

South African Lesson #2 INTRODUCTION TO APARTHEID

Date:		Subject: South Africa – Colonial History (Boers/Apartheid) NCSCOS: 1.01, 4.01, 4.02, 4.03, 5.01, 5.03, 7.01, 7.02, 8.02, 9.01, 9.03, 9.04, 10.01, 10.02, 10.04	Warm – Up/Bell ringer: Circulate pictures from the apartheid era in South Africa. Ask students to describe what they see.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Students should know and understand the definition of discrimination. Students should also have some prior knowledge of different forms of discrimination such as the Jewish Holocaust or discrimination in the United States.	Continuous Assessment – tools/strategies
<p>Images that represent Apartheid in South Africa (see resource page for possible images)</p> <p>Apartheid timeline cards (1 card per group)</p> <p>Vocabulary sheet</p>	<p>Two 45-minute class periods Or one 90 minute block</p> <p><u>Warm-up</u> 5-10 minutes</p> <p><u>Guided Practice</u> 10-15 minutes</p> <p><u>Independent Practice</u> 30-45 minutes</p> <p><u>Summary/Closure</u> 10-15 minutes</p>	<p>Purpose/Objective of this lesson: To gain an understanding of the impact of racial discrimination on the lives of South Africans during the Colonial Era.</p> <p>Teacher Input</p> <ul style="list-style-type: none"> • Facilitate discussion of opening image; leading students through their observations then their inferences of the picture • Provide students with a brief introduction of Apartheid and European colonization of South Africa. Include the definitions of terms students may not know or understand (see vocabulary sheet for suggested terms). • Provide students with a colonial map of South Africa. • Divide students into groups of 3-4 students and give directions to activity. • Circulate throughout the room as students complete the activity. • Facilitate discussion of the colonial history South Africa including apartheid at the end of the activity. <p>Key Questions:</p> <ul style="list-style-type: none"> • What impact did the Dutch and English colonization of South Africa have on the indigenous people (San and Khoikhoi) during the seventeenth century? • What is apartheid and how and why did apartheid come about? • What evidence supports the fact that apartheid existed in South Africa before 1948? • How did the Africans resist discrimination in South Africa? • What trends, or changes over time does this timeline suggest? • What can be learned from apartheid in South Africa? 	<p>Students will answer the key questions.</p> <p>Ask students guiding questions that relate to the South African colonial experience.</p>

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		<p>Strategies for Differentiation: Students will work in heterogeneous groups to complete this activity. The division of labor in the groups should be divided according to ability, but everyone is responsible for being an "expert" on the events depicted on their cards</p>	
		<p>Class Activity: Guided Practice</p> <ol style="list-style-type: none">1. Review Warm-up/Bell ringer.2. Discuss with students the value of using timelines to organize historical information. Provide a small timeline from some previously learned material to review the principles of the activity.3. Give students a brief introduction to Apartheid and European colonization of South Africa.4. Divide students into eight different groups. Each group should receive an Apartheid timeline card.5. Discuss the guidelines with the students.6. Complete a class timeline using an empty wall or clothesline hung somewhere in the classroom. <p>Independent practice</p> <ol style="list-style-type: none">1. Students are to read their card as a group and discuss the information contained on the card. The discussion should center on the key questions.2. The group should complete a pictorial representation of the events on the card. The images could be hand drawn or taken from pictures in magazines, newspapers, websites, etc.3. In addition to the visual representations, students should write a short commentary detailing the importance of the historical events.4. Once students have completed this activity, they will present their work to the class. <p>Summary/Closure:</p> <ul style="list-style-type: none">• Discuss the key questions. <p>Homework: Day 1: Students should complete artwork. Day 2: Students will write one paragraph describing what they learned about apartheid in South Africa. The paragraph should consist of at least five facts from the timeline.</p>	

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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Notes and Comments:																			

Notes and Comments:

Students may use the classroom timeline to answer 10 questions in a teacher-created scavenger hunt. Students may also create questions for their classmates to answer that represent the time period covered by their card.

