

# “Separate Development of the Races” a.k.a. Apartheid (The Rise and Fall of Apartheid in South Africa)

**Grade Level or Special Area:** 8<sup>th</sup> Grade History and Geography  
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**Length of Unit:** Seven lessons (approximately nine days); one day = 73 minutes

## I. ABSTRACT

This unit will examine the various aspects that led up to and instituted apartheid in South Africa. Students will understand: geographical locations and how they affected the establishment of apartheid ‘homelands’; political ambitions leading to the increased desire for control of South Africa and laws which were developed to allow apartheid; and social influences, such as racism, that gave people the belief that they had the right to pursue apartheid.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand governmental policies that disregard the value of human life or condone inhuman practices and their impact.
2. Students will understand the differences in political systems.
3. Students will understand how the political systems gains power over the people and land.
4. Students will develop an awareness of place.

### B. Content from the *Core Knowledge Sequence*

1. End of the Apartheid in South Africa, pg.190
  - a. British and Dutch colonialism in South Africa, Cecil Rhodes, Afrikaners
  - b. African resistance, Zulu Wars, Shaka
  - c. Boer Wars
  - d. Union of South Africa, majority nonwhite population but white minority rule
  - e. Apartheid laws
2. African National Congress
  - a. Nelson Mandela
3. Internal unrest and external pressures force South Africa to end apartheid, Mandela released.

### C. Skill Objectives

1. Label and color a variety of maps to research information regarding the location and movements of various cultures.
2. Interpreting historical data to determine cause-effect and time-order relationships (History-CSS 1.3)
3. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters, and diaries, artifacts, real or simulated sites, charts, graphs, diagrams, and written texts. (History-CSS 2.1)
4. Examine data for point of view, historical context, bias, distortion, and propaganda. (History-CSS 2.2)
5. Explain how the cultures of the earliest civilizations spread and interacted. (History-CSS 3.1)
6. Describing and giving examples of basic elements of culture and social organization. (History-CSS 3.2)

7. Comparing how roles of people have differed throughout history based on various factors. (History-CSS 3.2)
8. Describing how attributes of various people have affected their individual political rights. (History-CSS 5.3)
9. Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history. (History-CSS 5.3)
10. Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history. (History-CSS 5.3)
11. Giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice. (History-CSS 6.2)
12. Giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs. (History-CSS 6.2)
13. Interpreting and constructing maps, globes, models, charts, and geographic databases. (Geography-CSS 1.1)
14. Explaining reasons for variation in population distribution. (Geography-CSS 4.1)
15. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface. (Geography-CSS 4.5)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *South Africa: Time Running Out*, Study Commission on U.S. Policy Toward Southern Africa
  2. *The End of Apartheid in South Africa*, Eades, Lindsay Michie
  3. *The Atlas of Changing South Africa*, Christopher, A.J.
- B. For Students
  1. Geography of Africa - *Core Knowledge Sequence*, Grade 4, p. 98
  2. European Exploration, Trade, and Colonization - *Core Knowledge Sequence*, Grade 5, p.113
    - a. England and France
  3. Reform - *Core Knowledge Sequence*, Grade 6, p. 143
    - a. Reform for African Americans

### IV. RESOURCES

- A. Baltimore Curriculum Project, 8<sup>th</sup> Grade History and Geography (Lessons Four and Six)
- B. Hirsch, E.D. editor *What Your 6th Grader Needs to Know*. New York, New York: Dell Publishing Group, Inc. 1993. 0-385-31467-1 (Lessons Three, Four, and Six)

### V. LESSONS

#### Lesson One: Geography of South Africa (one class period)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will develop an awareness of place.
  2. Lesson Content
    - a. The End of Apartheid in South Africa (pg.190)
      - i. Identify locations in South Africa important to the study of the apartheid. (not from *Core Knowledge Sequence*)
  3. Skill Objective(s)
    - a. Label and color a variety of maps to research information regarding the location and movements of various cultures.

- b. Interpreting and constructing maps, globes, models, charts, and geographic databases.
  - c. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface.
- B. *Materials*
- 1. Black-line map of South Africa (any map of this area will work well)
  - 2. Teacher copy of Appendix A: Color map of "homelands" (for overhead and key)
  - 3. Copy for every student of Appendix B: Black-line map of South African "homelands"
  - 4. Colored Pencils
  - 5. Atlas for each student
  - 6. Overhead of "homelands" (made from Appendix A)
  - 7. Teacher copy of Appendix C: General map of South Africa
  - 8. Teacher copy of Appendix D: Map Creation Rubric
- C. *Key Vocabulary*
- 1. Apartheid – apartness or separateness (South African government's definition – separate development of the races – a euphemism for oppression)
- D. *Procedures/Activities*
- 1. Ask students, "What is apartheid?" Discuss the definition briefly.
  - 2. Inform the students that they will be completing two maps of South Africa; the first map will show general locations and geography and the second map will identify white vs. non-white areas of land allocation. (Both of these maps will be discussed in more detail throughout the unit.) See Appendices A and B.
  - 3. Have students complete a general map of South Africa using the classroom atlas. Locate South Africa, Cape of Good Hope, Zimbabwe, Botswana, Swaziland, Lesotho, Soweto, Johannesburg, Pretoria, Indian Ocean, Orange River, Groot River, Vaal River, Tugela River, Limpopo River, Olifants River, Great Escarpment, Namib Desert, Kalahari Desert, Cape Mountains, Atlantic Ocean, Indian Ocean, Title the map, and create a key. Color. (Teacher key: Appendix C)
  - 4. When first map is complete, have students set it aside and take out the second map.
  - 5. Tell students that they will now illustrate on the map where the non-whites were allowed to live, a.k.a. their "homelands."
  - 6. On the overhead place a map of South Africa showing where the various peoples "homelands" are located. (If possible, overhead should be in color to distinguish between the different peoples).
  - 7. Work with the students to create a key for this map, making sure that each homeland is shown with a different color.
  - 8. Students will then follow their key and the overhead to color the "homeland" the correct color for the peoples to whom it was allocated.
  - 9. Give students adequate time to complete the maps.
  - 10. Discuss the differences between the two maps in relation to population of the peoples involved. (The first map shows prior to the white's segregating the population and the second map shows the same area after apartheid.)
  - 11. Have students compare the maps this evening and think about what could have possibly happened to cause the change. Tell them to make a list of at least five events that could have caused the changes to occur for class discussion next class period.
- E. *Assessment/Evaluation*
- 1. Correct completion of both maps. Use Appendices A and C to check for completion. Grade using Map creation rubric: Appendix D.

## **Lesson Two: British and Dutch Colonialism in South Africa (one class period)**

### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Understand governmental policies that disregard the value of human life or condone inhuman practices and their impact.
  - b. Understand how the political systems gains power over the people and land.
2. Lesson Content
  - a. British and Dutch Colonialism in South Africa (pg. 190)
3. Skill Objective(s)
  - a. Students will recognize and explain how different points of view have been influenced by nationalism, race, and ethnicity.
  - b. Explain how the cultures of the earliest civilizations spread and interacted.
  - c. Describing and giving examples of basic elements of culture and social organization.
  - d. Comparing how roles of people have differed throughout history based on various factors.
  - e. Describing how attributes of various people have affected their individual political rights.
  - f. Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history.
  - g. Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history.

### **B. *Materials***

1. Handout, copy for every student: British and Dutch settling in South Africa: (Appendix E)
2. Handout, copy for every student: Questions; British and Dutch Settling in South Africa. (Appendix F)
3. Appendix V: Compare/Contrast Rubric
4. Appendix W: Short Answer Rubric

### **C. *Key Vocabulary***

1. Boers – farmers

### **D. *Procedures/Activities***

1. Discuss the maps from the previous class period. Ask the student what differences they observed between the two. (Answers will vary, but should include: the first map shows areas where people may live anywhere they wish, while the second map shows specific areas that have been set aside for a certain group of people. In this case, the non-whites).
2. Ask students what type of topographical features they think are found in the area that was allocated to the non-whites. (They should notice that most of the area is grassland, grazing area and some cropland).
3. What type of area do they think the whites received? (Larger amounts of cropland and the remaining area in South Africa.) Here would be a good place to point out that approximately 19 million blacks were living on only 13% of the land.
4. Give every student a copy of the handout (Appendix E). Allow them time to read the information individually or read together as a class.
5. Hand out questions, one copy for each student (Appendix F).

6. When students have completed the questions, come back together as a class and discuss their answers. Make sure that they understand that the people that were dominating the land were not those that were native to that area.
  7. Through class discussion create a double bubble graphic organizer on the board based on ideas from the students question handouts. (Accept all reasonable answers and input in creating the graphic organizer).
  8. Ask what other groups of people were treated in the same manner. (All should be able to reply that the Native Americans, Hispanics, and African Americans all received much of the same treatment in the past as well as recently).
  9. Have students hand in questions for grading.
- E. *Assessment/Evaluation*
1. Collect questions (Appendix F) for grading purposes. Use Appendices V and W for grading.

### **Lesson Three: Afrikaners and the Zulu Wars (one class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the differences in political systems.
    - b. Students will understand how the political systems gains power over the people and land.
  2. Lesson Content
    - a. Afrikaners, p.190
    - b. African resistance, Zulu Wars, Shaka, p.190
  3. Skill Objective(s)
    - a. Examine data for point of view, historical context, bias, distortion, and propaganda.
    - b. Explain how the cultures of the earliest civilizations spread and interacted.
    - c. Describing and giving examples of basic elements of culture and social organization
    - d. Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history.
    - e. Explaining reasons for variation in population distribution.
    - f. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface.
- B. *Materials*
1. Teacher copy of Appendix F
  2. Copy for every students of Appendix G: Poster Project
  3. Appendix H: Poster Rubric
  4. Appendix U: Discussion Rubric
  5. Appendix W: Short Answer Rubric
- C. *Key Vocabulary*
1. Afrikaners – a South African whose first language is Afrikaans, usually descended from or referred to as the Boers
  2. Zulu – a member of a people of South Africa who live mainly in the northern part of the province of Natal, where they were dominant in the 19<sup>th</sup> century
  3. Shaka – a great military leader among the Zulu
- D. *Procedures/Activities*
1. Ask students to briefly summarize the information from the previous class period (as a recall exercise).

2. Discuss as a class how individual ethnic groups are often called several different names. Ask for appropriate examples (give the example: white, Anglo, Caucasian; this way they will have a better idea of what you are looking for). Why do we use different terms/names for the same group?
3. We are now going to discuss a group of individuals called the Afrikaners. What group do you think is known by this name? (Many students may answer: Africans, non-white, blacks.) Discuss how Afrikaners are a group of individuals that were the African-born children of the European settlers. Their ancestors are from the original groups that came to South Africa to set up the Dutch East India Company. They were known as Afrikaners, Dutch, and Boers. So remember that these different names all apply to the same group.
4. Have students take out a piece of notebook paper, give oral notes on Afrikaners, African resistance, Zulu Wars and Shaka or give notes as a handout (Note taking will assist in practicing a skill necessary to their high school and college careers. If you choose to give notes as a handout, they must be discussed). (Appendix F)
5. As additional reference, students need to have both maps completed in Lesson One readily available as a visual to discuss the changes in location of the population of the different groups.
6. When note taking is complete, direct students to break up into groups of three or four to discuss the information that was presented. Have them discuss the following questions:
  - a. Why were the Afrikaners important to South Africa?
  - b. Explain what you think the impact was of the Afrikaners on the inhabitants of the areas in which they settled.
  - c. Look at your maps and discuss the area of South Africa that you believe is in dispute between the Africans and Afrikaners.
  - d. Why do you believe the Africans resisted the Afrikaners moving into the area that they inhabited?
  - e. What conclusions can you draw from the actions of the Afrikaners? From the Zulu? (motivations)
  - f. Choose either the Afrikaners or the Zulu, and defend their actions by writing a statement that you would present to a group to explain their actions.
7. After the groups have completed their discussion, have a representative of each group present the findings of their group to the class as you go through the questions.
8. Group responses to the questions can be collected to grade. (If you want, group points can be awarded for the completion of the questions, use Appendix U: Discussion Rubric.)
9. Hand out copy of the poster project requirements to each student.
10. Discuss what is required of them by reviewing the assignment sheet (Appendix G). Appendix G supplies suggestions on how to create an appealing poster. This project is to be completed by the end of the unit. (You set the date.) They should spend the first week gathering information and supplies. The information can be in the form of pictures, photos, etc. About one week into the project ask students to bring in a rough drawing of what they plan on doing so that you can get an idea of progress, give suggestions for improvement, and help those that are struggling with ideas. Remind them that the internet is a great tool for getting ideas about peace and apartheid.

