

NEWS FROM THE TRUNK

THURSDAY, JANUARY 29 2015

F SUDANAYS



ARE ON THE WAY!



KAS

Sudan Days February 3/4/5, 2015 During School Hours



Letter from the Superintendent, Dr. Robert Beck

Dear Parents,

Next week on the campus from February 3-5 will be the wonderful yearly event, Sudan Days. This will be my first experience attending Sudan Days. For those of you who have experienced this event before, I know you too look forward to the event with great excitement. In advance, I thank Susan Boutros, High School/Middle School Principal and coordinator of the event, and the staff and volunteers who are busy in preparing for Sudan Days.

I have mentioned before in an E-News message how important I believe such events are in the education of our students. The celebration of the host country of an international school highlights the school's vision to be a school that places emphasis on respect for internationalism. Our stated curriculum in the social studies, for example, offers course options and study units that focus on internationalism. That, of course, is very important in carrying out our mission to be an 'international minded' international school. But by offering non-academic international oriented events such as Sudan Days, we also offer the students a non-classroom 'international visual and interactive learning opportunity'. The children see and interact with their own country, and the country that they are guests in, in ways that impact them positively. They experience firsthand the colorful, creative and informative activities of the country they live in and have come to love. This is part of the less apparent, or 'hidden', curriculum that we want all of our children to experience while they are students at our wonderful school.

Our mission is to bring together children, parents and staff to enjoy our diversity as the KAS Family. Sudan Days will do just that. I look forward to seeing you at Sudan Days!

Letter from the Middle/High School Principal, Susan Boutros

Dear Parents and Friends,

Preparations for Sudan Days are in full swing. Sudan Days will be held on February 3rd, 4th, and 5th. Sudan Days are an excellent way of celebrating our host country. Students will have the opportunity to experience the traditions and the rich culture of Sudan.

On February 3rd and 4th there will be Sudanese food, henna tattoos, donkey rides, tie dye and a photo booth where students will have the opportunity to dress up in Sudanese national dress and have their picture taken, as well as several other activities. Students in Kindergarten through Grade 12 will have scheduled opportunities to participate in these activities during the school day.

There will also be a souk, which will be accessible for the parents on all three days. Please, feel free to stop by and shop. Also, please send some money with your children so that they are able to shop with their classes.

On Thursday, February 5th, there will be normal classes until lunch and after that there will be a Sudan Days Performance. The Sudan Days Performance will consist of a performance by our students and teachers followed by a performance by a Sudanese band called "Beat the Drums".

The band will introduce us to traditional Sudanese beats and dance in Sudanese national dress from the four regions of Sudan. The performance will start at 1:20pm and it is for both students and parents.

Parents, Please join us for the Sudan Days celebrations on Thursday, February 5th at 1:20pm. You are invited to have coffee, tea and zalabia and to watch the show. The photo booth will also be available to parents during that time. We are all looking forward to Sudan Days!

Letter from the Early Childhood Center & Elementary School Principal, Phil Centers

Dear Parents, Students, and Community Members,

In recent E-news articles I have been exploring the broad subjects of "why we teach" and "what we teach" our students. This week the question is "how we teach" our students. This might seem like a fairly simple question to answer, but it is, if anything, even more complicated than the other questions we've explored.

How we teach something is obviously completely dependent on the nature of the subject, and this is why the question may seem to answer itself. For instance, we teach physical education in a way that's completely different than how we teach math. We teach the former out in the field, and we teach the latter in the classroom, right? Well, kind of. There is some truth to this approach. However, it would be a mistake to think that the subject itself determines how we teach it. Such simplistic thinking is what leads to mediocre instruction.

It is now universally accepted that there are three basic modes of how people learn, also known as "learning modalities": auditory, visual, and kinesthetic. What this means is that a large percentage of people learn through hearing something. Traditionally most instruction was conducted in this way, i.e., a teacher talked to, or at, students; the students listened, took notes, and then regurgitated what they had "learned" through quizzes, tests, or other assessments. Is this process really "learning"? Hardly. Most people will admit that they remember very little of what they learned in this way. They remember it long enough (hopefully!) to pass the test, and then they promptly forget what they have "learned".

