



**MAURITIUS RESEARCH COUNCIL**  
**INNOVATION FOR TECHNOLOGY**

**HISTORY & GEOGRAPHY,  
CULTURE & HERITAGE OF  
MAURITIUS THROUGH  
MULTIMEDIA (THROUGH  
ICT AT PRIMARY LEVEL)**

**Final Report**

*Year 2005*

**MAURITIUS RESEARCH COUNCIL**

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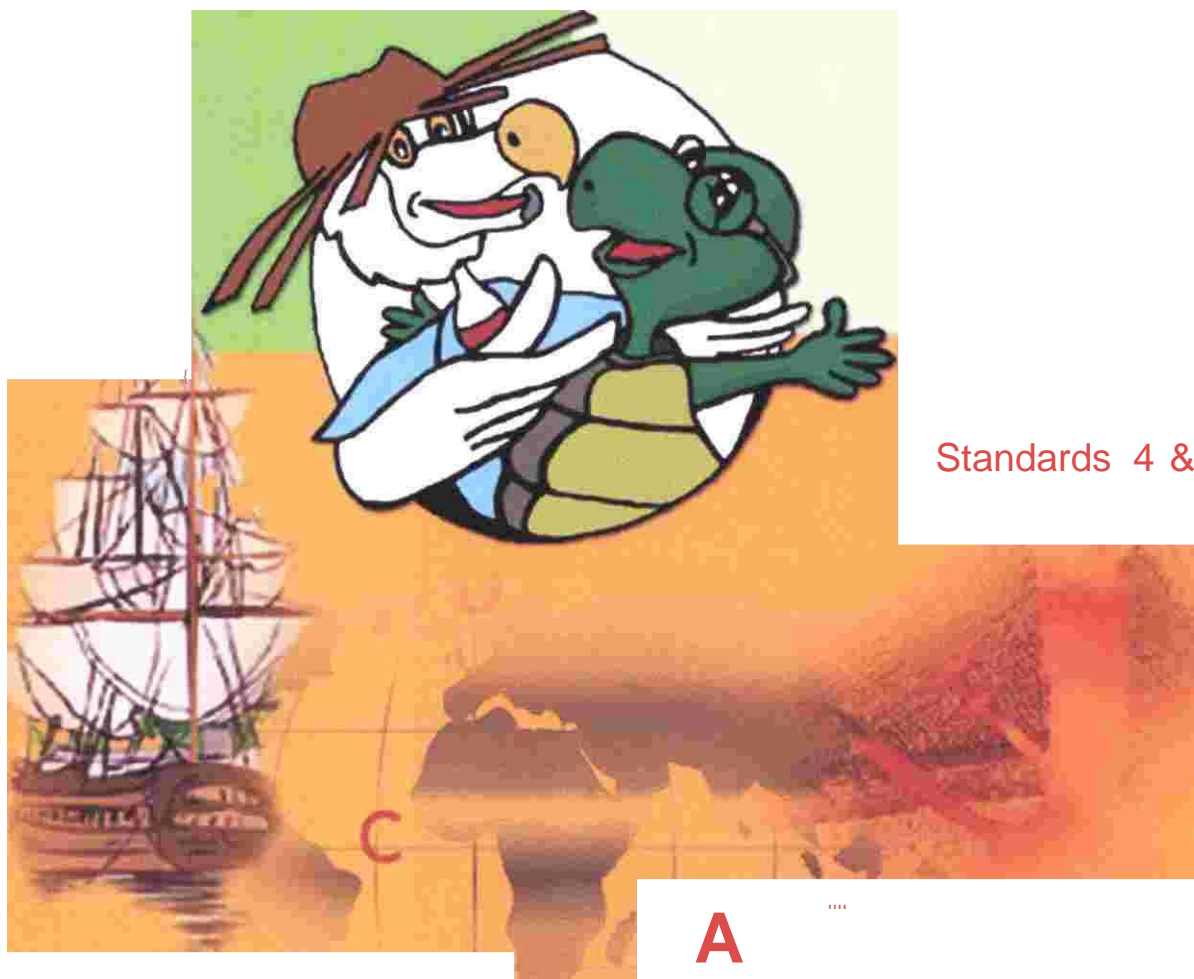
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# History & Geography

A multimedia enhanced pedagogical tool



Standards 4 & 5

## USER MANUAL FOR TEACHERS

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## Welcome to this interactive journey in the world of History and Geography

### Introduction:

#### A pedagogical support

This CD is a multimedia-enhanced pedagogical tool for the teaching of History and Geography. The conception and development of this CD is based on the existing History and Geography curriculum for standards 4 and 5. The approach we have adopted is based on computer mediated pedagogical theories, which enhance traditional teaching methods.

The CD promotes 'Visual and Practical' History and Geography. It makes use of multimedia techniques such as drag and drop, simulations, interactive quizzes, video clips and sound effects. This tool facilitates comprehension and memorisation, develops the pupil's ability to learn at his/her own pace and arouses curiosity. It also encourages the pupil to venture out and discover more about the subjects.

