

SUPSI

Draft selection of relevant topics for the experimentation

Wikipedia Primary School

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Scope of this document

This document presents a selection of topics that could be used as target topics for the development of Wikipedia articles relevant to African primary education curricula.

At this stage, the selection is purely illustrative: it is neither exhaustive in terms of curriculum (it does not represent all grades and subject areas) nor geographically (it only includes South Africa).

Method

Geographical focus

The topics presented in this document were taken from the South African *Revised National Curriculum Statement Grades R-9 (Schools)*, published by the Department of Education in May 2002 (Gazette No. 23406, Vol. 433; in the following they are references as NCS). Within the current partnership and with the available resources, the focus on South Africa responds to criteria of feasibility. Moreover, the linguistic diversity of this country makes it a perfect scenario for the project's experimental phase. Finally, this capitalizes on the pre-project analysis, which also includes South Africa.

Such geographical focus does not prevent the main findings of the project and its conclusions to be extended to other countries through a consistent analysis of school programs or other educational standards documents.

Grades

Wikipedia is an online encyclopedia. As such, it is concerned with what teachers and educational scientists call *content (savoir)*, as opposed to *procedures, methods (savoir-faire)* or *attitudes (savoir-etre)*.

The topics presented in this document appear in the higher grades of the South African primary education system. In those grades, in fact, more emphasis is given to content learning, as opposed to method learning or competence learning, which are the focus of the lower grades.

This balance is rather common in all school programs: children should first go through a socialization phase, learn to be at school, and learn to read, write and use numbers (this is the focus on Kindergarten education and usually of the first 2 years in primary education), and will only then be able to approach "subjects matters". Also, linguistic competences are more mature in the higher grades, allowing content learning to be more efficient.

Topics

The topics selected have specific local or pan-African character. This criteria was introduced based on two considerations. First, these are the topics that make more sense to teach in local languages; second, these are possibly topics that are less represented on Wikipedia. As a matter of fact, all of them appear in the *Social Sciences* part of the NCS.

On the other hand, more “global” topics have not been included (such as Math, Science, Healthcare, or Life Skills), as they are already present in Wikipedia.

Topics by grade

Following are the identified topics arranged by grade and then by topic.

GRADE 6

History

Organisation of African societies:

Kingdoms of Southern Africa:

Mapungubwe

Thulamela,

Great Zimbabwe

Cattle, gold, ivory and iron

Exploration and exploitation from the fourteenth century onwards:

Early mapping: representations of Africa;

Science and technology: investigating contributions from different parts of the world;

Examples of exploration from Europe, Asia, the Americas, and Africa, and its impact on indigenous people.

Geography

Trade and development:

Ways in which primary products and exploitation of resources and labour in developing countries support

The economies of the rich, developed countries;

Trade of raw materials (from the South) and finished products (from the North).

Development issues:

Causes of poverty:

Exploitation;

Disrespect for human rights;

Environmental destruction;

Lack of access to resources and other opportunities;

Unemployment;

Case studies of positive development projects that exemplify ways of sharing resources and reducing poverty.

GRADE 7

History

A broad overview of early trading systems:

Indian Ocean and East Africa: Arab trade, Swahili coastal communities and links with Great Zimbabwe (9th to 16th centuries);

West Africa and trans-Saharan trade: salt, gold, slaves and ancient trade routes, centres of learning, historical reporting (9th to 16th centuries);

European trading systems in the Middle Ages (14th to 16th centuries);

Dutch settlement, the Indian Ocean slave trade and slavery at the Cape (17th and 18th centuries);

Africa and the Atlantic slave trade (16th to 19th centuries).

GRADE 8

History

Resisting British control:

Could include the wars between the Zulu and the British, the Pedi and the British, or a regional example;

The South African War: who was involved and how it affected their lives.

The experience of colonialism in the nineteenth and twentieth centuries:

The Industrial Revolution and colonial expansion;

How African societies experienced and responded to colonialism: a British, Belgian or Portuguese colony;

Colonialism and the exploitation of resources.

Geography

Patterns of social inequalities in South Africa:

Status of women;

Exploitation of labour, including child labour;

Access to education and training;

Housing and other services and resources;

Who gets what;

Comparison with other developing and developed parts of the world.

Topics in Wikipedia

For the first topics in the list, a first explorative research on Wikipedia was conducted, yielding the following results.

History

Organisation of African societies:

Kingdoms of Southern Africa:

Mapungubwe

> <https://en.wikipedia.org/wiki/Mapungubwe> (++)

> https://en.wikipedia.org/wiki/Makuleke#Mapungubwe_and_the_rise_of_Thulamela (+)

Thulamela,

Great Zimbabwe

> https://en.wikipedia.org/wiki/Great_Zimbabwe (++)

Cattle, gold, ivory and iron

> <https://en.wikipedia.org/wiki/Cattle> (indigenous species)

> <https://en.wikipedia.org/wiki/Gold>

> https://en.wikipedia.org/wiki/Witwatersrand_basin

> https://en.wikipedia.org/wiki/Witwatersrand_Gold_Rush

> https://en.wikipedia.org/wiki/Mineral_Revolution

> [https://en.wikipedia.org/wiki/Gold_Coast_\(region\)](https://en.wikipedia.org/wiki/Gold_Coast_(region)) (mining companies)

> https://en.wikipedia.org/wiki/Gold_rush#South_Africa

> https://en.wikipedia.org/wiki/Mineral_industry_of_Africa#Gold

> <https://en.wikipedia.org/wiki/Ivory>

> https://en.wikipedia.org/wiki/2006_Zakouma_elephant_slaughter (-)

> https://en.wikipedia.org/wiki/Ivory_trade#African_Elephant

> https://en.wikipedia.org/wiki/Kongo_ivories

> https://en.wikipedia.org/wiki/Ivory_carving (relevant?)

> https://en.wikipedia.org/wiki/Iron_ore_in_Africa (-)

> https://en.wikipedia.org/wiki/Mineral_industry_of_Africa#Iron_ore (-)

> https://en.wikipedia.org/wiki/Iron_metallurgy_in_Africa (-)

Following are a few Wikipedia articles, generally relevant (not linked to any specific topic):

- > https://en.wikipedia.org/wiki/History_of_Southern_Africa#Southern_Africa
- > https://en.wikipedia.org/wiki/History_of_Africa
- > https://en.wikipedia.org/wiki/History_of_science_and_technology_in_Africa

Another opportunity to identify topics, could be following the indications contained in

- > https://en.wikipedia.org/wiki/Wikipedia:List_of_missing_Africa_topics
- > https://en.wikipedia.org/wiki/Wikipedia:List_of_missing_Africa_topics/Automatic (by number of articles, with links)
- > https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Missing_encyclopedic_articles/List_of_missing_African_books