- E. *Assessment/Evaluation*
1. Collect the group responses to evaluate for completion using the short answer rubric (Appendix W) or grade the group discussion using the discussion rubric (Appendix U).

**Lesson Four: Cecil Rhodes and the Boer Wars (one class period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand governmental policies that disregard the value of human life or condone inhuman practices and their impact.
  - b. Students will understand how the political systems gains power over the people and land.
2. Lesson Content
  - a. Cecil Rhodes, Boer War, p.190
3. Skill Objective(s)
  - a. Explain how the cultures of the earliest civilizations spread and interacted.
  - b. Comparing how roles of people have differed throughout history based on various factors.
  - c. Describing how attributes of various people have affected their individual political rights.
  - d. Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history.
  - e. Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history.
  - f. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface.

B. *Materials*

1. Baltimore Curriculum Project, 8<sup>th</sup> Grade History and Geography, Unit 9, Lesson 129–130, p.313- 314, and 316 (BCP and CKF)
2. Compare/contrast rubric- Appendix V

C. *Key Vocabulary*

1. Imperialist – a person that believes in the extension of power or authority over others in the interests of domination
2. Diplomacy – skill and tact in dealing with other people
3. Conquest – taking control of a place or people by force
4. Guerrillas – a member of an irregular paramilitary unit, usually with some political objective such as to overthrow a government

D. *Procedures/Activities*

1. Have students read pages 313 (paragraph five) – 314, and 316 (BCP and CKF).
2. Ask students what type of person they think Cecil Rhodes was. Make sure they understand that this was a man that was so concerned with increasing the power of the British empire that he did not rely on diplomacy, but would often resort to conquest and trickery.
3. Ask the following questions (suggestion: these questions can be used for class discussion or written out for a pencil/paper assignment):
  - a. What conclusions can you draw from Rhodes' interest in increasing the power of the empire? (Look for: Rhodes probably felt that by increasing the power of the empire would cause those with more power than himself to look favorable upon him. This could open up more opportunities for him to become more powerful).

- b. Can you suggest an alternate plan that Cecil Rhodes could have instituted to join the Boer colonies with the British Empire? (Accept and discuss any sensible answers.)
  - c. Explain the purpose of building a railroad from Cairo to the Cape of Good Hope. (The transportation of the gold and diamonds being mined would be more inexpensive, therefore increasing the profit.)
  - d. The British empire wanted to increase its power as much as Cecil Rhodes did, so why was he criticized for the idea to attack Transvaal? (The British government did not want to have the blame for the deaths put on them. Since Rhodes was their Prime Minister they had to eliminate anyone who might be looked upon as a trouble maker.)
  - e. If the British were against the attack that Rhodes initiated, why did they resort to the same method eventually? (They found that the Boers had joined together to form a more powerful group and they had declared war on the British, since they expected an attack from the British soon anyway. This caused the British to feel justified in attacking).
  - f. Why did the Boers consider the war a “war for freedom”? (They considered it a war for freedom because they felt they would win and thereby guarantee their freedom).
  - g. Describe what the Boers did to try to beat the British.
  - h. Describe what the British did in retaliation. (This should just be a summarization of the reading assignment.)
- 4. Remind students to be working on Poster Project.
  - 5. Assign the following as a writing assignment.
  - 6. Compare what the British did to the Boers, with what Hitler did to the Jews and Gypsies in World War II.
- E. *Assessment/Evaluation*
- 1. Compare/contrast the British treatment of the Boers with Hitler’s treatment of the Jews and Gypsies in WWII. (Grade using rubric in Appendix V.)

**Lesson Five: From the Union of South Africa to the National Party to Apartheid Laws (one class period)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will understand governmental policies that disregard the value of human life or condone inhuman practices and their impact.
    - b. Students will understand the differences in political systems.
    - c. Students will understand how the political systems gains power over the people and land.
  - 2. Lesson Content
    - a. Union of South Africa, majority nonwhite population but white minority rule
    - b. Apartheid Laws
  - 3. Skill Objective(s)
    - a. Interpreting historical data to determine cause-effect and time-order relationships
    - b. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters, and diaries, artifacts, real or simulated sites, charts, graphs, diagrams, and written texts.

- c. Examine data for point of view, historical context, bias, distortion, and propaganda.
  - d. Describing and giving examples of basic elements of culture and social organization.
  - e. Describing how attributes of various people have affected their individual political rights.
  - f. Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history.
  - g. Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history.
  - h. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface.
- B. *Materials*
- 1. Copy for every student of Appendix J: From the Union of South Africa to the National Party to Apartheid Laws
  - 2. Appendix U: Discussion Rubric
- C. *Key Vocabulary*
- 1. Natives – belonging to a place by birth
  - 2. Reserves – an area of land set aside as a reservation for use like the Native Americans in the United States
  - 3. Nationalist – a person who supports nationalism, especially the kind that emphasizes fervent devotion to one nation and its interests above all others
  - 4. Nationalism – excessive or fanatical devotion to a nation and its interests, often associated with a belief that one country is superior to all others
  - 5. Imperialism – the political, military, or economic domination of one country over another
- D. *Procedures/Activities*
- 1. Provide students with copy of Appendix J. Instruct them to read the information silently.
  - 2. When students have finished reading, start a class discussion by asking how they think the government managed to become powerful enough to be able to write the Apartheid Laws.
  - 3. Briefly read and discuss what each of the laws means and what the impact might be to the non-whites.
  - 4. Look at the “homelands” map and discuss which apartheid laws had the greatest impact in creating the ‘homelands’ that are represented on this map.
  - 5. Can you predict what might happen if the United States tried to enact laws like the South African government did now? Do you believe that the American people would allow such laws to be made or enforced? What makes the U.S. so much different from South Africa? Or is it different? (The direction this discussion should take is that the United States is not totally unlike South Africa. After getting a variety of opinions, if it hasn't been brought up, mention the African-Americans, Native Americans, and the Japanese during WWII. These should help get the discussion headed in the right direction.)
  - 6. Students should realize that even though we think of the U.S. as being above such horrible actions, that it has over the centuries, participated in actions much like those that the South Africans did.
  - 7. Depending on the amount of time used for discussion, the remainder of the time can be used to work on Poster Project and give feedback to the students on their progress.

- E. *Assessment/Evaluation*
1. Give credit for class participation. (Use discussion rubric in Appendix U if you choose to give a grade.)

**Lesson Six: African National Congress and Nelson Mandela – Major Players (two class periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the differences in political systems.
    - b. Students will understand how the political systems gains power over the people and land.
  2. Lesson Content
    - a. African National Congress
      - i. Nelson Mandela
  3. Skill Objective(s)
    - a. Comparing how roles of people have differed throughout history based on various factors.
    - b. Describing how attributes of various people have affected their individual political rights.
    - c. Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history.
    - d. Giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice.
    - e. Giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.
    - f. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth’s surface.
- B. *Materials*
1. One copy for each student: Appendix K
  2. Baltimore Curriculum Project, 8<sup>th</sup> Grade history and Geography, Unit 9, p. 319-320 (BCP and CKF)
  3. One copy of Appendix L for each student: questions on Nelson Mandela
  4. Appendix W: Short Answer Rubric
- C. *Key Vocabulary*
1. ANC – African National Congress, a South African political party founded in 1912 that fought against apartheid
  2. Repression – the condition of having political, social, or cultural freedom controlled by force
  3. Constituency – a group of people thought to have common aims or views
  4. Suppressed – conscious and forceful action to put an end to something, destroy it, or prevent it from becoming known
  5. Nelson Mandela – key figure in ending apartheid in South Africa, imprisoned for twenty seven years for his part in protesting apartheid, released in 1990, and became South Africa’s first black president
  6. Martyr – somebody who makes sacrifices of suffers greatly in order to advance a cause or principle
  7. Dissident – somebody who publicly disagrees with an established political or religious system or organization
- D. *Procedures/Activities*
1. Hand out Appendix K to each student.

2. Have students get into groups and read the handout orally to the members of their group. They should take turns within their groups. Voices should be loud enough for their group members to hear, but not so loud that the entire class hears the other groups.
  3. When students have finished reading the selection, have them discuss the following questions within their groups. (These questions can be written on the board or overhead.)
  4. Questions:
    - a. The ANC was formed in 1912, why didn't it become a major player in the apartheid until the late 1950's? (It was rather in effective until the leaders decided to become more aggressive and set aside the peaceful resistance).
    - b. Explain the purpose of the African National Congress.
    - c. Describe how the South African government responded to the African National Congress.
    - d. Since the South African government stifled all protests, the ANC and PAC set up secret training camps to train armed resistance members. Discuss in you groups why the ANC had to resort to violence. Was this the right thing for them to do? As a group, create an alternate plan that you think would influence the South African government to see the ANC's point of view.
    - e. Do you believe that without the help from the ANC and other resistance groups that apartheid in South Africa would have ever ended? Explain. Group must come to an agreement.
  5. The previous questions can then be discussed as a class.
  6. After discussing the ANC, have students read *Nelson Mandela, 1918-* pp. 319-320, (BCP and CKF).
  7. Give each student a copy of Appendix L. Have them answer the questions in groups or independently. (This can be used as a homework assignment).
  8. Remind students that their poster project is due the class after next.
- E. *Assessment/Evaluation*
1. Give class participation credit for African National Congress questions. (Appendix U: Discussion Rubric)
  2. Score Nelson Mandela questions (Appendix L) using rubric (Appendix W).

**Lesson Seven: Oh, the Pressure! (two class periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand governmental policies that disregard the value of human life or condone inhuman practices and their impact.
    - b. Students will understand the differences in political systems.
    - c. Students will understand how the political systems gains power over the people and land.
  2. Lesson Content
    - a. Internal unrest and external pressures force South Africa to end apartheid, Mandela released.
  3. Skill Objective(s)
    - a. Comparing how roles of people have differed throughout history based on various factors.
    - b. Describing how attributes of various people have affected their individual political rights.