Please note that the CD is not intended to replace the prescribed textbook, but rather to serve as a teaching aid. The interactive activities provided on the CD should be seen as **reinforcement activities**.

The resources available on the CD are not exhaustive. As teachers, you should use your creativity to use and adapt them to your specific needs.

#### The Teacher's Manual

This manual has been devised mainly for the teachers to assist and guide them in using the CD with their pupils. It covers various aspects such as how to install the application, how to use the forum, guidelines for some of the more complex activities, checklists that may be used, etc.

### Minimum System Requirements

PC- Pentium III

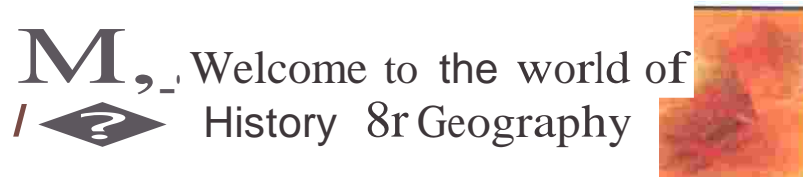
- 64 MB Ram
- Sound blaster card or compatible
- Speakers, head-phone/ear-phone
- CD drive

## How to Install the CD on your computer

Please note that this CD is best viewed at a resolution of 1024x768 pixels

### Step 1:

Start by inserting the CD in the CD drive. Wait for some time. The Screen shown below will appear. Click next to move to the Installation window. Several options are presented to you.



This CD is an interactive journey in the world of History & Geography. It is a multimedia enhancement tool to reinforce materials already being taught in standards 4-5. Please note that a selection of topics from the History and Geography curriculum has been addressed through multimedia. As you navigate through the CD, you will discover plenty of fun activities, images, and visual information. Read the following before you proceed with the installation of the CD.

#### WARNING

© All rights reserved 2006

This CD may be used solely for educational purposes. By no means, the CD should be used as a commercial product. Making copies of this CD without granted permission from either the Manilla Research Council (MRC), the Ministry of Education and Scientific Research (MoESR), or the Virtual Centre for Innovative Learning Technologies (VCILT) is illegal.

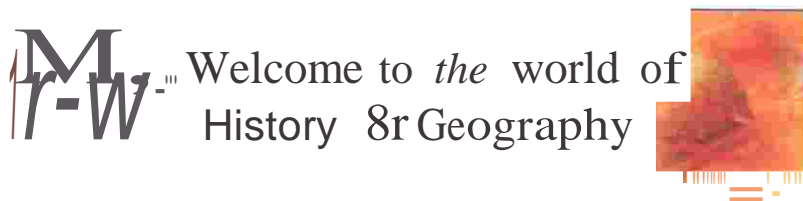
Click on the Next button to go through the installation process.

### Step 2:

#### The Installation window

The CD requires three programs to run properly:

1. Adobe Acrobat Reader 6.0,
2. Macromedia Flash Player 7.0
3. Apple QuickTime Player 6.0.



History & Geography

Any of these programs can be installed by clicking on the appropriate link.

*Note: There is no need to install the software if a higher version of this software is already installed on your computer*

### Step 3:

After having proceeded through the installation of these three programs, you may choose between two options by clicking on the appropriate link:

- Either you install the History & Geography CD on your computer. You would need the required disk space on your computer but would not have to use the CD subsequently. Once you have completed the installation process, a shortcut icon of the CD will appear on your computer's desktop.
- Or you may start the CD directly without installing it.

### Additional installation

You will require Microsoft Internet Explorer 6 or latest. Download setup installation:•

