

TASK

CBA 1 *The Past in My Place* - Student researched the impact of French colonisation in North Africa on his family by interviewing both grandfathers, one who was Moroccan and lived under French rule in the 1940s and 50s; and one who fought for France in Algeria.

FORMAT

Display (online booklet)

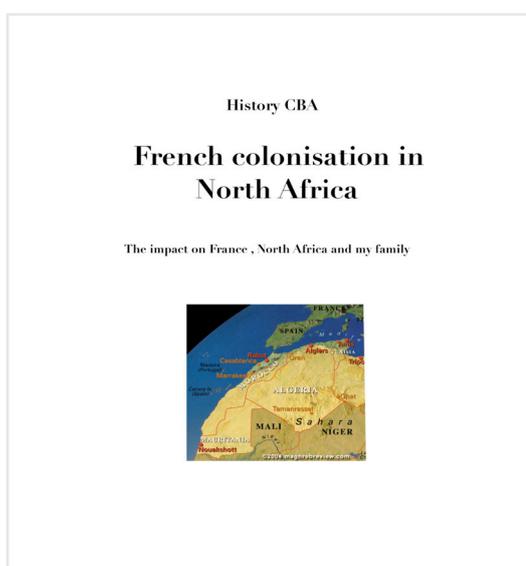
TITLE

'French colonisation in North Africa: The impact on France, North Africa and my family'

TEACHING AND LEARNING

For CBA1 *The Past in My Place*, students experience history at a personal level through the study of a place, issue, event, theme or person related to their locality, place of origin or family history. They present their research in the form of a display.

EVIDENCE OF WORK



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History CBA

French colonisation in North Africa

The impact on France , North Africa and my family



Contents

Page 2 : A brief introduction to what was happening at that time

Page 3-7 : My interviews

Page 8-10 : Photos from Algeria

Page 11 : Conclusion and self reflection

Teacher annotations based on Features of Quality

FOQ1: Display is shaped to a clear purpose in layout of contents- brief introduction to context followed by interviews, photographs and conclusion.

Introduction

During the 19th century and at the beginning of the 20th century France conquered Algeria, Tunisia and Morocco.

In the middle of the 20th century nationalist movements began to contest the presence of the French. Morocco and Tunisia obtained their independence in 1956 fairly easily. Algeria only obtained its independence in 1962 after a tough war against the French.

This colonisation of North Africa impacted my two granddads. My Moroccan Grandad Miloudi grew up in Morocco while it was under control of the French. He then immigrated to France in search of better education. My French grandad Daniel fought in the Algerian war.

Teacher annotations based on Features of Quality

FOQ1: First two paragraphs: sense of historical consciousness evident, '*nationalist movements began to contest the presence of the French*', '*Algeria only obtained its independence after a tough war against the French*'.

FOQ3: Makes connections between his family and history of French colonisation, '*The colonisation of North Africa impacted my two granddads*'.

Interview 1

The first interview was with my Moroccan grandad.

Q: What was life like while your country was under the power of the French ?

A: I was born in 1946 so I grew up in Morocco while it was run by the French. I remember in my village there was two sort of sections. On one side was the French and on the other the Moroccans. In the French section there was lots of plants and shops and people had swimming pools in their villas while the Moroccan side was just simple houses.

Q: Did you notice a difference in your life when Morocco got its independence ?

A: Yes I did but not how you would expect. During the power of the French the Moroccans lived decent life they where not extremely poor and lived normally but once the French were gone people regretted their presence

Q: Did you have to learn French and about France in school ?

A: Yes , in school we had six hours of French lessons and two hours of Arabic lessons

Teacher annotations based on Features of Quality

FOQ2: Shows awareness of role of evidence by creating two pieces of testimony and by including photographs.

FOQ1: Selection of questions indicates a sense of historical consciousness, 'What was life like while your country was under the power of the French?' 'Did you notice a difference in your life when Morocco got its independence?'

Q: Did your family celebrate on the day of independence ?