- c. Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history.
  - d. Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface.
- B. *Materials*
- 1. Appendices M, N, O, P, Q, R, S – class size will determine the number of copies that will be needed for the students
  - 2. Appendix U: Discussion Rubric
- C. *Key Vocabulary*
- 1. Oppressor – a person or group of people that impose a harsh or cruel form of domination
  - 2. Oppression – subjecting a person or people to a harsh or cruel form of domination
  - 3. Township – a subdivision of a county, often serving as a unit of local government
  - 4. Solidarity – harmony of interests and responsibilities among individuals in a group, especially in unanimous support and collective action for something
  - 5. Emigrated – left a place, especially a native country, to go and live in another country
  - 6. Reform – the reorganization and improvement of something, especially a political institution or system, the is considered to be faulty, ineffective, or unjust
  - 7. Sanctions – a measure taken by one or more nations to apply pressure to another nation to conform to international law or opinion
  - 8. Segregation – the practice of keeping ethnic, racial, religious, or gender groups separate especially by enforcing the use of separate schools, transportation, housing, and other facilities, and usually discriminating against a minority group
  - 9. Grassroots – the ordinary people in a community as opposed to the leadership
  - 10. Liberal – favoring gradual reform, especially political reforms that extend democracy, distribute wealth more evenly, and protect the personal freedom of the individual
  - 11. Radicals – those who favor making economic, political, or social changes of a sweeping or extreme nature
  - 12. Regime – a particular government, especially one that is considered to be oppressive
- D. *Procedures/Activities*
- 1. Ask students to take out all of the information covered on the apartheid.
  - 2. Have students look back at their information and identify the main ideas of each lesson. As they point out the main ideas list them on the board or overhead.
  - 3. This activity will act as a review for the upcoming final assessment for the unit.
  - 4. Place students in groups of three or four. Pass out Appendices M – S, a different Appendix for each student. This means that not all groups will have the same information as the group next to them.
  - 5. Each student in the group should have a different appendix from the others. As soon as these have been handed out, have each student read their information to themselves.
  - 6. When the group has finished reading, they are to take turns giving the others a summary of what they read. (Remind students that a summary is a shortened version highlighting the main points of the writing). The remaining members of the group will write down the main points as indicated by the person giving the summary. (Make sure they leave extra space for corrections.) Each member of the group will give their information when it is their turn.
  - 7. Make sure that everyone in the group has an opportunity to give their summary.

8. Students then need to turn their attention to the front of the room. Begin with Appendix M, read the information out loud to the entire class. Ask students to identify the main points and list these on the board under the title of the writing. (Students should make changes to their sheet containing the main ideas and add the information for those writings that they did not get the opportunity within their groups to hear).
  9. Continue the same procedure for the remaining appendices.
  10. Have groups discuss the following questions about their reading. (Can be graded using discussion rubric, Appendix U).
    - a. Nelson Mandela stated, “50 years of non-violence had brought the Africans nothing.” Explain what Mandela meant by this statement and give examples. (Mandela meant that they have spent 50 years of peacefully protesting and are no better off than they were before. Therefore, the Africans started fighting back with armed resistance. Examples may vary.)
    - b. The United Nations imposed sanctions against South Africa in an effort to end apartheid. What are sanctions? What sanctions do you believe the U.N. thought would be the most successful? Do you believe that the sanctions placed on South Africa had anything to do with the end of apartheid? Why? (Sanctions were when the U.N. fined businesses for buying or selling products with South Africa, they believed that the economic sanctions would be the most beneficial because South Africa had relied on trade since the beginning. Sanctions had a significant effect on the apartheid, because they relied so heavily on trade).
    - c. The first student killed in the Soweto Uprising in 1976 was a 13 year-old boy, Hector Peterson, who like many others felt that they had a right to protest. Students were faced with being taught in a language that they considered to be the language of their oppressors. Develop a different plan for the students to show their opposition to being taught in that specific language. (Answers will vary.)
    - d. Apartheid officially started in 1948, but had in many ways, started in the 1600’s when the Dutch moved into the Cape of Good Hope. Identify several significant points that your group believes led to and promoted apartheid in the black community as well as the white. (Answers will vary.)
  11. Have students complete this assignment and discuss some of their answers as a class.
  12. Let students know that they will have a brief assessment on the unit and they should spend any time remaining in the period studying.
- E. *Assessment/Evaluation*
1. Unit Assessment: Appendix T (points identified on the assessment- Appendix Y is assessment key)

## VI. CULMINATING ACTIVITY

- A. **SPEAKER:** If at all possible have an individual come in to speak to the class. Choose someone that spent time in South Africa during the apartheid and experienced the conditions that people lived in. Former missionaries are a good resource. Have students complete several questions that they would like to ask the guest. Collect and read prior to the visit to assure appropriateness.
- B. **POSTER PROJECT:** This project was assigned in Lesson Three. After being given approximately two weeks to complete this project, students are to bring in their poster.

This is a peace poster – it is to entice others to get involved in the fight against apartheid. Take one day to have each student briefly present their poster. Included in this presentation should be where they found any information they used, where they got their idea and the point they are trying to make. Time limit on presentation should be only about 2-3 minutes. (Use poster rubric in Appendix I for grading.)

## VII. HANDOUTS/WORKSHEETS

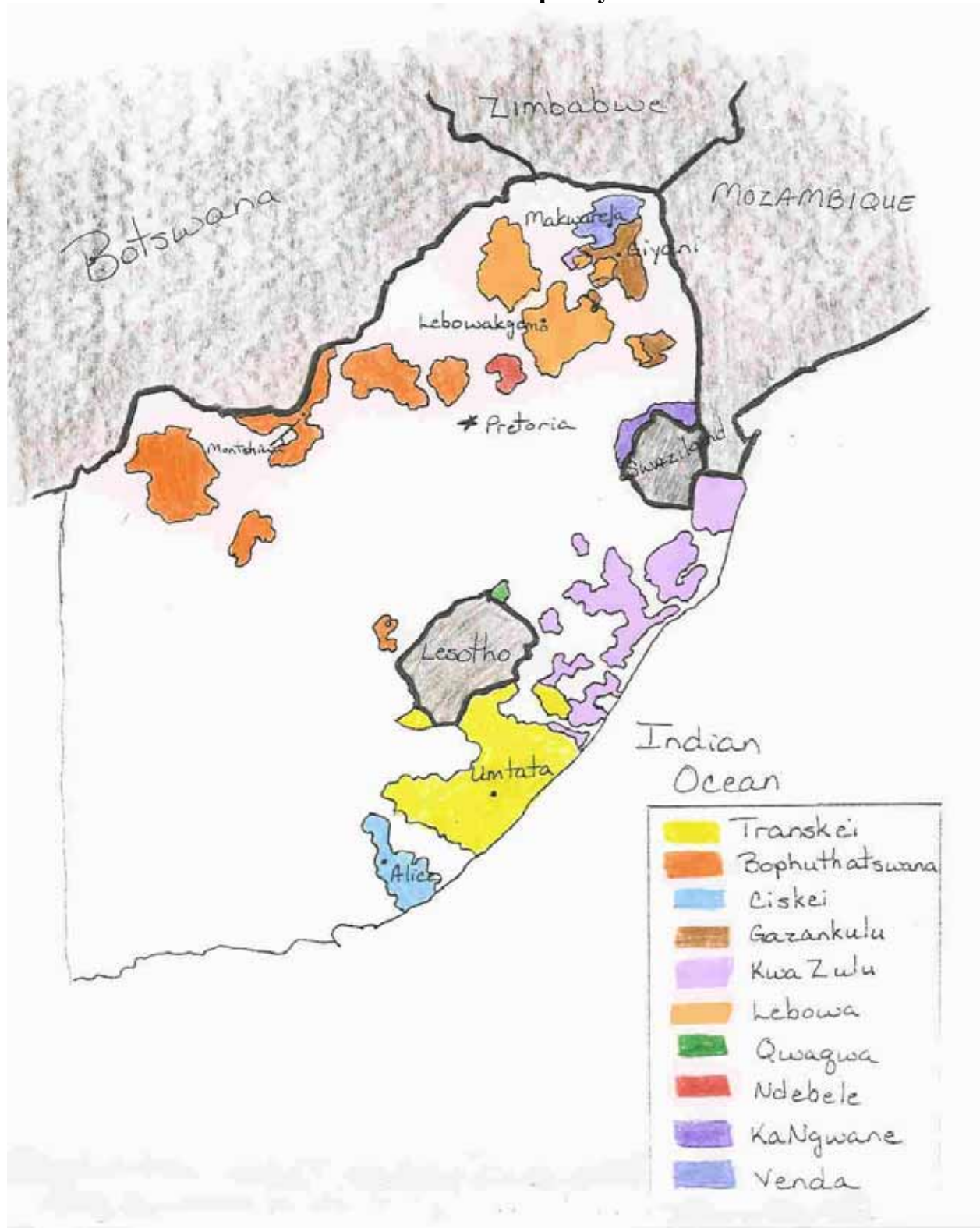
- A. Appendix A: South African “homeland” map key/overhead master
- B. Appendix B: South African “homeland” black-line master
- C. Appendix C: South Africa map key
- D. Appendix D: Map Creation Rubric
- E. Appendix E: British and Dutch Settlers in South Africa
- F. Appendix F: Questions – British and Dutch Settlers
- G. Appendix G: Notes - Afrikaners
- H. Appendix H: Poster Project Guidelines
- I. Appendix I: Poster Rubric
- J. Appendix J: From the Union of South Africa to the National Party to Apartheid Laws
- K. Appendix K: African National Congress and Apartheid
- L. Appendix L: Questions – Nelson Mandela
- M. Appendix M: The Clampdown
- N. Appendix N: Nelson Mandela/Apartheid/The End
- O. Appendix O: 1976 Uprising
- P. Appendix P: Post 76’ Reform
- Q. Appendix Q: 1980’s
- R. Appendix R: The Turning Tide
- S. Appendix S: Mass Action
- T. Appendix T: Apartheid Final Assessment
- U. Appendix U: Discussion Rubric
- V. Appendix V: Compare/Contrast Rubric
- W. Appendix W: Short Answer Rubric
- X. Appendix X: Unit Vocabulary (for teacher use or as a handout)
- Y. Appendix Y: Final Assessment Answer Key

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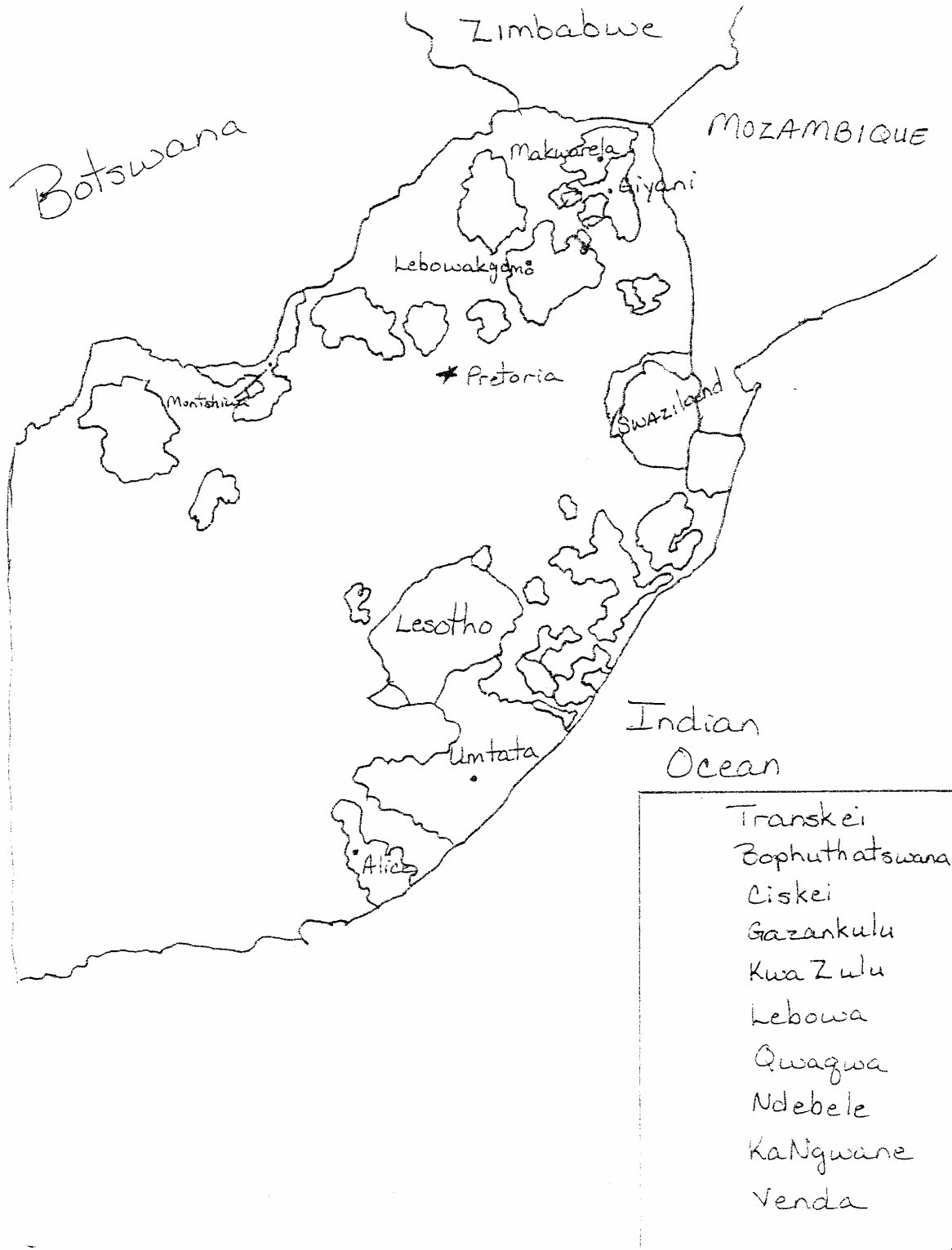
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**APPENDIX A**  
**South African “Homeland” Map Key/Overhead Master**