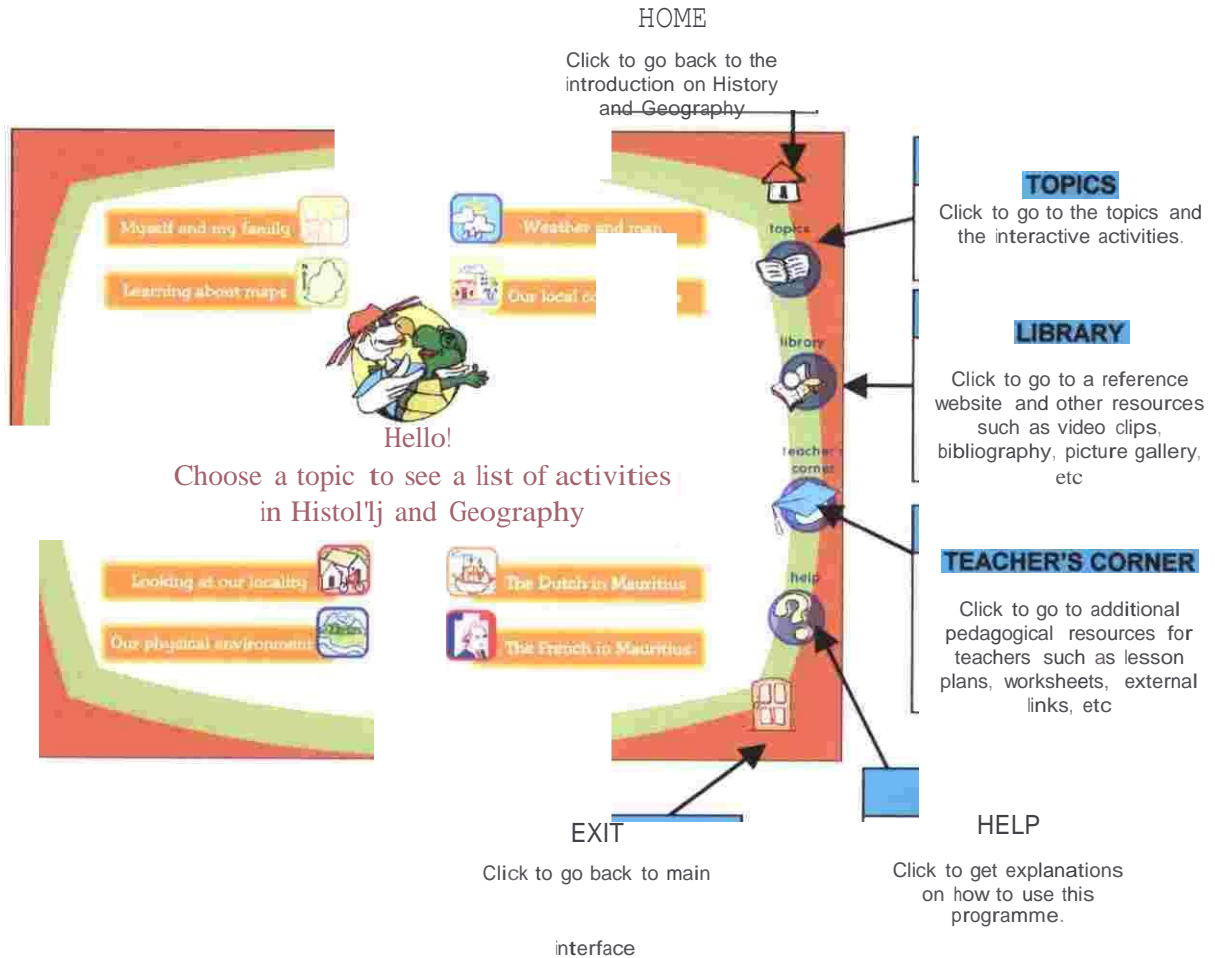
<http://www.microsoft.com/windows/ie/downloads/critical/ie6sp/default-lll.spx>





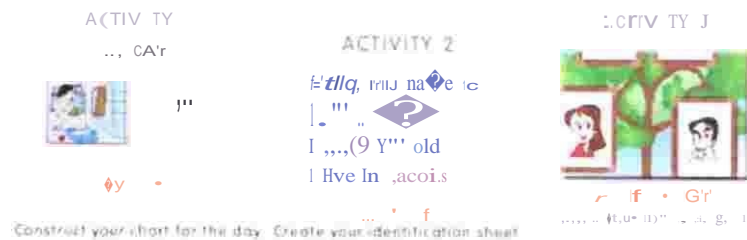
## The 'Activities' interface

The 'Activities' interface has been designed to cover some of the topics that are prescribed in the existing curriculum of History and Geography. The functions of each icon are detailed below.



## ACTIVITY ICONS

Click on these icons to open and start any activity



### The 'Instructions' screen

For each of the activities, textual instructions enhanced by audio are available. Click on the 'close instruction' to close the screen and start the activity. If you wish to read the instructions again, click on the tortoise's (Clemis) bag.



#### INSTRUCTIONS' BAG

Click to open instructions screen for the activity.

#### INSTRUCTIONS' SCREEN

Read and listen to instructions before doing the activity.



### The 'BASIC' section

#### READ AND FOLLOW THE STEPS CAREFULLY.



Move your mouse on your mouse. Do you notice a small question mark?

Now, bring the arrow to the 'start' below and observe what happens.

Do you see a hand with a pointing finger?

Click once and you will open a new screen.

( @ )

This link is accessible via the main interface. It is mainly addressed to pupils as well as teachers who wish to practice some basic computer skills before starting the activities on the CD. It is a step by step guide with demos and practical activities on drag and drop, scrolling, etc.



By clicking on the **'library'** icon, you get access to reference material on selected topics of History and Geography namely - Family, Maps, Locality, Environment, Weather, Dutch and French. furthermore, this section offers other resources such as an index, a picture gallery, video and audio clips, simulations, external links, texts and a bibliography. Teachers may use the

materials to devise their lessons, or use them with their pupils.

