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Johannesburg Muslim School

History

Research Task- Term 2

HISTORY

2021

This task consists of 14 pages

NAME: _____

GRADE: 12 _____

MARKS: 100

DUE DATE: 4th May 2021

Examiner: A. HAJAT

Moderator: F. LAHER

**THE ROLE PLAYED BY SOUTH AFRICAN AND AMERICAN WOMEN IN
STRUGGLE AGAINST HUMAN RIGHTS VIOLATION FROM 1950s TO 1990s.**

INSTRUCTIONS AND INFORMATION

1. This SBA Task consists of **THREE** Research questions.

**QUESTION 1: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY AGAINST
THE VIOLATION OF HUMAN RIGHTS FROM THE 1950s TO 1960s?**

OR

**QUESTION 2: WHAT ROLE DID THE AMERICAN WOMEN PLAY IN THE CIVIL
RIGHTS MOVEMENT FROM THE 1950s TO 1960s?**

OR

**QUESTION 3: WHAT POLITICAL ROLE DID WOMEN PLAY IN THE
TRANSFORMATION OF SOUTH AFRICA FROM THE 1970's TO THE 1990s?**

**Do you agree with this statement, support your line of argument by
explaining the role played by the women in the transformation of South Africa
from the 1970's to 1994?**

2. Answer **ONE** research question
3. You are advised to use a **MINIMUM OF THREE** resources and the guidelines provided in structuring your research essay
4. Learners will be assessed on their ability to:
 - demonstrate thorough knowledge and understanding of the research question
 - use relevant information to answer the question
 - plan and structure the research essay
 - use evidence to support a line of argument
 - develop and sustain an independent and well-balanced line of argument
5. Marks will be deducted for plagiarism.
6. Attach the cover page and rubrics to your task.

KEY QUESTION 1: WHAT ROLE DID SOUTH AFRICAN WOMEN PLAY AGAINST THE VIOLATION OF HUMAN RIGHTS FROM THE 1950s TO 1960s?

BACKGROUND

Women have been at the forefront of transformation in South Africa, yet their contributions to political change are often under-represented. How can the historical and current experiences of South African women be captured in today's popular knowledge and why is this important?

In the context of the above background, investigate the following research question: What role did South African women play against the violation of human rights from the 1950s TO 1960s?

LIST OF SUGGESTED RESOURCES

Elaine Unterhalter, *Women in Struggle: South Africa*. Taylor & Francis, Ltd. Vol. 5, No. 4 (Oct., 1983), pp. 886-893.

Don Pinnock, *Ruth First: Voices of Liberation*. HSRC Press

Carol Giardina, *Freedom for Women: Forging the Women's Liberation Movement, 1953-1970*

Nomboniso Gasa (eds), *Women in South African History*. HSRC Press

WEBSITES:

<https://www.sahistory.org.za/archive/role-women-struggle-against-apartheid-15-july-1980>

<https://www.sahistory.org.za/article/history-womens-struggle-south-africa>

<https://www.sahistory.org.za/article/womens-resistance-1960s-sharpeville-and-its-af>

<https://www.facinghistory.org/confronting-apartheid/chapter-2/women-rise-against-apartheid-and-change-movementtermath>

<https://www.jstor.org/stable/3990829>

<https://www.iol.co.za/news/opinion/8-women-whose-role-in-the-struggle-is-recognised-worldwide-10560469>

<http://www.ngopulse.org/article/2018/08/08/%E2%80%8Bremembering-south-africa%E2%80%99s-struggle-heroines-women%E2%80%99s-day>

<https://consciousness.co.za/history-of-womens-struggle-in-south-africa/>

<https://africantravelcanvas.com/experiences/history-and-politics/iconic-south-african-women-and-their-role-in-the-struggle-against-apartheid/>

<http://www.blacksash.org.za/index.php/our-legacy/history-of-the-black-sash>

<https://>

womenshistorynetwork.org/black-history-month-lilian-masediba-ngoyi-1911-1980/

https://www.nelsonmandela.org/uploads/files/Malibongwe_WEB.pdf

KEY QUESTION 2: WHAT ROLE DID THE AMERICAN WOMEN PLAY IN THE CIVIL RIGHTS MOVEMENT FROM THE 1950s TO 1960s?

BACKGROUND

The civil rights movement could not have happened without women. They were grassroots organizers, educators, strategists and writers. They built organizational infrastructure, developed legal arguments and mentored young activists. They fought ardently against the forces of racism, but they also battled *various forms* of oppression: sexism.

In the context of the above statement, explain the role American women played in the Civil Rights Movement from the 1950s to 1960s?

LIST OF SUGGESTED RESOURCES

Rhoda Lois Blumberg, *Women in the Civil Rights Movement: Reform or Revolution?* *Dialectical Anthropology*. Vol. 15, No. 2/3 (1990), pp. 133-139.

Jean Van Delinder, *9 Women Civil Rights Leaders to Celebrate This Black History Month*. The New Press. Oklahoma, Friday, February 14, 2020.