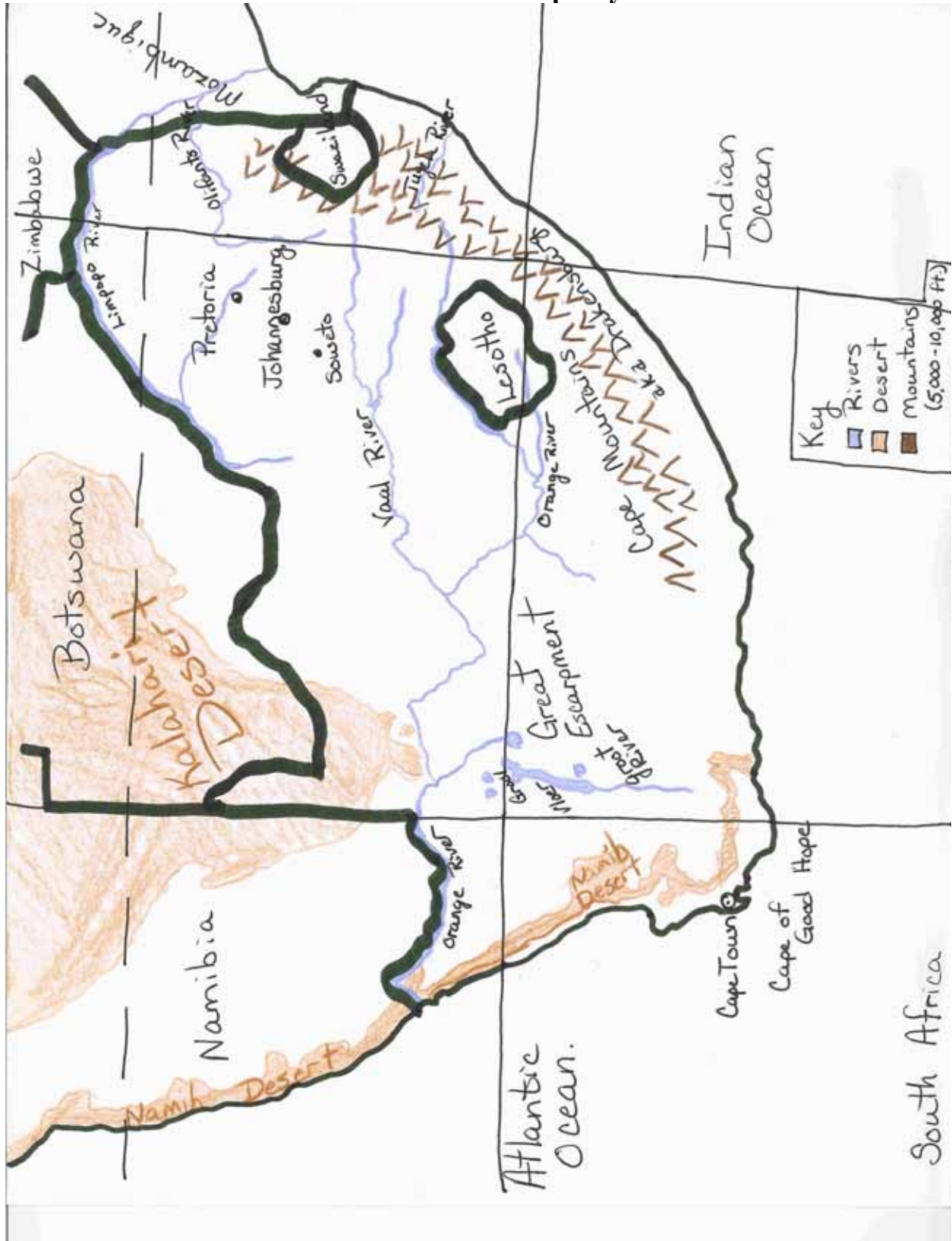
Adapted from *South Africa: Time Running Out*. Study Commission on U.S. Policy Toward Southern Africa (p. 153)

**APPENDIX B**  
**South African "Homeland" Blackline Master**



Adapted from *South Africa: Time Running Out*. Study Commission on U.S. Policy Toward Southern Africa (p. 153)

APPENDIX C  
South African Map Key



## APPENDIX D

### Map Creation Rubric

DIRECTIONS: Read the statements below and indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

**1 = Unsatisfactory 2 = Partially Proficient 3 = Proficient 4 = Advanced**

1. Map has appropriate title and labels.  
1 2 3 4
2. Map has compass rose and appropriate key.  
1 2 3 4
3. Shapes, scale, and relative locations of landforms and bodies of water are accurate.  
1 2 3 4
4. Other information on the map is accurate.  
1 2 3 4
5. Map is neat, clean and nicely rendered.  
1 2 3 4
6. Information is appropriate to the map's topic and type.  
1 2 3 4
7. All necessary information has been included on the map.  
1 2 3 4
8. Map indicates and understanding of the topic and related concepts.  
1 2 3 4
9. Requirements of the assignment have been fulfilled.  
1 2 3 4
10. Overall, student's full potential is represented in their work.  
1 2 3 4

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL POINTS/GRADE: \_\_\_\_\_

Adapted from Holt, Rinehart, and Winston Rubrics

## APPENDIX E

### British and Dutch Settlers in South Africa

By the middle of the seventeenth century, the Dutch (people from the Netherlands, also called Holland) began to settle on the Cape coast in South Africa. They were seafaring people that dominated the trade routes in the 1600's. Since the Suez Canal, (a man made canal that joins the Mediterranean Sea and the Red Sea through a small piece of land between Egypt and the Sinai Peninsula) had not been constructed yet and the only way that Europeans could reach Asia was to sail down around the tip of Africa through the Cape of Good Hope. It was an extremely important place for the European's ships to stop and take on fresh supplies. The Dutch started the Dutch East India Company in the mid-1600's and started the settlement at the Cape of Good Hope. They built a fort and brought many people from Holland to farm the surrounding land.

The Dutch East India Company kept bringing in more and more settlers to farm the land. Unfortunately, the land around Cape Town was already being used by the local people, the Khoisan, who used it to graze their cattle. When the Dutch moved onto Khoisan land, the Khoisan fought back. The Khoisan were defeated by the Dutch, who had more powerful weapons. Many of the defeated Khoisans moved north, away from the Dutch, but some stayed and were forced to become servants or slaves to the Europeans.

In the nineteenth century, the British joined the Dutch, French and German settlers that had gradually become residents of the Cape. The descendants of the original settlers began to think of themselves as permanent residents, as if they were natives of the land. After 1815, events in Europe affected the lives of the new settlers. During the time of Napoleon, France and England fought a long series of wars until the French were finally defeated in 1815. In these wars, Holland had taken the side of France. To punish the Dutch, the victorious British seized control of the Dutch colony in southern Africa.

Resentment of the British followed. The Dutch had their own language, laws and customs, they did not want to speak English or obey English laws. To increase the anger that the Dutch already felt, Great Britain abolished slavery in 1833 throughout the empire. The Dutch did not want to give up their African slaves and many decided it was time to break away from English rule.

Thousands of Dutch left the Cape Colony in the late 1830's and moved hundreds of miles north. They traveled in covered wagons, like those that Americans used to travel west. This was a long and difficult journey, which became known as the Great Trek (which means "to travel" in the Dutch language) and the settlers that made the trip were called *Boers* (BO-ers), this is the Dutch word for "farmers."

**APPENDIX F, page 1**

**Questions: British and Dutch Settlers in South Africa**

1) The passage you read said that the Dutch were “seafaring people that dominated the trade routes in the 1600’s”. What does the word “seafaring” mean? Which trade routes did the Dutch dominate?

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2) In 1488, the Portuguese sailor Bartholomeau Dias and his crew were the first Europeans to round the Cape of Good Hope, which Dias named the Cape of Storms. In later years, King John of Portugal renamed it the Cape of Good Hope. Based on the information that you read why do you think that King John felt that it should be renamed the Cape of Good Hope? Why was it an important location?

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3) What motives do you think the Dutch had when they built the fort at the Cape of Good Hope and started the Dutch East India Company? Explain how the Dutch could have handled the situation more effectively in South Africa.

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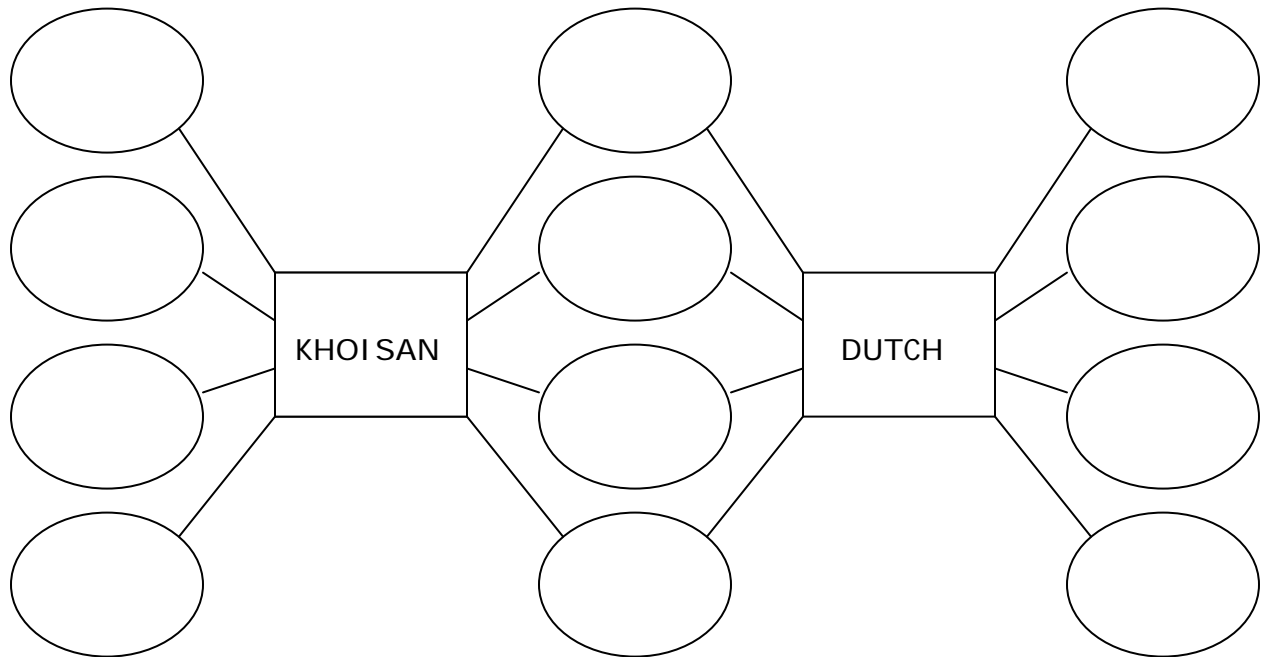
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**APPENDIX F, page 2**

4) The British took over the Cape of Good Hope in 1815, after Napoleon was defeated and the English won the war. Many of the Dutch refused to follow English rule, so they moved to the north to create settlements for themselves. Explain how that event compares to what the Khoisan, who previously lived in the area surrounding the Cape of Good Hope, experienced. (Complete the compare/contrast Double Bubble graphic organizer, then write a short paragraph on the lines using the information from the graphic organizer.)