1. "The first step in the process of learning is to understand the problem." *John Dewey*



## Instructions for 'Genealogy' Activity

Researching one's family history is the most direct way of introducing young pupils to history concepts of time, continuity and change, causation, can be introduced using the family histories collected. This activity introduces the concept of genealogy to the child, emphasizing the importance of knowing one's history and background. It also guides the child in collecting data to be displayed in a timeline and in a family tree.

Please follow the steps in order to complete the activity.



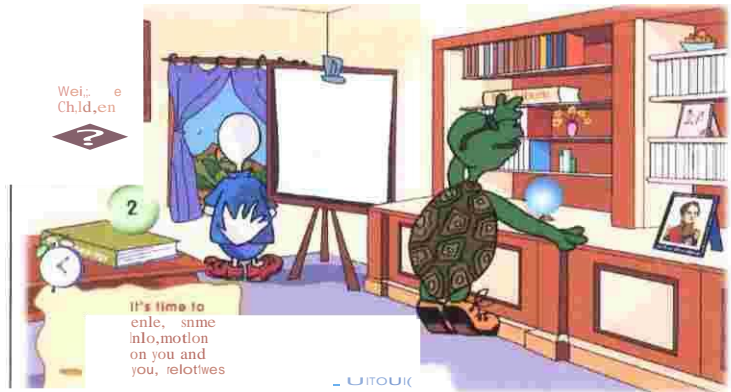
### Step 1: Introduction to Genealogy

In this step, the pupil is given an introduction to the concept of genealogy, family tree and timeline. If the pupil has not viewed the animation completely, he/she will be notified to duly complete this step before going onto the next step.



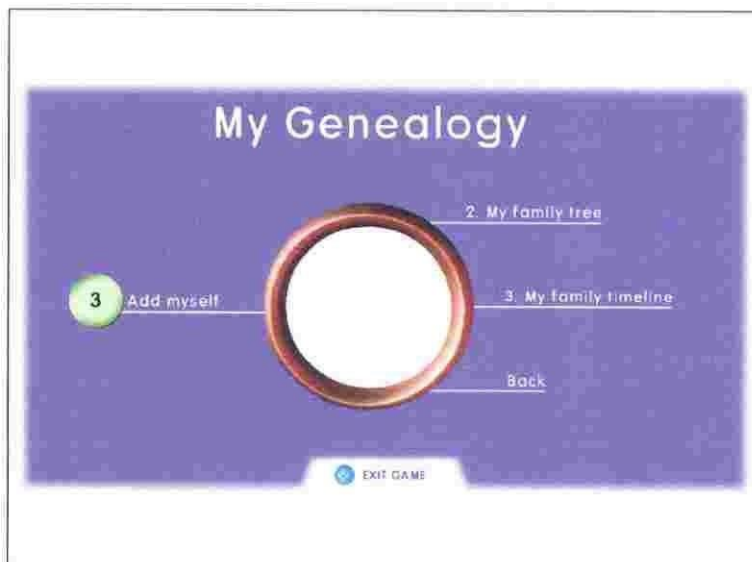
## Step 2: Start the Activity

Before starting the activity, it is recommended that the pupil gather information about his or her family relatives, that is, parents, grandparents, brothers and sisters. Necessary information to be rovided include: names, dates of birth and marital statuses.



## Step 3: Add Myself

The pupil needs to enter his/her personal information/details.



## Step 4: Add another person

The pupil enters information about his/her other relatives.  
After adding all the details, the pupil may view and print his/her family tree and family timeline.







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## Step 2 - Registering on the forum

- In order to log into the board as a user, you must register a username. To do this, click the small Register link at the top of any page.

FAQ Search Memberlist Usergroups Register  
 Profile @ Log in to check your private messages Log in

You will be taken to the Registration Agreement Terms, which you must agree to in order to register.

- You will then be taken to the registration information form. Fill out each of the required fields, and any of the optional fields you like. When you register, you must specify an email address. All email from the board to you will be sent to that address.

## Step 3 - Logging in

- In order to post using your username and use your custom settings on the board, you must log in. To log in, you must use the small login form at the bottom of the Forum Index page.

Login

username: Password: Log me on automatically each visit Login

Alternatively you may click the small Login link at the top of any page to be taken to the Login Page.

FAQ Search Memberlist Usergroups Register  
 Profile @ Log in to check your private message Log in

- Enter your user name and password, and click Login.

Please enter your username and password to log in.