Resources:

On-line:

These sites provide a history of apartheid in South Africa along with images.

<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>

<http://en.wikipedia.org/wiki/Apartheid>

<http://www.africanaencyclopedia.com/apartheid/apartheid.html>

This site is an interactive introduction to the apartheid museum in South Africa which illustrated the rise and fall of apartheid. It also contains lesson ideas with resources.

<http://www.apartheidmuseum.org/supplements/>

Suggested Images:



1. <http://en.wikipedia.org/wiki/Apartheid>
Petty apartheid": sign on Durban beach in English, Afrikaans and Zulu



2. <http://en.wikipedia.org/wiki/Apartheid>
A private sign emblematic of the tense relations of the era

3. http://www.capetown.at/heritage/history/images/apartheid_pass.JPG

Black people had to carry a pass giving them permission to stay in Cape Town and were forced to leave if they were not at work

4. <http://www.africanaencyclopedia.com/apartheid/apartheid.html>

Example of how the system of apartheid was legalized in South Africa.

APARTHEID TIMELINE CARDS

Card #1:

- **1652** -- Jan van Riebeeck, representing the Dutch East India Co. establishes the Cape Colony at Cape Town. He soon issues land grants for the interior. Slaves from West Africa, Malaysia, and India are imported into the colony, establishing the dominance of whites over non-whites in this region.
- **1700s** – Dutch Farmers (**Boers**) migrate across South Africa and seize land use by **indigenous** people for cattle and sheep grazing (basis of their economy). Battles and smallpox push back the indigenous populations of the San and Khoikhoi. Europeans dominate the western half of the area by 1800.
- **1806** – British seize and eventually **annex** the Cape Colony. In **1809**, the British decree that the San and Khoikhoi must work for white employers and place restrictions on their travel. **1810s** – British missionaries arrive and criticize the racist practices of the Boers. They urge the Boers to treat the Africans more fairly, but the Boers believe that they are superior to the indigenous Africans.
- **1830s** – In the hopes of escaping British rule, thousands of Boers leave the Cape Colony in the “Great Trek” and establish the Orange Free State and the Transvaal. The interior consisted of British colonies and **protectorates**, Boer **republics**, and tribal nations until 1867.
- **1867** – Diamonds are discovered at Kimberley and mining begins. Africans are given the most dangerous jobs, are paid less than white workers, and are housed in fenced, patrolled **barracks**. Africans were prevented from organizing for better wages and working conditions due to the oppressive conditions and constant **surveillance**. **Mid-1880s**, gold is discovered in the Transvaal, triggering the gold rush.

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Card #2:

- **1908** – A **constitutional convention** is held to establish South African independence from Britain. The all-white government decides that non-whites can vote but cannot hold office. A few people in the government object, believing that South Africa would be more stable if Africans were treated better.
- **1910** – The Union of South Africa is born under the **British Commonwealth**. It bands together the British colonies of Natal and the Cape with the Boer republics of the Transvaal and the Orange Free State. The South Africa Act is also passed which takes away all political rights of Africans in three of the country’s four states.
- **1912** – The Native National Congress is founded which later becomes the African National Congress (ANC). This political party organized Africans in the struggle for civil rights.
- **1913** – The Native Lands Act is introduced to prevent blacks, except those living in Cape Province, from buying land outside their region (reserves). Africans were only allowed to be on white land if they were working for whites. This act gave 7.3% of the country’s land to Africans, who make up 80% of the population.
- **1914** – The all-white Afrikaan National Party was founded.