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## APPENDIX G, page 1

### Notes: Afrikaners

- \* After the Dutch East India Company founded a garrison and supply station on the Cape of Good Hope, they encouraged the establishment of farms around Cape Town to supply the garrison and passing ships.
- \* The African-born children of the settlers became known as “Afrikaners,” the term was first used around 1707.
- \* Afrikaners are individuals that are not just only of European descent, but also those of mixed origins, such as European, African and Malay.
- \* Few racial connotations were applied to the term “Afrikaners” until the early nineteenth century.
- \* Though many Afrikaners are descendants of interracial unions, few admit it.
- \* Later, the term Afrikaner implied that the individual was “white” and those of mixed descent were “colored.”
- \* When tension developed between the Dutch authorities and the Afrikaners (Boers), the Afrikaners moved inland, known as the ‘Great Trek,’ to eventually become a distinct group.
- \* The Afrikaners that moved inland to the north and to the east were known as *Voortrekkers*, and led a mostly nomadic life during the Great Trek.
- \* These migrants met fierce resistance from the Zulu and Xhosa, who inhabited that region.
- \* Between 1779 and 1839, there was a series on nine frontier wars called the Cape-Xhosa Wars. These wars involved mostly the Xhosa and the Boers. The Xhosa were driven out of their lands to the east.
- \* During this time, the Xhosa also face the Zulu
- \* In the early 1800’s, the Xhosa fled from the northeast of their territory (what is now known as KwaZulu/Natal) to escape the Zulu and their leader, Shaka.
- \* Shaka, was a Zulu general who took over the Mthethwa kingdom, in 1816, after the ruler, Dingiswayo, died.
- \* Shaka, with military skill and ruthlessness, founded the Zulu kingdom. Through a series of wars and migrations, known as Mfecane, Rapidly expanded the Zulu nation.
- \* Though Shaka was a strong leader he was assassinated in 1928. Dingane becomes leader of Zulu.
- \* The conflict were responsible for the deaths of an estimated five million people and left the area vulnerable.
- \* The Zulu repeated attacked the Boers as they crossed their land. After killing the Boers, the Zulu would take their oxen and other animals.

## APPENDIX G, page 2

- \* In 1838, a Boer leader gathered 500 men and planned to defeat the Zulu. In addition to smaller guns, the men brought cannons and created a strongly protected camp.
- \* The Zulus surrounded the Boers and attacked in waves. Though wave after wave they were cut down by the cannons and muskets.
- \* 10,000 Zulu, were slaughtered and the river where the battle was fought was named “Blood River.”
- \* The Boers and Zulu made a peace treaty that allowed the Boers to settle the area and escape the rule of the British.
- \* When gold was discovered in Transvaal, in 1886, thousands of people came to that area seeking their fortune, causing the British to send troops and resulting in the Anglo-Boer War.
- \* Today bitterness still exists over the loss of approximately 7,000 men in battle and 18,000 to 28,000 women and children who died in British concentration camps.
- \* The Afrikaners speak a language that is closely related to the Dutch language, but over the years have incorporated words from the Malay and African languages, to make it easier to communicate with their slaves.
- \* Most Afrikaners supported the National Party in 1948 that came to power and pushed for apartheid. Those individuals that did not support the ideals of “separate development of the races”, were branded as traitors, forced into exile, imprisoned, or put under house arrest.
- \* In 1991, a reformist National Party government put an end to all apartheid laws.
- \* In 1994, South Africa held its first nonracial elections, bringing an end to the Afrikaner dominated rule.
- \* Large numbers of the South Africans of British origin have left South Africa since the change of power. Afrikaners though have not been leaving in significant numbers.
- \* Afrikaners consider themselves to be Africans and will likely remain an economically-privileged minority in South America, at least for the immediate future.

## APPENDIX H, page 1

**EIGHTH GRADE: A POSTER FOR PEACE**

**DUE BY THE END OF UNIT**

**TASK:** Create a poster to promote peace in South Africa

**MATERIALS:** small poster paper (12" x 18")  
markers  
pencils  
erasers  
colored pencils  
magazine cutouts  
any other items that will create the best poster possible

**Role of the Poster:** The basic difference between the poster and other advertising media is the poster speaks to the audience "on the move." Newspaper ads, magazine ads and mailing pieces, such as folders, booklets and brochures are designed to the reader who has time to stand, sit and read for awhile. On the other hand, a poster must grab the attention and get its message across in just a few second. Through a brief message, it must make the reader take the desired action, whether the poster is done subtly or through a method that delivers a punch.

**Purpose:** The purpose of your poster should be to cause people to develop on attitude, in this case, an attitude of wanting to help create peace in South Africa.

**POSTER DESIGN TIPS:** The following tips are meant to give you some ideas on how to create a poster that is appealing to the eye, gets your message across, and motivates the reader.

**Characteristics of the poster:**

- 1) A successful poster tells the story quickly.
- 2) It must be attention getting.
- 3) The poster must be convincing.
- 4) A striking use of color is important.

**Emphasis:** can be achieved by using:

- 1) contrasting background shapes behind the illustration or lettering
- 2) strong contrasting colors
- 3) a generous use of white space or open space
- 4) contrasting styles, sizes, and colors in the lettering
- 5) a large illustration

**Unity:** the parts of your poster should look like they belong together

**Appeal:** the poster should appeal to your specific purpose – in this case, peace in South Africa

- 1) a poster advertising perfume should be light, delicate, feminine, or decorative
- 2) a poster selling trucks or heavy equipment should be strong, heavy, and masculine, with bold colors
- 3) a poster encouraging a winter vacation in the south should be bright, sunny, happy, and carefree



## APPENDIX H, page 2

Color in the poster: A must for a successful poster design.

- 1) color attract
- 2) color emphasizes
- 3) color may be used simply because it looks good
- 4) color may be symbolic (look up what certain colors mean or represent)
- 5) color identifies
- 6) color may express a feeling for the idea being presented
- 7) when used throughout the poster, color creates movement, unity
- 8) color background develops orderliness, continuity and contrast

Lettering for posters: Lettering should be **legible**, appropriate, simple, and attractive. Using lettering that is tricky, confusing, or difficult to read takes away from the poster and often does not get the desired response.

In a slogan that you are using there may be one word that you want to emphasize over the others, there are ways to do this effectively:

- 1) by making one word larger
- 2) by changing the value or the color of this word
- 3) change the style of lettering for this word
- 4) capitalize this word, but keep the others lower case
- 5) underline one word
- 6) letter this word in *italics*

Before you use your poster board that is to be presented and turned in, create smaller sketches of your design ideas. What is the purpose of these sketches:

- 1) try out different ways of arranging the information and you can explore different designs
- 2) try a variety of sizes and styles of lettering
- 3) work with different color combinations – you may find one that you like better than your first choice
- 4) experiment with background shapes, panels
- 5) try different emphasis

**APPENDIX I**  
**Poster Rubric**

<b>ELEMENTS</b> Read the statements below and indicate a number from the scale that reflects your assessment of the work presented.	<b>POSSIBLE POINTS:</b> (Additional comments if necessary)			
	<b>1 =</b> <b>Unsatisfactory</b> (60%)	<b>2 =</b> <b>Partially Proficient</b> (75%)	<b>3 =</b> <b>Proficient</b> (85%)	<b>4 =</b> <b>Advanced</b> (100%)
<b>FOCUS</b> The topic is very clear when you first look at it.				
<b>MAIN IDEAS</b> The main ideas are appropriate to the topic and are presented correctly.				
<b>SUPPORTING DETAILS</b> Appropriate and accurate details support each main idea.				
<b>PURPOSE</b> The purpose of the poster is clearly accomplished.				
<b>DRAWINGS AND ILLUSTRATIONS</b> All illustrations, photographs, and drawings add to the purpose and interest of the poster.				
<b>MECHANICS</b> There are no errors in capitalization, usage, punctuation and spelling.				
<b>LAYOUT AND DESIGN</b> The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message.				
<b>CREATIVITY</b> The poster is original and creative.				
<b>NEAT AND PRESENTABLE</b> The poster is presentable and neat.				
<b>OVERALL</b> Product represents student full potential.				
<b>TOTAL</b> (Add the points and average for single score.)				

## APPENDIX J, page 1

### From the Union of South Africa to the National Party to Apartheid Laws

In 1910, the Boers united with the British to form the Union of South Africa. This was a white-minority ruled government with an Afrikaner, Louis Botha, as the first Prime Minister.

Soon after the Union was formed racist policies began to oppress the black South Africans. The oppression was implemented by restricting the blacks, starting with the Venda, to three small native reserves. In 1913, the Native Land Act went into effect, this law stated that black South Africans were only allowed to buy or rent land in “native reserves.” The relocation policies also aimed to limit the number of black people staying overnight in “white” towns and to segregate the people in urban areas.

In addition to the relocation policies, the whites also prevented the majority of South Africans from getting jobs as skilled professionals. This was called a **color ban** and unofficially it had been in effect in areas such as mining. Working was never an easy thing for the black South Africans to do, because in addition to color bans, pass laws came into existence. This meant that black South Africans could not travel without a pass from their employer. It started with the Khoikhoi, who were required to have a permanent residence and a pass with an employers stamp if they were traveling. Of course, it also stated that the employer must be an Afrikaner to even be able to receive a pass. Therefore, it ensured that the Afrikaners had a steady supply of workers. The major idea behind the pass laws was to ensure a steady supply of workers for the British settlers, Afrikaners, and other whites, as well as, giving authorities the right to send anyone they wanted to back to their homeland, and restrict the access to towns.

The Afrikaners came to resent the British. This resentment came from the fact that the Afrikaners were mainly farmers and part of the underclass urban workers, while the British were dominating areas such as, skilled professionals, civil service, military and the profitable mining industry. As a result of the British domination and imperialism, the harsh nationalist sentiment emerged among the Afrikaners and that nationalism was turned on the black population. In 1924, the National Party came into power and over the next twenty years the government became more set on creating apartheid.

1948 and most of the racist policies were in place and all that was left was to enforce them. The whites wanted to send all blacks to reserves, have a white-run economy, and “save civilization from the black hordes,” this they thought was ordained by God. Soon after this date the policies that promoted racism were extended and enforced to a greater extent. From 1950-1966, Dr. Hendrick Verwoerd, introduced policies that made apartheid a reality and he justified it by describing it as “separate development of races.”

## APPENDIX J, page 2

The following are the laws that were created to ensure apartheid:

### **Prohibition of Mixed Marriages Act (1949)**

Prohibited marriages between white people and people of other races

### **Immorality Amendment Act (1957)**

Prohibited Adultery, attempted adultery or related immoral acts (extra-marital sex) between white and black people.

### **Population Registration Act (1950)**

Led to the creation of a national register in which every person's race was recorded

### **Groups Areas Act (1950)**

Forced physical separation of the races by creating different residential areas for different races, People living in the "wrong" area were forcibly removed.

### **Suppression of Communism Act (1950)**

Outlawed communism and the Community Party in South Africa, communists could also be restricted to a particular area and communism was so broadly defined, that anything that called for a radical change could be considered communism.

### **Bantu Building Workers Act (1951)**

Blacks could be trained in the building trade, but they had to work in an area designated for blacks, it was a criminal offense for a black person to perform and skilled work in areas not designated for blacks.