Username:

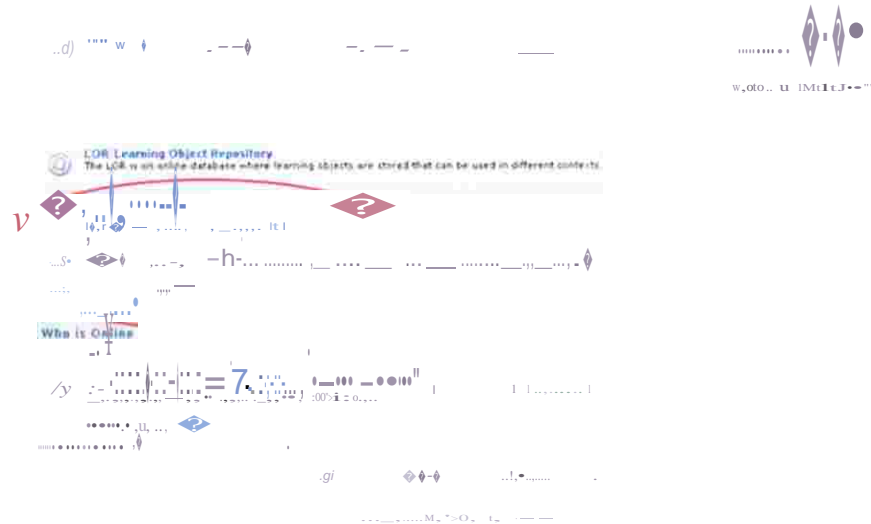
Password:

Log me on automatically each visit:

Log in

I forgot my password

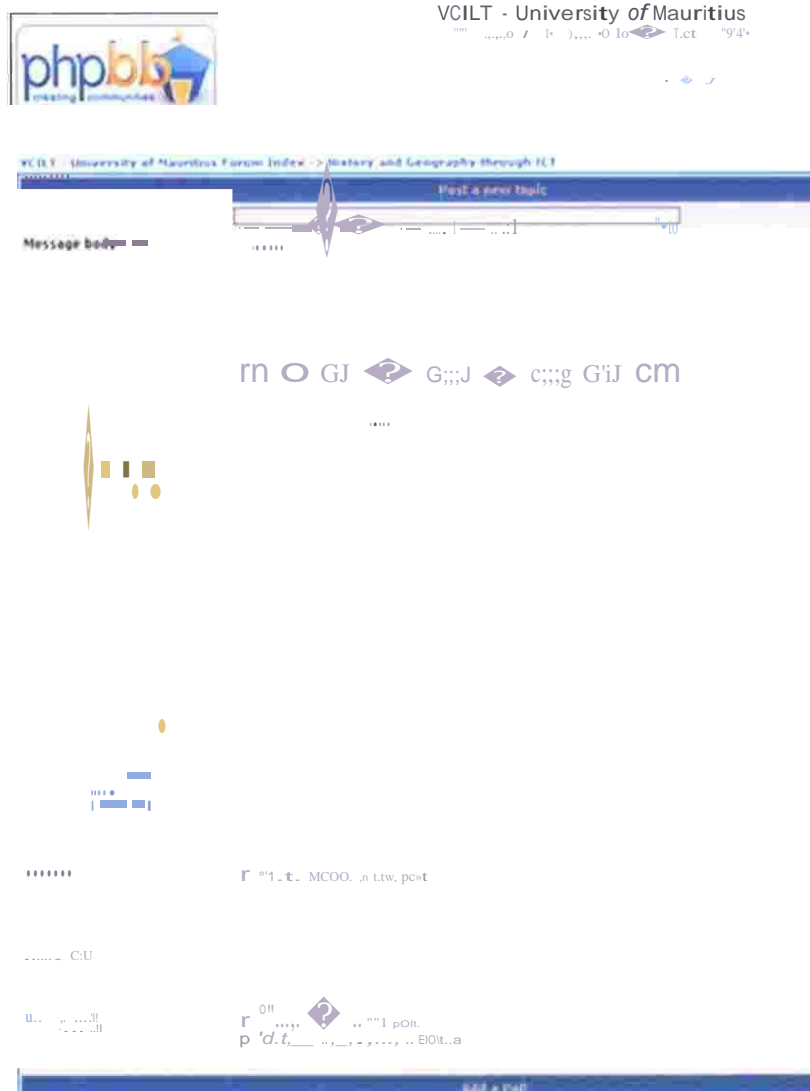
- You will be taken to the index page again, but now you will be able to view and access the History and Geography forum.



- Click on the topic History and Geography through ICT. You will be taken to the View Topic page, which is a listing of the posts in that topic.

#### Step 4 - Posting

- There are two primary ways to create a post, in the View Forum and View Topic pages. When you click on New Topic, this will take you to the posting form.



- In the View Topic page, you may also click Reply. This will take you to the posting form, and, when you have posted, it will add your post to the topic you replied to.

*Posting Form*

**Subject** -The subject of your post. If this is a new post, the subject is required, and it will be the name of the topic. If the post is replying to another post, the subject is not required, but may be added, and will be shown at the top of the post.

**Message Body** - The Message body is a large text area where the body of your post is input.

**Signature** - You may add a signature to your post. To do this, check the box next to **Attach**

Signature. You may change your signature by editing your profile.