Now we know that a large percentage of people do not learn through hearing: that is, they are not "auditory learners". They need to see what they are being taught for it to sink in. So it is best practice not only to speak to students about the subject you are teaching them, but to present it visually in some form, so that the visual learners in the class have access to the subject through their learning modality. So far so good! This addition of the visual component to lessons has been a genuine positive modern progression in the ancient art of teaching.

We also know now that a not-so-large percentage of people do not learn things by hearing about them or seeing them visually represented on a whiteboard, computer screen, paper hand-out, etc. Such people need to "move" a subject, "touch" it, in order for the subject to click into their brains and for learning to take place. Planning a lesson in which a subject is moved or touched by the students along with being heard and seen is clearly much more difficult to do than just planning a lecture about a subject, or planning a lecture with a few "visuals" thrown in. We must really be creative as teachers in order to plan a lesson that includes all three learning modalities in a way that will really allow access to the subject by all of our students. And this is only the beginning of addressing the question of "how we teach" what we teach! More next time...

THE SIEGE OF KHARTOUM REVISIONIST HISTORY

The discourse on the Siege of Khartoum, particularly from the European perspective, has by and large tended to focus upon high-profile figures from the side of the colonizers and the colonized, namely General Charles Gordon, and Mohammed Ahmed AlMahdi. The warriors who were prepared to lay down their lives for the Mahdist cause are to a very great extent part of forgotten history. They remain faceless. Historians from the Victorian era painted a somewhat negative picture of the Sudanese forces and to a certain extent this image has endured. The Sudanese were labeled as an unruly bunch of fanatics charging mindlessly against cool-under-pressure Brits. Churchill said that, "all the warlike operations of the Mohammedan peoples are characterized by fanaticism." However, he did change his mind over time and said, "Fanatics charged at Shekan, patriots at Abu Klea, warriors at Omdurman." In his dispatches he lauded praise and showed immense respect for the Sudanese who were mercilessly slaughtered at the Battle of Karari.

In reality, the Mahdist army was an amalgam of African-Arabic tribes, made up of mainly farmers and pastoralists. Despite its humble origins it grew to become one of the most powerful military organizations in Africa at that time. Rather than being a single homogeneous unit as is generally portrayed in history books, it was very heterogeneous. The three main divisions in this army were known by the flag around which they mustered. Khalifa Abdallahi commanded the Black Flag Troop. MacMichael described these cattlemen from the Western Baqqara as "dark lithe people with clearly cut handsome features." These were the tribes that existed in the lands lying south of the thirteenth parallel of latitude and stretching from the White Nile to Lake Chad. The Green Flag Troop was comprised of the White Nile and Blue Nile tribes of Arab origin. They came under the command of Ali Wad Hilu. These tribes occupied the lands south of Sinja, Sinnar and Kordofan. The Red Flag Troop was made up of the Ashraf, the Awlad Albalad, and the Beja. They came under the command of Mohammed Sharif, who was supported by Osman Azraq, and Osman Digna, who came from Beja stock, namely the Hadendowa tribe. Abdalrahman Elnajumi led the vanguard of the army deployed to lead the offensive against Khartoum on 25th June 1885. Najumi was from the Ja'alein tribe who came from Arab stock. The Ja'alein chieftains called themselves pure Arab, but their forbears had mixed freely with the Nubian peoples.

It is important to stress the ethnic, heterogeneous nature of the Sudanese warriors who took part in this scene from history so they exist on their own terms and not merely as an adjunct to colonial history. The Siege of Khartoum was a defining moment in Sudanese history, not just in terms of expelling the British colonists, but in the way the tribes united in a mutual cause.

Sources:

MacMichael, H.A. A History of the Arab Tribes in Sudan.

Churchill, W. The River War.

Faisal, M. The Institutions of the Mahdist State.