### **Separate Representation of Voters (1951)**

Led to the removal of blacks from the common voters role

### **Prevention of Illegal Squatting (1951)**

The Minister of Native Affairs could remove blacks from private or publicly owned land and create resettlement camps in which to place the people that were removed

### **Bantu Authorities Act (1951)**

With the aim of creating better self-government, it provided for the establishment of black homelands and regional authorities

### **Native Laws Amendment Act (1952)**

Narrowed the definition of blacks who had the right to permanently reside in towns. It limited those who had been born in a town and had lived there continuously for not less than fifteen years, or who had been employed there continuously for fifteen year or who had worked for the same employer for at least ten years.

## APPENDIX J, page 3

### **Natives (Abolition of Passes and Co-ordination of Documents) Act (1952)**

These were the pass laws. It required that black individuals carry identification with them at *all* times. These passes included a photograph, details of place of origin, employment record, tax payments, and encounters with the police. It was a criminal offense to be unable to produce a pass when asked for.

### **Native Labour (Settlement of Disputes) Act (1953)**

Prohibited strikes by blacks

### **Bantu Education Act (1953)**

Created a curriculum that “suited the nature and requirements of blacks.” This meant that blacks could not receive an education that would lead them to aspire to a higher position, but prepared them for a life as a laborer for whites or gave them skills to serve the people in their own homelands.

### **Reservation of Separate Amenities Act (1953)**

Forced segregation in all public building and public transportation, European and non-European signs were posted, and facilities for the different races did not have to be equal

### **Native Resettlement Act (1954)**

### **Group Areas Development Act (1955)**

### **Natives (Prohibition of Interdicts) Act (1956)**

Denied black people the right of appealing to the courts against forced removals

### **Bantu Investment Act (1959)**

Provided for the creation of financial, commercial, and industrial schemes in areas designated for black people

### **Extension of University Education act (1959)**

Put an end to black students attending white universities, created separate institutions for whites, Coloured, blacks and Asians

### **Promotion of Bantu Self-Government Act (1959)**

Blacks were classified into eight ethnic groups that had a Commissioner-General and would be allowed to govern itself independently without white intervention

### **Coloured Persons Communal Reserves Act (1961)**

### **Preservation of Coloured Areas Act (1961)**

### **Urban Bantu Councils Act (1961)**

Created black councils in urban areas that were to be tied to authorities running the related ethnic homeland

## APPENDIX J, page 4

### **Terrorism Act (1967)**

Allowed for indefinite detention without trial

### **Bantu homelands Citizens Act (1970)**

Compelled all black people to become a citizen of the homeland that responded to their ethnic group, regardless of whether they'd ever lived there or not, and removed the South African citizenship

### **The Natives Land Act (1913)**

Made it illegal for blacks to purchase or lease land from whites except on reserves, restricting blacks to less than eight percent of South Africa's land

### **The Natives (Urban Areas) Act (1923)**

The foundation for residential segregation in urban areas

Adapted from <http://africanhistory.about.com/library/bl/blsalaws.htm>

## APPENDIX K, page 1

### ANC Information

In the early years of apartheid, resistance was widespread, but it was not united.

By its nature, apartheid was a disruptive force. The effects of apartheid were being felt very differently across the various communities. For Africans, influx control was the most difficult aspect, whereas for coloreds, the Group Areas Acts was breaking up community life. Whites were privileged, and few would risk taking part in a protest action that might lead to arrest. Opposition groups were therefore, divided and became critical of one another.

The government's reaction to protest was to outlaw opposition. The Criminal Law Amendment Act made it a particular offence to break a law 'to protest, or in support of any campaign against the law'. Therefore, if one stood in the wrong line by mistake, one may get away with a reprimand, but if it was judged to be 'out of protest' then one could be liable to a large fine or five years in prison.

The Public Safety Act was soon added, enabling the government to declare a State of Emergency making it possible to act without restraint in the name of curbing protest. The Suppression of Communism Act (1950) had already given the government power to ban meetings and organizations.

Another law made it illegal for African workers to strike, and while they were allowed to join trade unions their employers were no longer obliged to negotiate with them.

Although severe legislation suppressed and controlled opposition organizations, alliances between organizations emerged under the African National Congress-led Congress Alliance and united opposition began to emerge for the first time in the mid-50s.

The battery of security laws enabled the National Party to repress the ANC's Defiance Campaign and in 1953 they secured a larger majority in the national election. With a firmer platform, they went on to implement further segregation and successfully deterred opposition.

In the late 1950s a radical breakaway party emerged called the PAC, and their activities led to confrontation with the police, strikes and riots in Cape Town. A state of emergency was declared, opposition groups banned and a

crackdown on security that led to what has become known as the 'silent sixties'.

Resistance in the first years of apartheid was widespread but disunited. Organizations were divided and government repression helped to stifle and squash new formations. As the 1950s went on, however, the ANC (African National Congress) and other organizations were able to successfully coordinate a common front.

#### APPENDIX K, page 2

The ANC-led Congress Alliance emerged in the 1950s consisting of separate organizations representing each of the four 'national groups' (such as the Indian Congress and the Colored People's Congress). Each group focused upon the issues that most affected their constituency, but the Congress Alliance allowed them to act in unison.

The ANC, SACPO, the South African Indian Congress and the small (white) Congress of Democrats had all cooperated in arranging the Congress of the People and the Freedom Charter in 1955. In preparation for these events, a torchlight procession took place on Green Point Common and a conference of Western Cape representatives met in the City Hall.

In the late 1950s the Cape Town branch of the ANC focused on anti-pass campaigns, and its ally SACPO (South African Colored People's Organization) protested against issues such as Group Areas.

In response to the 1950 Suppression of Communism Act, which gave the Government sweeping powers to ban organizations, Sam Kahn, a Communist Party MP, addressed a crowd of 6,000 people on the Parade, most of whom then marched through the city streets shouting 'down with apartheid, we want freedom'. The government reacted by clamping down harder and made any like-minded party to the CPSA illegal.

There were few whites who were prepared to engage in protest that risked arrest. However during the 1950s a principled and articulate white liberalism developed that enjoyed regular exposure in the Cape Times and Argus. Important players included the Civil Rights League and the South African Institute of Race Relations, the Black Sash and the multi-racial Liberal Party.

As well as challenging the principles and practices of apartheid, they also provided a platform for social action to support those who have been deprived of their rights, often through church-based work.

## APPENDIX K, page 3

The 1952 celebrations of the 300<sup>th</sup> anniversary of Jan van Riebeeck's arrival in the Cape became a focus of protest as many organizations boycotted the event, and alternative parades were organized in the subsequent weeks.

Newspapers published interpretations of van Riebeeck's role in history that differed from the 'party line' in school textbooks. The Archbishop selected the biblical text 'forgive us our sins as we forgive those who sin against us' for his sermon on tercentenary (300<sup>th</sup> Anniversary) Sunday.

The single cross-racial member of the Alliance was the South African Congress of Trade Unions (SACTU), but it had a relatively small national membership of 20,000. They were able to raise wages and draw workers into the political debate, but were suppressed by the state during the 1960s for their political involvement.

It was in an environment where all protest was stifled that armed resistance started. The ANC and the PAC set up secret training camps for their respective armed wings (uMkhonto weSizwe or MK and Poqo) in the Cape Town region.

Other organisations turned to armed revolt. The African Resistance Movement (ARM), comprising white students, blew up some electricity pylons, but by the 1963 this armed action had petered out due to mass arrests.

Hadji Abdullah Haron, Imam of Claremont mosque played an active role in social action and politics. He encouraged younger Cape Town Muslims to take a more active stance against apartheid. They contributed food supplies to townships during 1960 crisis and supported the Coloured People's Congress (SACPO's successor) in their objection to South Africa becoming a Republic in 1961.

When the CPC was dissolved in 1965 Haron and other members joined the PAC, and became involved in a plan to train young men as guerrillas outside South Africa. The security police kept close tabs on him, leading to his arrest in 1969. He died while the interrogation process was underway. The official report was that he died of injuries sustained after falling down some stone stairs.

Between 1960 and 1976 apartheid dictated all aspects of life for a large proportion of Capetonians, and all opposition was silenced. The National Party imprisoned or banished many of its major opponents. Even the Liberal Party, co-founded by the author Alan Paton, was dissolved in 1968 under the

Prevention of Political Interference Act that prohibited multiracial parties.

The laws were so severe that members of the women's organization the 'Black Sash' could only stand alone on a street wearing their sash, as two or more would have constituted an 'illegal gathering'.

#### APPENDIX K, page 4

The opposition movements, notably the PAC and ANC, felt they had no alternative but to turn to armed resistance. The police, however, were highly effective in suppressing their activities. Intelligence, counter-intelligence and policing were coordinated through the powerful Bureau of State Security (BOSS).

Further laws increased police powers. The Sabotage Act of 1962 enabled the Minister of Justice to impose house arrest. The 'ninety day' Act permitted detainment without trial, or access to a lawyer, for ninety days. A blind eye was drawn to how police treated suspects, gathered intelligence and enforced control.

Detainment without trial and deaths while in custody became more frequent, and one of Cape Town's earliest victims was the activist Looksmart Solwandle Ngudle who died in October 1963.

Robben Island in Table Bay was used by the government as a high security prison and became a reminder to Capetonians of the suppression of dissent.

The smothering effect of Apartheid regulations made it impossible for multi-racial musical groups to play together and also effected the annual carnival; however the political situation inspired writers and musicians to reflect on their experiences through the arts.

Adapted from Cape Town Heritage, [www.capeconnected.co.za](http://www.capeconnected.co.za)

## APPENDIX L

Name: \_\_\_\_\_

Directions: On a separate piece of paper, answer the following questions in complete sentences with as many details as possible. Use your reading assignment and the articles read in class to answer the questions thoroughly.

- 1) Look at the term **martyr**. Explain why Nelson Mandela was considered a martyr by most of the world. Give at least two examples that illustrate why he is considered a martyr.
- 2) What was Nelson Mandela originally jailed for in the early 1960's? What was his role in the ANC?
- 3) Mandela said, "I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunity. It is an ideal, which I hope to live for and to achieve. But, if need be, it is an ideal for which I am prepared to die." In your own words explain what Nelson Mandela meant by the statement he gave before being sentenced to life in prison.
- 4) Why do you think Nelson Mandela dedicated his life, which include spending twenty-seven years in prison, to fighting for something that seemed, for over seventy years, a hopeless, no-win situation?
- 5) Nelson Mandela is an extremely important individual in world history, what characteristics does Mandela exhibit that make him important?
- 6) Mandela, since his release, has become the president of the African National Congress, received a Nobel Prize, and been elected the President of South Africa, do you think that these were goals he had as a child? Why or why not? If not, what do you think his childhood dreams involved? Explain.
- 7) If you had the opportunity to ask Nelson Mandela two questions, what would you ask him and why?
- 8) What other individuals from history can you think of that have similar characteristics as Nelson Mandela? How are they similar? Explain and give examples.

## APPENDIX M

# The Clampdown

**As Nelson Mandela said, “50 years of non-violence had brought the Africans nothing.”**

**With all means of peaceful protest closed to them, the ANC and PAC began to organize armed resistance against the government. In 1961 the ANC and the South African Communist Party (SACP) created a new military force, called Umkhoto we Sizwe (Spear of the Nation, otherwise known as MK). Nelson Mandela became its first commander.**

In the 1960's, MK launched a series of attacks, bombing government targets. Mandela was arrested in 1962. Later that year, the United Nations voted sanctions (ban on international trade) against South Africa. In 1964, Mandela and seven other leaders of the MK were sentenced to life in prison. With its leaders in prison, the resistance movement was crushed. Led by a man named Oliver Tambo, the African National Congress continued its struggle in exile, from its headquarters that had been moved to Zambia. In the 1960's Verwoerd, grand creator of apartheid, introduced his Bantustan policy. It divided the land reserved for black Africans into ten homelands, or “Bantustans.” The Bantustan plan forced millions of black people from their homes. Most of these people were sent to areas where there were no jobs and no buildings.