Reply Notification - When you post, you may be interested in knowing when that topic is replied to. Ifso, you may check Notify me when a reply is posted.

### Editing Posts

- Editing posts allows you to go back and fix errors, remove incorrect information, or add new information to your posts. To edit a post, look at the top right comer of your post and click Edit. You will be taken to the posting form to edit your post, and then click Submit to enter it into the database. If you edit a post after it has been replied to, a small message will appear at the bottom of it indicating how many times it has been edited, and when and by whom the last edit occurred.
- To delete a post, click Edit and check Delete this Post. Click Submit to finish deleting the post. You may not delete a post if it has been replied to (i.e. it is not the last post in the topic)

### Step 5 – Exiting the forum

- To log out of the board, click the small Logout [<your username>] link at the top of any page.



## Instructions for History/Geography photo database

This database is accessible through the 'library' corner under the 'other resources' icon. Please note access to this database is restricted to authorised users due to copyright issues. Any images downloaded from this database should be strictly used in an educational context. An internet connection is necessary and you require a password to log in the database. Please contact us on the following email address [makhant@mx.uom.ac.mu](mailto:makhant@mx.uom.ac.mu) or phone on the 454 1041 (ext 1583) to get your username and password.

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**Bibliography**  
**Image Database**

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Id code: 1715	
file name:	photos_histoire/more/waves.jpg
Keyword(s)	sea
Category	Landscape
Format	photography
Dimensions	800 x 600
Source	collection Maya de Salle-Essoo
Date	June 2004
Comment	waves
Id code: 1714	
file name:	photos_histoire/more/water_fall.jpg
Keyword(s)	waterfall
Category	Landscape, relief
Format	photography
Dimensions	450 x 600

## A small note on History

The most important component of any history course, be it at primary, secondary or tertiary level, should be the acquisition of critical thinking skills and problem-solving skills. A series of outcomes have been outlined in the National Curriculum some of which aim to promote these skills. At the same time, a number of problems facing the History and Geography teacher have been identified which impede the acquisition of these skills. The computer can be used to overcome some of these obstacles by providing:

1. Access to historical and geographical information which some years ago was limited to printed material. Not all schools or teachers can however afford expensive books or time to conduct research. Computers on the other hand, can give access to limitless amounts of material and teachers can access the VCILT database to search for information on Mauritian History and Geography.
2. Historical information that can allow the pupils to challenge what he or she finds in books by also allowing the pupil to access other sources of information: databases, photographs, oral histories, archaeological databases. Thus the computer can greatly assist the teacher in relieving him or her of the burden of having to provide all these materials through photocopies, etc. The pupil will have more sources of information to categorise and analyse. The lesson thus becomes not only information transmission but improves the critical skills of the pupil through more empirical data being available. It is clear that the amount of historical and geographical information currently available is not sufficient but this situation can be remedied.
3. Design materials
  - a) Simulation problems to be solved in a historical context: these might include re-enactments of battles, slaves and immigrants being shipped to Mauritius, replays (where pupils can change the outcome of an event such as a war), models, games (i.e., on early settlement), simulated research.
  - b) Data retrieval i.e. historical information such as censuses, scanned historical documents. This teaches research skills.
  - c) Reference retrieval i.e. bibliographies, online reference library.
  - d) Marking and assessment: not much can be done when essays are required but the more tedious tasks for a teacher (constructing class tests and quizzes for example and corrected) can be created, tested and marked on the computer. The teacher can also get a more accurate picture of where the pupils have not performed well.
4. The aims of history teaching from Standard Four onwards would include the acquisition of:
  1. *Factual knowledge*
  2. *Ideas*
  3. *Concepts*
  4. *Research skills*
  5. *Evidential skills*
  6. *Ability to imaginatively reconstruct the past*

**Factual knowledge:** Although content or knowledge of historical facts is not always the most important aim of history, it is important for pupils to have a basic knowledge of the meaning of *historical content*.

**Ideas and concepts:** This includes ideas relating to the understanding of a historical topic and of concepts that underlie historical events i.e., cause and change or 'Why' events occurred.

**Research skills:** This includes locating, comprehending, selecting and summarizing historical materials.

**Evidential skills:** This includes analysis and evaluation of primary and secondary sources.

**Imaginative reconstruction of the past:** This is important because it encourages pupils to imagine life as it was and as it was seen through the eyes of the people living at the time.

### **Presentation of History activities on the CD**

Each Unit in the CD contains a selection of activities that addresses some of these objectives in the curriculum. However progression of acquisition of skills is not aimed here as only a few units have been researched for their multimedia potential.

### **Doing 'history' and 'geography'**

In addition to the above skills, it is also important for pupils to understand the work of historians and geographers and some of the activities are designed to achieve this end.

### **The introduction: What is History and what is Geography?**

Because most pupils in Mauritius have never had any exposure to 'History' or Geography as a discipline before they reach Standard Four, it is necessary to provide them with basic information on these disciplines.