APARTHEID TIMELINE CARDS

Card #3:

- **1918** – Secret Broederbond (brotherhood) is established to advance the Afrikaner cause.
- **1920s** – Blacks are fired from jobs which are given to whites.
- **1910s to 1930s** – Africans educated at missionary schools attempt to organize to resist white rule and gain political power. Their efforts are weakened because few Africans are literate, communication is poor, and access to money or other resources is limited.
- **By 1939** – Fewer than 30% of Africans are receiving any formal education, and whites are earning over five times as much as Africans.
- **1936** – Representation of Voters Act is passed. This law weakens the political rights for Africans in some regions and allows them to vote only for white representatives.

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Card #4

- **1948** – **Urbanization** and economic growth during World War II fuels white fears that South Africa's racial barriers would collapse. The National Party introduces **apartheid** measures against blacks, Indian immigrants and those of mixed race.
- **1950** – The Population Registration Act is passed into law. This law classifies people into three racial groups: white (European), colored (mixed race or Asian), and native (African/black). Marriages between races are outlawed in order to maintain racial purity.
- **1951** -- The Group Areas Act is passed to **segregate** the different races. Specific communities were set aside for each of the races (white, colored, mixed race or Indian) and native (African/black). The best areas and the majority of the land was reserved for whites. Non-whites were relocated into "reserves". Mixed-race families were forced to live separately.
- **1951** – The **Bantu** Homelands Act was passed. Through this law, the white government declares that the lands reserved for black Africans were independent nations. In this way, the government stripped millions of blacks of their South African citizenship and forced them to become residents of their new "homelands." Blacks were now considered foreigners in white-controlled South Africa, and needed passports to enter. Blacks only entered to serve whites in **menial** jobs. The homelands are too small to support the many people in them. In Soweto, for example, seventeen to twenty people live in a four-room house.

APARTHEID TIMELINE CARDS

Card #5

- **1951** – Under the leadership of Albert Lutuli and Johannesburg law partners Oliver Tambo and Nelson Mandela, the African National Congress (ANC) organized a **passive resistance** campaign against **apartheid** and issued the Freedom Charter. The charter stated “South Africa belongs to all who live in it, black and white, and that no government can justify claim authority unless it is based on the will of the people.” The government reacted by arresting people and passing more **repressive** laws.
- **1952** – Abolition of Passes and Coordination of Documents Act was enacted. This misleadingly-named law required all Africans to carry identification booklets with their names, addresses, fingerprints, and other information. Africans were frequently stopped and harassed for their passes. From 1948-1973, over ten million Africans were arrested because their passes were “not in order”. Burning pass books became a common form of protest.
- **1953** – The Preservation of Separate **Amenities** Act was passed. It established “separate but not necessarily equal” parks, beaches, post offices, and other public places for whites and non-whites.
- **1953** – Like the previous laws, the **Bantu** Education Act passed by the all-white National Party. Through this law, the white government supervises the education of all blacks. Schools condition blacks to accept white domination. Non-whites cannot attend white universities. Africans were taught only in Afrikaans.

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Card #6

- **1960** – A large group of blacks in the town of Sharpeville refused to carry their passes. The government declares a state of emergency and responds with fines, imprisonment, and whippings. Seventy black demonstrators are killed. One hundred eighty-seven people were wounded. The African political organizations, the ANC, and the Pan-African Congress were banned.
- **1961** – South Africa leaves the **British Commonwealth** and becomes an independent **republic**. Mandela heads the ANC’s new military wing, which launched a **sabotage** campaign. International pressure against the South African government begins and South Africa is excluded from the Olympic Games.
- **1962** – The United Nations established the Special Committee Against Apartheid to support a political process of peaceful change. The Special Committee observes the International Day Against Racism that marked the anniversary of the people who died in the Sharpeville protest.
- **1963** – ANC leader, Nelson Mandela, was jailed and one year later was sentenced to life imprisonment.

