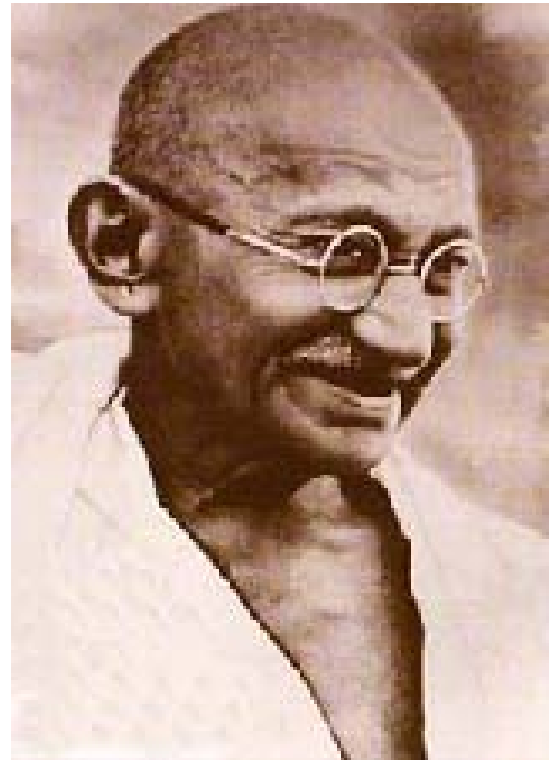


The Game of Heroes



Finding out about individuals who have made a difference.

The Game of Heroes

This activity was developed by Lisa Coore, Anne Roscoe and Ann Tillman in the London Borough of Kensington and Chelsea in 1996 with additions by Kate Moore in 2016.

The webaddress for this activity is:

<http://www.collaborativelearning.org/heroes.pdf>

This activity was last updated 15th January 2016

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

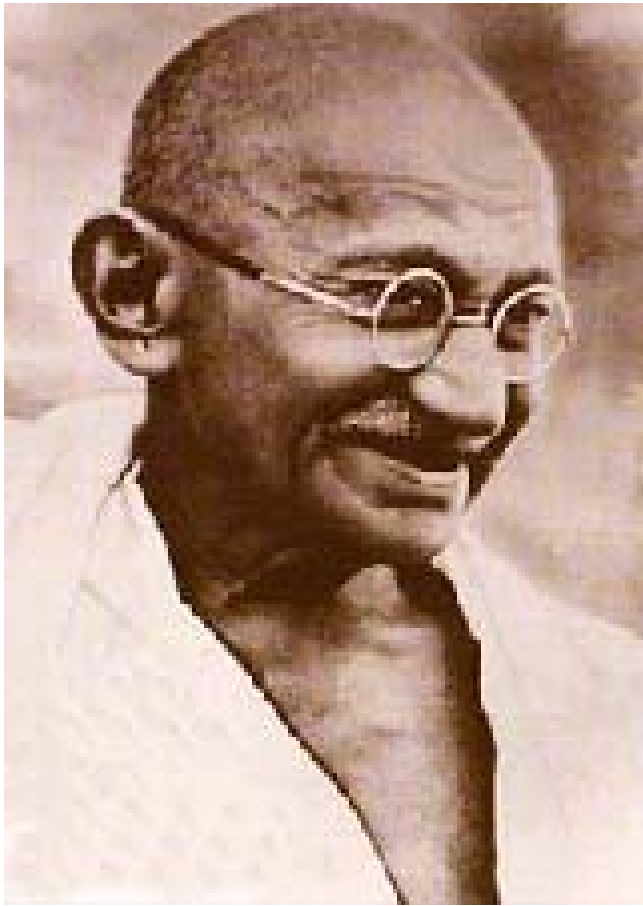
*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Rules for the game of Heroes

For three players

1. Read the biography of one, two or all three people.
2. Spread out the statement cards.
3. Place the statement cards around the picture of the appropriate hero.



Mary Seacole

Mary Jane Grant was born in Kingston, Jamaica in 1805. Her father was Scottish and was an officer in the British Army. Her mother was a free black woman who was a notable doctress. She would diagnose and treat many tropical diseases often using herbal medicines. Mary's mother taught Mary all she knew about Caribbean traditional medicines. Mary was to use this knowledge in her career.

Mary loved to travel, and often did so on her own. This shocked many people, because women did not often travel on their own in those days.