### **Memory cards, quizzes**

Activities in the CD range from acquisition of low-level skills as well as catering for higher-level skills. Memory cards and quizzes aim at testing low level acquisition of knowledge.

### **Dig our past**

This activity needs some preliminary preparation and discussion by the teacher on what are perishable and non-perishable materials (from the science Std IV curriculum). Only then will pupils be able to answer effectively.

Similarly the 'archaeological dig' should be attempted after the teacher has discussed the meaning of archaeology with pupils, as it is a new discipline in Mauritius. Teachers may also allow pupils to view one of the video clips or photos from either Ile de la Passe or Vieux Grand Port showing real archaeologists at work.

The interview with archaeologists at Ile de la Passe can lead to further discussion in class and testing pupils understanding about what was said, explaining difficult words etc. It can lead to discussion on Anglo-French rivalry and the uses of islands in times of war (Second World War).

## Topics and Activities as presented on the CD

### HISTORY AND GEOGRAPHY

Activity 1: My Day (Std 4)  
Activity 2: Myself (Std 4)  
Activity 3: Genealogy (Std 4/5)

Activity 1: Cardinal Points - Mauritius and Rodrigues (Std 4/5)  
Activity 2: Rising Sun (Std 4)  
Activity 3: Colour Plan (Std 4)  
Activity 4: District Puzzle / District names (Std 4)  
Activity 5: Map Symbols (Std 4)  
Activity 6: The World Map (Std 5)

Activity 1: Anna's Locality (Std 4)  
Activity 2: Past and Present (Std 4)  
Activity 3: Coastal and Inland (Std 4)  
Activity 4: Reportage (Std 4/5)

Activity 1: Relief Features (Std 4)  
Activity 2: Rivers (Std 4)  
Activity 3: Volcanoes (Std 4/5)  
Activity 4: Rivers and Reservoirs (Std 5)  
Activity 5: Relief Features of Rodrigues (Std 5)

Activity 1: Temperature (Std 4)  
Activity 2: Seasons (Std 4)  
Activity 3: Weather Instruments (Std 4)

Activity 1: Match Jobs and Tools (Std 4)  
Activity 2: Match Cartoon and real life (Std 4)  
Activity 3: Match Names and jobs (Std 4)

Activity 1: Story about Dutch Settlement (Std 4)  
Activity 2: Dutch Occupation (Std 4)  
Activity 3: Dutch Activities (Std 4)  
Activity 4: Dutch Quiz (Std 4)  
Activity 5: Reportage on Dutch (Std 4/5)

Activity 1: Story about French Settlement (Std 5)  
Activity 2: French Quiz (Std 5)  
Activity 3: Dig our past (Std 5)

## Note: Use of Checklists

These checklists may be printed and used to record pupil's progress. Please feel free to adapt them to your specific needs. You may devise your own method of evaluating the pupils' skills.

### CHECKLIST

NAME:

DATE:

TOPIC: *My Family and myself*

*Pupils should be able to:*

1 = Very good    2 = Good    3 = Poor

	1	2	3	REMARKS
Activity 1: My day				
- read / listen to instruction provided				
- observe pictures				
- choose pictures and order information based on time				
- click at specified items on the screen				
- do a drag and drop				
Activity 2: Myself				
- read / listen to instruction provided				
- make choices and comparisons				
- mouse over icons for information				
- use the keyboard to type relevant data				
- use a printer to print a page (optional)				
Activity 3: Genealogy				
- read / listen to instruction provided				
- find out details of family history				
- know how to interview persons				
- examine old photos and learn to ask questions about them				
- concentrate and assimilate concepts provided visually and orally				
- apply concepts learnt to complete activity				
- mouse over icons for information				
- use the keyboard to type relevant data				

## CHECKLIST

NAME:

DATE:

TOPIC: *Learning about maps*

*Pupils should be able to:*

1 = Very good

2 = Good

3 = Poor

1

2

3

REMARKS

### Activity 1: Cardinal Points

- read / listen to instruction provided
- identify N, S, E and W on a map
- click and drag specified icon
- observe the changes happening on the screen
- drag and drop items into the correct boxes

### Activity 2: Rising Sun

- read / listen to instruction provided
- make choices and comparisons
- mouse over icons for information
- use the keyboard to type relevant data

### Activity 3: Colour Plan

- read / listen to instruction provided
- observe the picture and the plan
- identify and locate objects in his/her environment
- drag and drop the colours to their respective location

### Activity 4: Districts Puzzle

- read / listen to instruction provided
- observe and make choices
- memorise and apply knowledge
- drag and drop items in correct location

### Activity 5: Map Symbols

- read / listen to instruction provided
- observe the map and symbols
- distinguish between symbols
- drag and drop a symbol to its corresponding location on the map 