The tide began to turn against apartheid on June 16, 1976. In the township of Soweto, thousands of young people marched against government-imposed changes in schooling. One change meant that half their lessons would be in Afrikaans, a language that is similar to Dutch. Police opened fire on the protest. Across the country, township residents rose up against apartheid on a larger scale than ever before.

Adapted from Lowis. P. *Topic in the News: South Africa*. Austin, TX: Steck-Vaughn Company, 1996.  
0-8172-4175-2

## APPENDIX N

### NELSON MANDELA/APARTHEID/ THE END

NELSON MANDELA was a key figure in ending apartheid in South Africa, he worked for decades – even from his prison cell- becoming a symbol of democracy in South Africa. Mandela was jailed in the 1960's during the black resistance and remained there until 1990.

The 1970's and 1980's were turbulent in South Africa. There was pressure from within and pressure from other countries to end apartheid. In the United States, there were frequently demonstrations against groups or companies that did business in South Africa or otherwise supported its government and organizations. Internationally, there was a movement to stop countries from investing in South Africa and sanctions were put in place that banned the importation of goods from South Africa and prohibited American business investments there as well. The United Nations finally imposed economic and political sanctions, in addition to those already imposed by the United States.

Within South Africa, the blacks continued protests – with boycotts, strikes, and disruption of day-to-day life. During the 1980's, black groups often fought one another in the townships, or reservations, where black people were forced to live.

This resistance from within and without finally began to take its toll on the apartheid regime. A new president was elected in 1989 and shortly thereafter Mandela and other political prisoners were released, bringing about serious changes in the policies of South Africa.

Adapted from Baltimore Curriculum Project, 8<sup>th</sup> Grade Social Studies, Lesson 131

## APPENDIX O

### 1976 UPRISING

In July 1976, widespread violence broke out in Soweto, Johannesburg, as school children protested against the teaching of Afrikaans as the language of education. Students felt that this was the language of their oppressors and that being forced to speak this language only increased the oppression. The battles between youths and police marked the end of the 'silent years' and the beginning of violence intensifying in the struggle against apartheid.

In the weeks following the Soweto uprising, school children from Langa, Nyanga and Guguletu marched through the township streets to protest the shooting of Sowetan schoolchildren and 'security measures' that were put in place that prevented them studying at night in school buildings (children often studied at school because there was electricity and more space than at home).

When police used teargas and dogs to break up the peaceful march, it quickly became a full scale riot, with 36 hours of violence against shops, government buildings and beer halls. Colored children also became involved in the struggle, by traveling to visiting their peers in Guguletu to express solidarity and mock the police.

The Black Consciousness Movement grew during this time, attracting 12,000 people to a gathering in Athlone in 1976. Demonstrations tended to become violent only when the police turned up. This was reflected in the Cape Flats slogan; 'Peaceful students protest, police riot'.

For one day only, September 1st, the ban on outdoor meetings was lifted and one thousand African pupils marched peacefully through the city streets. Over the next few days, as colored students tried to do the same, the police responded with teargas, beatings and birdshot (small bullets sprayed into crowds).

During 1976, a total of 128 people were killed and over 400 injured in Cape Town's urban violence, drawing both national and international attention to the situation. Some academics, welfare groups, businessmen and newspapers became very concerned about the authorities' repression and violence and called for more cross-racial contact, political rights and citizenship for blacks.

There were some members of the white community who joined the resistance, became victims of violence themselves, lecturers at UCT were banned or detained, and their colleagues started a history workshop to document events in the city and try to explain them. Many whites, however, remained passive, some emigrated, others became paranoid.

Rumors spread during September that all blacks had been told to 'kill a white', which prompted whites to buy guns, patrol the streets and put armed guards at school gates.

Adapted from Cape Town Heritage, [www.capeconnected.co.za](http://www.capeconnected.co.za)

## APPENDIX P

### POST 76' REFORM

Following the violent protests of 1976, the government adopted a policy that combined repression and reform. The decision to impose Afrikaans as the language of education was reversed, and instead the government announced the provision of free education, textbooks and larger salaries for teachers. B.J. Vorster, the prime minister, agreed that African participation was needed in township government.

In 1978, P.W. Botha became prime minister and proceeded with the apartheid blueprint of 'homelands' and influx control, but promised reform and a new constitution. Domestic and international pressure increased, Botha relaxed aspects of 'petty apartheid' such as the strict segregation of sports, thereby hoping to avoid international sanctions.

After 1976, apartheid in Cape Town's sporting and leisure activities was no longer strictly enforced. Hotels, restaurants and theatres, could apply for 'international' status enabling them to admit anyone who could pay.

In 1977, the Cape Town bus service abandoned segregation policies, hearing that the government would not protest continued segregation, if it was done discreetly. At the same time, Cape Town City Council opened its beaches to everyone, although neighboring councils maintained segregation policies well into the 1980s.

Although petty apartheid was on the decrease, segregation of residential locations and schooling remained firmly in place throughout the 1980s. The long-awaited new 'tricameral' constitution of 1983 that gave coloreds and Asians representation in the parliamentary system, but excluded blacks and ensured continued white supremacy. Such tokenism created more anger and resentment.

Adapted from Cape Town Heritage, [www.capeconnected.co.za](http://www.capeconnected.co.za)

## APPENDIX Q

### 1980'S

After the violence of 1976 there was a growing sense of impatience and resentment toward the government from a wide range of critics, both international and domestic. Government attempts to 'reform' apartheid did not impress its increasingly militant opponents, who regarded reform as manipulative and refused to endorse 'tokenistic' (or symbolic) measures. Thus, when government tried to 'unify' sports, the ('non-white') South African Council on Sport (SACOS) stated that 'the children of Soweto give us a clear mandate not to cooperate in the new sports dispensation'.

Therefore, talks about the possibility of uniting the South African Cricket Association were abandoned. The SACOS stance was 'no normal sports in an abnormal country' and their members refused to use facilities operating under the new permit system. Their response to the government initiative was typical of a new era of hostility.

An intense culture of resistance developed in the 1980s, with schoolchildren being especially active. Campuses also became more radical and university students became more active in protests. The End Conscription Campaign encouraged increasing numbers of whites to refuse to serve in the armed forces, even at the risk of a six year prison sentence.

Unions actively opposed segregational labor laws, and when members of such unions were dismissed, employees called strikes and boycotts of company products. Workers in several of Cape Town's factories, in particular Fatti's and Moni's pasta factory in Belville, succeeded in making small steps towards democratic representation.

At the same time, moral and active support was given to the anti-apartheid movement by Christian and Muslim bodies, especially the South African Council of Churches led by Bishop Desmond Tutu from 1978.

The activities of students, civil institutions and trade unions in Cape Town reinforced one another and the city remained at the head of the anti-apartheid struggle in the early 1980s.

In the seventies small organizations had developed in particular neighborhoods to campaign for better living standards. They became known as 'civics' and fought for local causes such as better council-house maintenance or for changes in the due dates of electricity bills.

The growth in the number of civics (there were 32 in Cape Town in 1982) and their common focus was on rent increases, gave them a collective energy that was basic to the formation of the United Democratic Front (UDF) led by Allan Boesak. This organization provided powerful coordination of the various organizations engaged in the struggle against apartheid during the 1980s.

Adapted from Cape Town Heritage, [www.capeconnected.co.za](http://www.capeconnected.co.za)

## APPENDIX R

### THE TURNING TIDE

The union of increasing solidarity and organization amongst political activists, created a powerful platform for coordinated grassroots action by the mid-1980s.

The prolonged depression meant that rates of unemployment were rising, especially in the 16-25 age group, and the backlog of official housing provision was rising. The economic conditions fuelled a sense of desperation and rebellion, especially among the youth.

As the government tried to pacify growing resistance through superficial reforms and heavy-handed repression, it appeared vulnerable. The declaration of the State of Emergency in 1985 was seen as a last resort and evidence that apartheid was on the ropes.

Richard Rive's novel 'Emergency Continued' noted the change in mood from protest to violent revolt, as he describes parents assisting their children in raising barricades across roads.

In colored areas, incidence of revolt reached a very high intensity after the 'Trojan Horse' incident in Athlone. Ten security force members hid inside large metal crates on the back of a truck, and when stones were thrown as they drove down Thornton road, they opened fire, killing three youths between the ages of 11 and 21.

The two years following the 1986 National State of Emergency brought tight control over the media, the recruitment of township policemen ('kitskonstabels') and sponsorship of conservative vigilantes. Nonetheless, the effects of international pressure, a dwindling economy and the government's lack of legitimacy meant that a critical point had been reached in national politics.

Historians argue that the disagreement between government forces and their opponents was the very reason why a negotiated settlement became possible. Although the government gave no hint of it, secret talks were underway with the ANC, and Mandela was being prepared for freedom, with secret trips around the city, including a stroll along the beach at Sea Point.

Adapted from Cape Town Heritage, [www.capeconnected.co.za](http://www.capeconnected.co.za)

## APPENDIX S, page 1

### Mass Action

By the end of the 1980s, active opposition to apartheid was widespread across Cape Town. Capetonians recognized that apartheid threatened to end in bloody civil war, and that international sanctions were causing the economy to stagnate, with the prospect of complete isolation ahead.

Increasingly, demonstrations featured people of all backgrounds. In August 1989 there was a protest 'picnic' on Bloubergstrand, a 'whites-only' beach. It was a mixed gathering of families and friends from every neighborhood, playing and enjoying the beach while expressing solidarity against segregation. Police arrived with quirts (long sticks) to try and chase away the merry crowd. On another occasion protesters, including Desmond Tutu, gathered at the Strand near Somerset West. Here the police cordoned off the beach for 'police dog-training'.

In June of that year, 2,000 people walked from Rondebosch Common to District Six in support of an 'open city' - a concept recently advocated by the mayor and councilors. David Kramer, whose popular musical recalling the life and demise of District Six had just been showing, entertained the procession. No-one was hurt as permission was given for the march.

In August 1989, the pro-ANC Mass Democratic Movement (MDM), the successor to the banned UDF, initiated a new protest campaign against remaining social segregation. Unlike the UDF, the MDM had the support of COSATU (Congress of South African Trade Unions). In one MDM protest clerics, COSATU members and academics gathered peacefully to demand the right to protest, but police set upon the crowd, beating and injuring protestors, using teargas, quirts and water cannons.

On Sept 13th 1989 a march from Parliament to St George's cathedral, led by Desmond Tutu, Mayor Gordon Oliver, Allan Boesak, Sheik Nazeem Mohammed and Jakes Gerwal, was supported by 30,000 people of all ages and races. A moment of silence was held at the city hall for those killed in recent violence. To cries of 'long live the mayor' Gordon Oliver said 'today Cape Town has won'. Today we all have the freedom of the city'. This event had huge practical and symbolic significance and in the following days similar events were held elsewhere in the country.

Despite disagreements and tensions between liberals and radicals, opposition to apartheid had gained considerable support in Cape Town. In the whites-only general election of September 1989, the liberal Democratic Party (the Progressive Federal Party's successor) won all the city, southern and Atlantic suburbs - showing that support for the regime lay only in the northern suburbs. Nationally the government lost support both to liberal and conservative parties.

## APPENDIX S, page 2

In 1990 the ANC announced the end of its armed struggle against apartheid and Nelson Mandela was released from prison. The National Party began to talk with political opponents and homeland governments about the future of South Africa, in 1991. F.W. de Klerk announced plans for a nonracial government to replace the white minority rule.

1991 and the last apartheid rules were suspended. Some sanctions were lifted, although black people were still not allowed to vote, yet. Talks continued for the next two years, there were times when violence still threatened to destroy the chance of peaceful change. Late 1993 and negotiators managed to set an election date. Their achievement was “a negotiated revolution” – the first one in history.