She married Edwin Horatio Seacole, but sadly it was only for a short time because he died.

Mary travelled to a town called Cruces. Many gold prospectors passed through the town. While she was there cholera broke out and Mary was the only person who knew how to treat the sufferers. She used to be called: 'the yellow woman from Jamaica with the cholera medicine.' She was also a skilful surgeon.

When Mary returned to Jamaica in 1853, yellow fever broke out. She was asked by the medical authorities to take charge of the nursing arrangements. In 1854 she came to England, and offered her help to the army in the Crimea. However, woman doctors were not accepted. She decided to go there by herself. When she arrived she was shocked by the dirty conditions. She set up the British Hotel where clean and wholesome food was sold.

Mary soon became well known for her kindness and her bravery. A Dr Reid said, "Mrs Seacole, who out of the goodness of her heart and at her own expense, supplied hot tea to the wounded while they waited for help. She did not spare herself if she could do any good for suffering soldiers. In rain and snow, storm and tempest.....she was at her self chosen post with stove and kettle."

Every morning her hut was surrounded by men who had faith in her medical skills. Often Mary wandered onto the battle field before the cease fire was given, looking for the wounded or dying men whether they were enemy or ally.

Mary returned to England in 1856, where she discovered that her reputation had gone before her. However, she had lost all her money in the Crimea and she was faced with bankruptcy. She wrote her autobiography, and the book became a best seller. This helped her money problems.

Mary wanted to take her medical skills and knowledge to India. She said, "Give me my needle and thread, my medicine chest, my bandages, my probe and scissors and I'm off. Queen Victoria would not let her go, and because her health was not good, people would not lend her money to go.

She then divided her life between Jamaica and London. She had many friends, many of whom owed their life to her care. Amongst her friends was the Princess of Wales.

Mary finally suffered her last illness and died on 14th May 1881. The cause of her death was registered as: apoplexy 16 days, coma 3 days.

Heroes cards MS

Born in Kingston,
Jamaica

Born in 1805

Her father was a
Scottish officer
in the British
Army

Her mother was
a 'doctress' and
she treated
tropical diseases

Her mother
taught her
Caribbean
traditional
medicines.

She loved to
travel and often
did so by herself.
This was rare at
this time.

She married
Edwin Horatio
Seacole. He died
very soon after.

The only person
who could treat
cholera in the
town of Cruces.

Known as 'yellow
woman' from
Jamaica with
cholera medicine.

Asked by the
Jamaican medical
authority to take
charge of nursing
arrangements.

Volunteered
her help in the
Crimean War.

Set up the
British hotel
where drink and
gambling were
forbidden.

Heroes cards MS

Took food and medicines into the battle for the soldiers.

Dr Reid said, "...out of the kindness of her heart she took hot tea to poor sufferers"

In rain, storm or tempest, she was at her post with stove and kettle.

Didn't wait for ceasefire call, but picked her way looking for the wounded soldiers and the dying.

In 1856 a guest at a special Guards dinner and mentioned in the Times newspaper.

Lost all her money in the Crimea.

Her autobiography became a best seller.

Used to say, "Give me my needle and thread, my medicine chest, my bandages, probe and scissors, and I'm off."

A close friend of the Princess of Wales.

Died on 14th May 1881.

Cause of death:
Apoplexy 16 days
Coma 3 days.

Mahatma Gandhi

Mahatma Gandhi was born in 1869 in Porbandar in India. His parents were Hindus and belonged to the Vaisya or merchant caste. His family married him when he was 13, but he continued to study. After his father died, a friend of the family suggested he studied to become a barrister in England. He went to London in 1888 even though he had to leave his caste to cross the sea.

In London he became a vegetarian by choice and also studied and appreciated all the religions. As soon as he passed his examination in 1891 he returned to India. He tried to practise law in Bombay, but was not successful. He was offered a job in South Africa and went there in 1893.

His treatment in South Africa shocked him. He was thrown off the train because he refused to give his seat to a white man. He became concerned about justice for the Indian community in South Africa and fought for their cause as a lawyer. He was sent to prison many times, but always remained calm and forgiving to others. He also began to live a very simple life. He washed his own clothes and worked as a volunteer with the sick. He studied nursing and midwifery.

On his return to India, in 1915, he began the non-violent movement against British rule and became the leading person in the Indian National Congress.