A: Oh yes , I went with my dad to Rabat (250 km away) the capital with a delegation for my village and I was the only young person there. I was begging my dad to bring me and he agreed. I went to make an allegiance for my village . There were photos of the king Muhammad 5 and the royal family on the streets and in the houses.

Q: Did your parents complain about the French while they where in power ?

A: Nope not at all they didn't mind them.

Q: Did you care about the French being there ?

A: Well you know I was young. But no not really

Interview 2

This interview is about my French Grandad who fought in the war for France against Algeria.

Q: At what age did you go to Algeria and how long did you stay?

A: So I went when I was 20 and spent two years there.

Q: Did you know why you were fighting in the war ?

A: well not really at that age.

Q: Wher you for or against the war ?

A: Well back then the army didn't really talk about colonization to us it was just something normal that Algeria was part of France. And as well when were going to Algeria we didn't see it as going to war they just said we're going to do pacification so basically we were going to make peace it wasn't called a war.

Teacher annotations based on Features of Quality

FOQ1: Selection of questions indicates a sense of historical consciousness, '*Did you know why you were fighting in the war?*'.

FOQ2: Opportunity to make judgements based on evidence is not taken - interview testimony and photographs are not used to draw conclusions.

Q: Did you have any relations with the locals in Algeria?

A: Yes of course I was a teacher to the Algerian kids. I taught them French for 1 year because we had to regroup all the families close to us to keep an eye on them. So pretty much I was in contact with the population.

Q: How did the war end for you ?

A: Well when we were there for a while eventually they told us we could go home so we got on a boat and headed back to France



Photos of my grandad in Algeria





The school and kids they taught



Locals and the huts that the natives lived in



Consequences of the French colonisation

The positive consequences were better roads , airports , facilities ,trains etc. The negative consequences were that it left the country in two parts , extremely rich and powerful people and very poor people and a dictator like king. It also led a lot of immigrants towards France.

Self Reflection

Overall I really enjoyed doing this project. I enjoyed learning about my family and their roots. An interesting thing is that I had grandads on both sides of the colonisation a French soldier and a Moroccan local. The interviews were something I had never done before and really liked.

All the photos in this project were taken all by my grandad during the event.

Teacher annotations based on Features of Quality

(CONSEQUENCES) FOQ1: Shows awareness of positive and negative consequences- indicates ability to look at issues from more than one perspective. Overall impact somewhat negated by lack of alignment between interviews and conclusions reached.

(SELF REFLECTION) FOQ1: Points to fact that both grandfathers involved on opposite sides of war as interesting.

Student Reflection Note

| CBA: | Title: | |
|--|----------|------------------|
| What were the most positive things in my experience of working on this CBA? The most positive things were that I got to learn about my family and their past. | | |
| What were the main challenges I faced? The main challenge I faced was translating my interview from French to English as this took a very long time. | | |
| What aspect of my learning about my subject did I find most significant? I learned how to carry out an interview and research for facts. | | |
| What did I learn about the role of the historian in conducting and presenting research? I learned that it's important to cross check and to proofread my work at the end. | | |
| Student: | Teacher: | Date: 30/1/20 |

Teacher annotations based on Features of Quality

FOQ1, 2: Appreciated that student had to translate interview responses from French to English. Demonstrates awareness of positive impact of learning about family and its past.

GENERAL TEACHER ANNOTATIONS BASED ON FEATURES OF QUALITY

FOQ1:

Original and innovative idea- unusual context of two grandfathers on opposite sides of a conflict, shows appreciation of contentious/ controversial issues from more than one perspective.

FOQ2:

Welcome use of interviews and photos as evidence, nice awareness of older people in family as source of evidence.

More could have been made of opportunity to draw conclusions/ make judgements based on testimony of grandfathers- although there are well- designed questions, display lacks sufficient commentary/ reflection on their responses.

FOQ3:

Photos offered opportunity for more context and explanation, and linkages with interviews
Conclusion lacked coherence with interviews.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



In line with expectations

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.