The South African election of 1994 was a major milestone of the twentieth century. It marked the beginning of a peaceful and democratic society in a country torn apart by interracial conflict and political violence. World attention focused on South Africa as the nation celebrated its very first democratic election where Nelson Mandela was elected as the very first black president. South Africa still faces new challenges. Decades of racial discrimination have damaged the economy and thousands of people are suffering from great poverty.

Adapted from Cape Town Heritage, [www.capeconnected.co.za](http://www.capeconnected.co.za)

**APPENDIX T, page 1**

**APARTHEID FINAL ASSESSMENT**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Part One: Matching (5 points each)**

Choose the correct word from the list to complete each of the statements below.

**F.W. de Klerk      Afrikaners      Boer      South Africa**  
**Shaka      Apartheid      African National Congress      Nelson Mandela**

1. \_\_\_\_\_ is the Dutch word for ‘farmers’.
2. African-born children of the settlers were known as \_\_\_\_\_.
3. The military leader, \_\_\_\_\_, started a series of wars and migrations, known as Mfecane, that expanded the Zulu nation.
4. Nelson Mandela fought \_\_\_\_\_, which was both law and practice in \_\_\_\_\_ for more than 40 years.
5. \_\_\_\_\_, who was imprisoned for 27 years, became the first black South African president.
6. The apartheid, which was fought by \_\_\_\_\_ and others was ended in 1991 by \_\_\_\_\_ when he announced plans for a non-racial government to replace the white minority rule.

**Part Two: Short Answer (4 points each – use rubric)**

Answer the following questions in the space provided. Use complete sentences and thoughts.

1. Describe how the Dutch and the British were able to force the natives to move from the land they inhabited to areas to the north.

## **APPENDIX T, page 2**

2. Explain the main ideas behind the apartheid laws and how they were able to segregate the population of South Africa.
  
  
  
  
  
  
  
  
  
  
3. Explain why Nelson Mandela was such an important person in the fight against apartheid. Give examples that prove your point.
  
  
  
  
  
  
  
  
  
  
4. Describe the type of areas where the blacks were forced to live and give examples of the specific laws that kept them there.
  
  
  
  
  
  
  
  
  
  
5. Discuss some internal and external influences that helped to end apartheid in South Africa.

## APPENDIX U

### DISCUSSION RUBRIC

DIRECTIONS: Read the statements below, then indicate the number from the following scale that reflects the discussion group's work. This can be used for whole class discussion as well.

**1 = Unsatisfactory 2 = Partial Proficient 3 = Proficient 4 = Advanced**

1. Each member of the group had a clear understanding of the group's task.  
1 2 3 4
2. Group presented their ideas and information in a clear and logical manner.  
1 2 3 4
3. Group members listened attentively to one another.  
1 2 3 4
4. Each member of the group contributed to the discussion.  
1 2 3 4
5. Members encouraged and respected the contributions of other members.  
1 2 3 4
6. Group kept the discussion focused on the topic or task.  
1 2 3 4
7. Group members spoke loudly and clearly enough to be heard by all of the listeners.  
1 2 3 4
8. Group contributions demonstrated understanding of the topic by all listeners.  
1 2 3 4
9. Discussion met all of the requirements of the assignment.  
1 2 3 4
10. Overall, full potential of the participants was represented.  
1 2 3 4

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL POINTS/GRADE: \_\_\_\_\_

Adapted from Holt, Rinehart, and Winston Rubrics

**APPENDIX V**  
**COMPARE/CONTRAST RUBRIC**

DIRECTIONS: Read the statements below and indicate the number from the following scale that reflects the student's mastery of the skill.

**1= Unsatisfactory 2= Partially Proficient 3= Proficient 4= Advanced**

1. Student attempts comparisons from appropriately similar categories of items.  
1 2 3 4
2. Students chose only a few specific items for comparison.  
1 2 3 4
3. Student determines what characteristics the selected items have in common.  
1 2 3 4
4. Student decided on which of the common areas he/she wanted to concentrate.  
1 2 3 4
5. Student identifies similarities and differences in the selected areas.  
1 2 3 4
6. Comparison employs the appropriate information or facts.  
1 2 3 4
7. Comparison shows an understanding of the appropriate concepts or topics.  
1 2 3 4
8. Comparison has fulfilled the requirements of the assignment.  
1 2 3 4
9. Comparison is presented in a clear, concise, and appropriate manner.  
1 2 3 4
10. Overall, the comparison demonstrates the student's full potential in this skill.  
1 2 3 4

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted from Holt, Rinehart, and Winston Rubrics

**APPENDIX W**  
**SHORT ANSWER RUBRIC**

<b>4</b>	<ul style="list-style-type: none"><li>* Student has completed all important components of the task and clearly communicates ideas.</li><li>* Students has demonstrated an in-depth understanding of the relevant concepts and/or development.</li><li>* Where appropriate, the student has chosen more efficient and/or sophisticated development.</li><li>* Student offers interpretations or extensions (generalizations, applications, analogies), where appropriate.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>* Students completes most important components of the task and communicates thoughts clearly.</li><li>* Student shows an understanding of major concepts, though has overlooked or misunderstood less important ideas or details.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>* Student has completed some important components of the task and communicates those clearly.</li><li>* Student has demonstrated that there are gaps in their conceptual understanding.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>*Student shows minimal understanding.</li><li>* Answer lacks clear communication. Unable to generate strategy or may only show recall.</li><li>* Answer may be totally incorrect or irrelevant.</li></ul>

Adapted from Kentucky Open-Ended Scoring Guide. Kentucky Department of Education.

## APPENDIX X

### UNIT VOCABULARY

- Afrikaners- a South African whose first language is Afrikaans, usually descended from or referred to as the Boers
- ANC- African National Congress, a South African political party founded in 1912 that fought against apartheid
- Apartheid – apartness or separateness (South African government’s definition - separate development of the races – a euphemism for oppression)
- Boers – farmers
- Conquest- taking control of a place or people by force
- Constituency- a group of people thought to have common aims or views
- Diplomacy- skill and tact in dealing with other people
- Dissident- somebody who publicly disagrees with an established political or religious system or organization
- Emigrated- left a place, especially a native country, to go and live in another country
- Grassroots- the ordinary people in a community as opposed to the leadership
- Guerrillas- a member of an irregular paramilitary unit, usually with some political objective such as to overthrow a government
- Imperialism- the political, military, or economic domination of one country over another
- Imperialist- a person that believes in the extension of power or authority over others in the interests of international law or opinion
- Liberal- favoring gradual reform, especially political reforms that extend democracy, distribute wealth more evenly, and protect the personal freedom of the individual
- Martyr- somebody who makes sacrifices or suffers greatly in order to advance a cause or principle
- Nationalism- excessive or fanatical devotion to a nation and its interests, often associated with a belief that one country is superior to all others
- Nationalist- a person who supports nationalism, especially the kind that emphasizes fervent devotion to one nation and its interest above all others
- Natives- belonging to a place by birth
- Nelson Mandela- key figure in ending apartheid in South Africa, imprisoned for twenty seven years for his part in protesting apartheid, released in 1990, and became South Africa’s first black president
- Oppression- subjecting a person or people to a harsh or cruel form of domination
- Oppressor- a person or group of people that impose a harsh or cruel form of domination
- Radicals- those who favor making economic, political, or social changes of a sweeping or extreme nature
- Reform- the reorganization and improvement of something, especially a political institution or system, that is considered to be faulty, ineffective or unjust
- Regime- a particular government, especially one that is considered to be oppressive
- Repression- the condition of having political, social, or cultural freedom controlled by force
- Reserves- an area of land set aside, such as a reservation for use like the Native Americans in the United States
- Sanctions- a measure taken by one or more nations to apply pressure to another nation to conform to international law or opinion
- Segregation- the practice of keeping ethnic, racial, religious, or gender groups separate especially by enforcing the use of separate schools, transportation, housing, and other facilities, and usually discriminating against a minority group
- Shaka- a great military leader among the Zulu
- Solidarity- harmony of interests and responsibilities among individuals in a group, especially in unanimous support and collective action for something

## **Appendix X, page 2**

Suppressed- conscious and forceful action, to put an end to something, destroy it, or prevent it from becoming known

Township- a subdivision of a county, often serving as a unit of local government

Zulu- a member of a people of South Africa who live mainly in the northern part of the province of Natal, where they were dominant in the 19<sup>th</sup> Century

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### APARTHEID FINAL ASSESSMENT (KEY)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

#### Part One: Matching (5 points each)

Choose the correct word from the list to complete each of the statements below.

**F.W. de Klerk      Afrikaners      Boer      South Africa**  
**Shaka      Apartheid      African National Congress      Nelson Mandela**

1. \_\_\_\_\_ **Boers** is the Dutch word for ‘farmers’.
2. African-born children of the settlers were known as \_\_\_\_\_ **Afrikaners**.
3. The military leader, **Shaka**, started a series of wars and migrations, known as Mfecane, that expanded the Zulu nation.
4. Nelson Mandela fought \_\_\_\_\_ **Apartheid**, which was both law and practice in \_\_\_\_\_ **South Africa** for more than 40 years.
5. \_\_\_\_\_ **Nelson Mandela**, who was imprisoned for 27 years, became the first black South African president.
6. The apartheid, which was fought by \_\_\_\_\_ **African National Congress** and others was ended in 1991 by \_\_\_\_\_ **F.W. de Klerk** when he announced plans for a non-racial government to replace the white minority rule.

#### Part Two: Short Answer (4 points each – use rubric)

Answer the following questions in the space provided. Use complete sentences and thoughts.

1. Describe how the Dutch and the British were able to force the natives to move from the land they inhabited to areas to the north.

**The Dutch forced the natives that inhabited the area to move north by taking over more of the land from those already there. They at times physically pushed the natives northward. As they took over more land many of the natives chose to move north to a less populated area, away from the Dutch.**

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2. Explain the main ideas behind the apartheid laws and how they were able to segregate the population of South Africa.

**Apartheid laws were created to control the native in the area and allow the whites to control the area. The specific laws led to segregation. This was done by not allowing the blacks in certain areas, only letting them work for specific people, and restraining their travel.**

3. Explain why Nelson Mandela was such an important person in the fight against apartheid. Give examples that prove your point.

**Nelson Mandela was an important person to the apartheid because he gave up a large portion of his life to fight for a cause that could benefit millions of others. His sacrifices helped create the African national Congress and the imprisonment that he endured eventually led to the end of apartheid and the election of the first black president.**

4. Describe the type of areas where the blacks were forced to live and give examples of the specific laws that kept them there.

**The blacks in South Africa were only allowed to live in areas that the whites had set aside for them like the Native American reservations. These areas did not have very much land that was good for farming, contained natural resources, or had access to other means to aide in the survival of the people that lived there. Many laws were created that enforced this relocation of a people such as the *Natives Land Act*. This act made it illegal for blacks to purchase or lease land from whites except on the reserves. In addition, was the *Groups Areas Act*, this act forced the physical separation of the races by creating different residential areas for different races and people that were living in the wrong area were forcibly removed. These and many more laws made it impossible for the blacks in South Africa to do many things, especially live where they wanted.**

5. Discuss some internal and external influences that helped to end apartheid in South Africa.

**The end of apartheid came about from many directions. Internally there were confrontations between the blacks and the whites, employers and employees, and the black created government and the white government. The blacks conducted protests, boycotts, strikes, and disruptions of day-to-day life. When there is conflict within the organization fails to achieve its goals and these disruptions began to take its goal on the apartheid regime. Externally, the United States and other countries were placing sanctions on South Africa. These sanctions, started in 1986, banned the importation of South African goods and prohibited American business investments to be made in South Africa. By 1990, de Klerk released Nelson Mandela from prison and most apartheid laws were scrapped. This was the ending of apartheid in South Africa.**