He encouraged the Indians to practise self reliance in order to prepare for Independence. They were encouraged to become skilled in hand spinning and weaving. They made their own clothes and refused to buy British imports. He taught them how to make salt from sea water so they did not have to pay the salt tax.

Once again his political activity led to his imprisonment. During this time he fasted. He believed it was honourable to go to prison for a good cause.

Gandhi was also deeply concerned about the impact of the caste system. He fasted for better treatment for the Untouchables and for peace between the Hindus and Muslims.

On January 30th, 1948 he was assassinated on his way to evening prayers by a Hindu fanatic.

Heroes cards MG

Sent to prison many times.

Began non-violent movement against British rule.

Called Mahatma which means 'Great Soul'.

Fasted to bring about change.

Leading figure in Indian National Congress.

Made salt from sea water.

Returned home in 1915 and began a non-violent movement.

Encouraged self reliance to prepare for independence.

Fasted to improve the life of Untouchables and made peace between Hindus and Muslims.

Assassinated in 1948 by a Hindu fanatic.

Killed while walking to evening prayers.

Believed it was honourable to go to prison for a good cause.

Heroes cards MG

Born in the 19th century and died in the 20th century.

Born in Porbandar in India.

Returned to India in 1891.

Parents were Hindus.

Belonged to the Vaisya caste or merchant caste.

Lived in South Africa 1893 -1904.

Got married when aged thirteen.

Had four children.

Practised law in South Africa.

Went to London at eighteen.

Studied law in London.

Worked towards social change in South Africa.

Mary Wollstonecraft

Mary Wollstonecraft was a British author who was best known for her book "A Vindication of the Rights of Women" written in 1792. This book was one of the first to claim that women should have equality with men.

She wrote that men considered women to be morally and mentally inferior to themselves. She argued that women could lead happy and creative lives if they had better educational opportunities.

"I wish women to be educated not so that they can have power over men, but so that they can have power over themselves."

She based her book on the democratic principles that came out of the French Revolution and she also drew from her own experiences.

She was born in London in 1759 and educated herself by studying the books in her house. For a brief period she and her sisters ran a school, and from this experience she wrote "Thoughts on the Education of Daughters" in 1787. This was a pamphlet in which she criticised the cruel treatment of young girls. This was common at this time. She was a busy writer and wrote essays and stories. She translated books too.

In 1797 she married William Godwin. He was a political reformer and philosopher. Mary died at the age of thirty eight, ten days after giving birth to a daughter, Mary, leaving behind a number of unfinished manuscripts. Their daughter, Mary Wollstonecraft Shelley would become a famous writer herself and in 1818 wrote the famous novel "Frankenstein" ..

Heroes cards MW

A women's author
born in 18th
century.

Born in London in
1759.

Married a British
political
reformer in
1797.

Ran a school with
her sisters.

Self educated by
studying books at
home.

Best known book:
Vindication of
the Rights of
Women.

Wrote that
women should
have a better
education.

Wrote 'Thoughts
on the Education of
Daughters'.

Criticised the
cruel treatment
of young girls
which was
common at the
time.

Daughter was
Mary Shelley who
wrote the novel
'Frankenstein'

Argued that
women with
education could
lead happy,
creative lives.

Her books were
based on her own
experiences.

Heroes cards MW

Wrote that women should have equality with men.

Wrote some translations.

Wrote a lot of essays and stories.

Wrote that men considered women to be inferior.

Husband called William Godwin.

Her books were based on the democratic principles behind the French Revolution.

The Role of the Individual in History - Heroes

Divide into "expert" groups to look at one individual.

Work out the time span across which your hero lived. Divide into ten units of years and mark date intervals on the timeline.

Note when your hero lived, worked or travelled to. Note your finding in the spaces on the timeline.

Make a note of any other things about your individual that you find interesting. You may want to do some further research to find out more.

--	--	--	--	--	--	--	--	--	--	--

Now you will be meeting members of other expert groups who were studying other heroes

The Role of the Individual in History - Heroes

Divide into "jigsaw" groups to share information about three individuals. Work out the time span across which your three individuals lived. Divide into ten units of years and mark the dates. Write into the appropriate box birth and death dates for each individual. Share information and write it onto this timeline. Is it possible that any of them would have met. Can you explain why or why not? Do you think that they would have known about each other? What similarities do they share to make them 'significant'? What are the differences between them?

Now you will be meeting members of other expert groups who were studying other heroes