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Elementary School

Dear Elementary School Parents,
We are excited about introducing the Student of the Month as part of the elementary school counseling program. Starting in February, students who best exhibit the character trait selected for the month will be recognized at our last Thursday assembly of the month. They will also receive a certificate and have a picture posted on our Student of the Month bulletin board. One student from each grade K-5 will be selected. The character trait we will be focusing on this month is Respect. Being respectful is important to us, and we look forward to celebrating those who demonstrate this character trait.

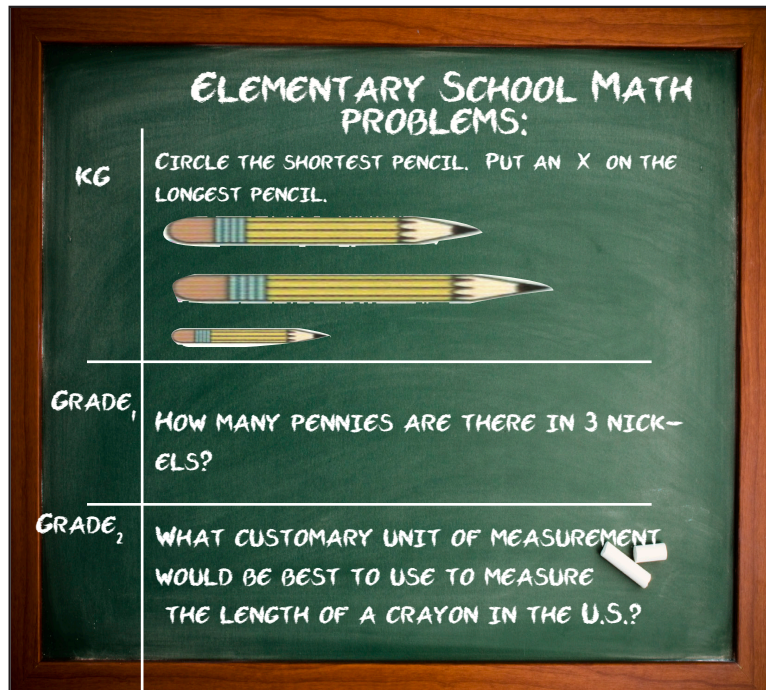
Dr. Anna Beck

Curriculum Coordinator / Enrollment Director

English Saying

A Feather In Your Cap means you have done something well and it has been duly noted, although not rewarded by any tangible means other than by having a 'feather placed in your cap'. Its origin seems easy to explain. Any Native American brave fighting for his tribe in America, who killed an enemy, was rewarded by having a feather placed in his head-dress. The most prolific braves would have a headband full of feathers. However, four hundred years prior to this, in medieval England, battlefield bravery was rewarded in a similar way. Knights who had shown great courage were also afforded plumes to wear in their helmets. The Black Prince, 16-year-old Prince Edward, the Prince of Wales of his day, showed such courage at the Battle of Crecy in 1346 (the first great battle of the Hundred Years War); he was awarded the crest of one of his defeated enemies, John of Bohemia. That crest, of three ostrich feathers, remains the crest of the Prince of Wales to this day.

Minette van der Bijl



Khartoum, Sudan – The KAS girls’ soccer team turned in a solid performance at 2015 KISSC Soccer League Tournament on Monday at KICS.

The girls played first against UHS and through excellent team play and constant pressure, especially Reem Satti, they were just too strong for the team in red. Two goals just before halftime headed the girls in the right direction, winning 3 -1.

The next game, against KICS, saw the girls running out of steam and losing 6-1.

Laura Wortman on attack and Anzel on defense received MVP award for the afternoon’s games.

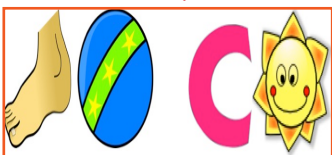
KAS girls’ soccer team



WINNERS!
KG: Jade
G1: Mohammed
G2: Alan



Elementary Rebus



Middle & High Rebus



Faculty Rebus



Last week's WINNERS are!
Faculty: Reem - Graphic designer

Last week's Answers are!
Elementary: Ms. Kris & Ms. Aya
MSHS: Yearbook Photos
Faculty: Karima Trip

Hanro van der Merwe
Athletic Director