### Activity 6: The World Map

- read / listen to instruction provided
- observe pictures
- name correctly oceans and continents on the world map
- name correctly main longitudes and latitudes on the world map
- drag and drop items to form correct terms

## CHECKLIST

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TOPIC: *Looking at our locality*

*Pupils should be able to:*

1 = Very good    2 = Good    3 = Poor

2    3    REMARKS

### Activity 1: Anna's locality

- read / listen to instruction provided
- observe features on a plan of the locality
- apply knowledge of cardinal points to complete activity
- use the navigation keys on the keyboard
- click, drag and drop items in correct locations

### Activity 2: Past and Present

- read / listen to instruction provided
- observe pictures
- learn how to compare pictures
- make conclusions
- drag and drop items in correct place

### Activity 3: Coastal and Inland

- read / listen to instruction provided
- observe and compare pictures
- distinguish between inland and coastal landscapes
- click on correct answer


### Activity 4: Reportage on your island

- read / listen to instruction provided
- observe pictures
- make choices
- write about the picture chosen


NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

*Pupils should be able to:*

1	2	3	REMARKS
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- read / listen to instruction provided
- observe pictures
- identify different relief features
- click to choose correct answer


- read / listen to instruction provided
- observe pictures
- make conclusions
- click to illustrate correct answer
- drag and drop items in correct place

- read / listen to instruction provided
- observe pictures
- name correctly the parts of a volcano
- click, drag and drop items in correct location


- read / listen to instruction provided
- observe the map
- identify the location of rivers on a map
- click, drag and drop the correct name of rivers to correct location



- read / listen to instruction provided
- observe the map
- name correctly different relief features of Rodrigues island
- click, drag and drop correct answer to correct location




## CHECKLIST

NAME:

DATE:

TOPIC: *Weather and man*

*Pupils should be able to:*

1 = Very good    2 = Good    3 = Poor

1    2    3    REMARKS

### Activity 1: Our Weather (temperature)

- read / listen to instruction provided
- drag thermometer on picture
- compare the temperature
- click to choose correct answer


### Activity 2: Our Seasons

- read / listen to instruction provided
- observe pictures
- drag and drop correct months to their correct location on the wheel,\_\_\_\_,\_\_\_\_,\_\_\_\_,
- read conclusions
- click to choose correct answer

### Activity 3: Weather Instruments

- read / listen to instruction provided
- observe pictures
- identify name of the apparatus
- drag and drop to form the correct term


## CHECKLIST

NAME:

DATE:

### TOPIC: *Our Local Communities*

*Pupils should be able to:*

1 = Very good    2 = Good    3 = Poor

1	2	3	REMARKS
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#### Activity 1: Match Jobs and Tools

- read / listen to instruction provided
- observe the pictures
- make associations
- click to choose correct answer


#### Activity 2: Match cartoon and real life

- read / listen to instruction provided
- observe pictures
- make associations
- click to choose correct answer


#### Activity 3: Match names and jobs

- read / listen to instruction provided
- observe pictures
- make associations
- click to choose correct answer


## CHECKLIST

NAME:

DATE:

TOPIC: *The Dutch in Mauritius*

*Pupils should be able to:*

1 = Very good    2 = Good    3 = Poor

1    2    3    REMARKS

### Activity 1: Story about Dutch Settlement

- read and listen to the story
- observe the pictures

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### Activity 2: Dutch Occupation

- read / listen to instruction provided
- observe the pictures
- recall information gathered from story about the dutch
- click, drag and drop correct answer to correct location


### Activity 3: Dutch activities

- read / listen to instruction provided
- observe the pictures
- make associations
- click to choose correct answer


### Activity 4: Dutch Quiz

- read / listen to instruction provided
- read questions carefully
- apply knowledge acquired in previous activities
- make conclusions
- click to choose correct answer

### Activity 5: Map Symbols

- read / listen to instruction provided
- use the keyboard to type relevant data
- use printer to print a page (optional)


## CHECKLIST

NAME:

DATE:

TOPIC: *The French in Mauritius*

*Pupils should be able to:*

1 = Very good    2 = Good    3 = Poor  
1    2    3    REMARKS

### Activity 1: Story about French Settlement

- read / listen to the story
- observe the pictures

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### Activity 2: French Quiz

- read / listen to instruction provided
- read questions carefully
- apply knowledge acquired in previous activities
- make conclusions
- click to choose correct answer

### Activity 3: Dig our past (an archaeology game)

- read / listen to instruction provided
- observe pictures
- make conclusions
- click to choose correct answer
- drag and drop items to correct location



## HISTORY AND GEOGRAPHY through ICT at the Primary level

This research project has been developed by the  
Virtual Centre for Innovative Learning Technologies  
of the University of Mauritius  
and financed by the Mauritius Research Council.

In collaboration with  
Mauritius Examinations Syndicate  
Mauritius Institute of Education  
Mauritius College of the Air

and the support of the  
Ministry of Education and Scientific Research