APARTHEID TIMELINE CARDS

Card #7

- **1970s** – Resistance to **apartheid** increases. Organizing by churches and workers increased. Whites join blacks in demonstrations.
- **1970s** – More than 3 million people are forcibly resettled into black “homelands”.
- **1970s**– The all-black South African Students Organization, under the leadership of Steven Biko, helps unify students through the Black Consciousness movement.
- **1976** – Thousands of students in the black township of Soweto stage protests to demand they be taught in English rather than the Afrikaans. Police fire on the demonstrators, sparking nationwide riots and more **repression**. Police kill more than 500 protesters within a year, including leading activist Steven Biko.
- **1980s** – People and governments around the world launch an international campaign to **boycott** South Africa. Some countries ban the import of South African products and citizens of many countries pressure major companies to pull out of South Africa. These actions have a crippling effect on the South African economy and weaken the government.

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Card #8

- **1980s**– Hundreds of thousands of Africans who are banned from white-controlled areas ignore the laws and pour into forbidden regions in search of work. **Civil disobedience**, demonstrations, and other acts of protest increase.
- **Late 1980s** – Countries around the world increasingly pressure South Africa to end its system of **apartheid**. As a result, some of the segregationist laws are **repealed**. For example, the laws separating whites and non-whites in public places are relaxed or repealed.
- **1990** – South African President F.W. de Klerk and the National party lift the ban on the ANC and its leader, Nelson Mandela is released from prison after 27 years.
- **1991** – President F.W. de Klerk repeals the rest of the apartheid laws and calls for the drafting of a new constitution.
- **1993** – A multiracial, multiparty transitional government is approved.
- **1994** – Elections are held. The United Nations sends 2,120 international observers to ensure the fairness of the elections. Mandela’s ANC wins 63 percent of the vote in April elections. World leaders gather on May 10 as Mandela is sworn in as president of the new South Africa.

Vocabulary Sheet

Card #1

- Boers – Dutch word for farmer, Afrikaans in South Africa
- indigenous – growing, living, or occurring naturally in a particular region or environment, native
- annex – to obtain or take for oneself
- protectorates – a relationship between political units where one has a dominant, superior relationship to the other
- republic – a government having a chief of state who is not a monarch and who in modern times is usually a president
- barracks – a structure resembling a shed or barn that provides temporary housing
- surveillance – close watch kept over someone or something

Card #2

- British Commonwealth – is a voluntary association of 53 sovereign countries, almost all of which are former territories of the British Empire that peacefully achieved independence
- constitutional convention – a gathering of persons for the purpose of drawing up a constitution, or planning to modify one

Card #3: no new vocabulary

Card #4

- urbanization – the process of becoming a city
- apartheid – “apartness” in Afrikaans or to separate
- segregate – to set apart from the rest of the population
- Bantu – a general term for more than 400 ethnic groups in Africa united by a common language family
- Menial – lacking interest or dignity

Card #5

- passive resistance -- a method of nonviolent protest against laws or policies in order to force a change or secure concessions
- apartheid – “apartness” in Afrikaans or to legally separate by race
- repressive – to prevent the natural expression of; to put down by force
- amenities – features that help make a situation pleasant such as in a social relationship
- Bantu – a general term for more than 400 ethnic groups in Africa united by a common language family

Card #6

- British Commonwealth – is a voluntary association of 53 sovereign countries, almost all of which are former territories of the British Empire that peacefully achieved independence
- republic – a government having a chief of state who is not a monarch (king or queen) and who in modern times is usually an elected president
- sabotage – an act or process tending to hamper or hurt, such as destroying a bridge or interfering with an election

Card #7

- apartheid – “apartness” in Afrikaans or to legally separate by race
- repression – the act or process of holding down or preventing the natural expression of

Card #8

- boycott -- to refuse to buy or use; an act of refusing to have dealings with to show disapproval or to force acceptance of something
- apartheid – “apartness” in Afrikaans or to legally separate by race
- civil disobedience – refusal to obey governmental demands or commands especially as a nonviolent and usually collective means of forcing demands from the government
- repeal -- reversed