence between racial and religious groups, and prevent our society from splitting apart. (MHR-9)

Any other points that reflect an appreciation of the value of the Racial and Religious Harmony Circles.

4. Why do you think Dick Yip's neighbour, Mat, rode his bicycle along the road although there were riots that day in July 1964?

Mat was probably heading home to be safe. Mat was an Indian so he might have thought that he would not be attacked during the racial riot between Malays and Chinese. (MHR-9)

Any other points that show an understanding of the scenario.

5. What was ironical about the Dutch newspapers calling Maria "jungle girl"?

Maria's lifestyle with Cik Aminah and family was very civilised. Aminah was well educated and wealthy. Maria even had her own servants (MHR-5).

Any other points that compare and contrast the stereotypical “jungle girl” with Maria as a person and her upbringing.

6. How do riots affect people’s lives?

People get hurt. Property gets damaged. Movements and travel may become restricted by curfews. People’s lives are disrupted (eg school closures and lockdowns).

Any other points about the harm riots can cause.

7. What are some lessons you learnt from the Maria Hertogh story?

Clear communication is very important. (MHR-1)

We must let love bring us together, not tear us apart. (MHR-10)

A very personal quarrel can escalate into even large-scale riots when exploited by others.

Any other meaningful takeaways.

8. Why do you think the descendants of the Stolen Generations also suffered?

Since the Stolen Generations went through much pain, suffering and hurt, they may have passed on these hurts to their children. Thus, their children might have suffered emotionally and mentally too. (MHR-7)

Any other points that might be possibly true for the descendants.

SECTION 5

Frequently Asked Questions

Racial discrimination is a topic that is not often discussed in class. It is understandable that some teachers may have concerns about the impact of these stories and activities on their students. Browsing through these responses to teachers' questions may be helpful.

When should I use these stories and activities?

You may use them at any time of the year. They lend themselves well to English Language and CCE lessons. They are also suitable for National Education on Total Defence Day, Racial Harmony Day, and National Day. While it is best for your students to read all the articles, you may wish to select and assign only those activities that are suitable for your class.

Will some of my students feel very uncomfortable?

Teachers know that it is impossible to predict with 100% accuracy what students' responses will be. These stories may make some of your students feel uncomfortable. In rare instances, an anecdote may be painful to a student who has been in a similar situation. This may be so even for those who were only observers. We trust that teachers will be alert to signs of distress and follow up appropriately.

Do remind your students that these stories and activities are to help everyone be kinder and more caring to one another. With greater awareness, each one can then choose to express empathy and respect and be a better friend to others.

Shouldn't there be more tips on how victims of racism should stand up for themselves?

We do not ask children to take matters into their own hands by confronting racist people. This follows good practice guidelines for child professionals — instead of expecting kids to stand up to bullies, we encourage them to confide in a trustworthy adult (and go on telling adults until one helps them).

Our approach here is to give all children — victims, observers, and offenders — the chance to develop healthy relationship skills that enable them to play fair and be caring to everyone.

Where can I get more help to be better equipped to use these resources?

If you would like to have more guidance or consultation about the use of these resources, please contact us at editors@whatsup.sg.

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