Dennis Parker, *Honoring the Women of the Civil Rights Movement*. TAGS. March 29, 2011

Sarah Bair, *The American Civil Rights Movement Reconsidered: Teaching the Role of Women*. Published online: 27 Jan 2020, pp. 165-173.

WEBSITES:

<https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/women-in-the-civil-rights-movement/>

<https://www.nps.gov/articles/women-and-the-civil-rights-movement.htm>

<https://www.nbcnews.com/id/wbna9862643>

<https://www.usatoday.com/story/news/nation/2018/02/16/unsung-heroes-civil-rights-movement-black-women-youve-never-heard/905157001/>

KEY QUESTION 3: WHAT POLITICAL ROLE DID WOMEN PLAY IN THE TRANSFORMATION OF SOUTH AFRICA FROM THE 1970's TO THE 1990s?

Women were at the forefront of transformation in South Africa, yet their contributions to political changes are often under-rated.

SUGGESTED RESOURCES

<https://www.polity.org.za/article/womens-role-in-the-transformation-of-south-africa-2012-11-01>

<https://www.sahistory.org.za/article/history-womens-struggle-south-africa>

<https://www.ipeace.org/content/women-peace-and-transition-processes-south-africa-1990-1998>

https://www.gov.za/sites/default/files/gcis_document/201409/transformation0.pdf

https://www.researchgate.net/publication/236810776_The_women's_struggle_for_equality_during_South_Africa's_transition_to_democracy

<https://www.sahistory.org.za/article/womens-role-negotiations-nicole-dellaportas>

<file:///C:/Users/18451560/Downloads/IPTI-Case-Study-South-Africa-1990-1998.pdf>

<https://www.diva-portal.org/smash/get/diva2:240497/FULLTEXT03.pdf>

<http://democracyinafrica.org/women-politics-africa-today/>

ANNEXURE D: GUIDELINES ON HOW TO WRITE A BIBLIOGRAPHY

- **For a book:**

Author (last name, initials). *Title of book* (Publishers, Date of publication).

Example:

Dahl, R. *The BFG*. (Farrar, Straus & Giroux, 1982).

- **For an encyclopaedia:**

Encyclopaedia Title, Edition Date. Volume Number, 'Article Title', page numbers.

Example:

Encyclopaedia Britannica. 1997. Volume 7, 'Gorillas', pp. 50-51.

- **For a magazine:**

Author (last name first), 'Article Title'. *Name of magazine*. Volume number, (Date): page numbers.

Example:

Jordan, Jennifer, 'Filming at the top of the World'. *Museum of Science Magazine*. Volume 47, No 1, (Winter 1998): p 11.

- **For a newspaper:**

Author (last name first), 'Article Title'. *Name of Newspaper*. City, state publication. (Date): edition if available, section, page number(s).

Example:

Powers, Ann, 'New Tune for the Material Girl'. *The New York Times*. New York, NY. (3/1/98): Atlantic Region, Section 2, p 34.

- **For a person:**

Full name (last name first). Occupation, date of interview.

Example:

Smeckleburg, Sweets. Bus Driver. 1 April 1996.

- **For a film:**

Title, Director, Distributor, Year.

Example:

Braveheart, Director Mel Gibson, Icon Productions, 1995.

TABLE SHOWING HOW TO STRUCTURE AND CARRY OUT RESEARCH
KEY QUESTION:

STRUCTURE OF A RESEARCH ASSIGNMENT	SUGGESTIONS ON HOW TO CARRY OUT RESEARCH
Hint 1: Before you start your research	✓ Analyse the key question and make sure that you fully understand what is being asked. ✓ You need to take a stance or stand on the research question
Cover Page	✓ Use the 'Cover Page for a Research Assignment' and 'Monitoring Log'. [Annexure A and Annexure B] ✓ Write the table of contents to present your argument in a structured manner
Introduction (Write approximately ½–1 page)	✓ Explain the approach that will be taken in your research assignment ✓ Indicate the line of argument that will be taken to answer the key question.
Background (Write approximately 1–2 pages)	✓ Explain the historical context of the question. ✓ Give some background information about the question
Hint 2: During the research process	✓ Ensure that you have a plan so that your time is used effectively to meet deadlines. ✓ Refer to the list of resources that may be consulted. ✓ At all times keep the key question in mind. Keep asking yourself whether the information you are gathering is <u>relevant</u> to the question. ✓ Use the template to help structure your note-taking. [Annexure D]

Body of Essay (Write approximately 2–3 pages)	✓ In this section, you present and substantiate your argument. ✓ Select evidence from your readings which could be used to substantiate your line of argument in answering the key question.
Conclusion (Write approximately ½–page)	✓ In this paragraph, you should sum up the argument that was sustained and developed in the body of your research assignment.
Reflection (Write approximately ½–1 page)	✓ In this section, you should discuss what you have learnt from the research assignment. ✓ Explain what insights, skills and knowledge you have acquired while undertaking the research.
Bibliography	✓ List ALL the resources that you used during the preparation of your research assignment. ✓ An example of how to correctly format a bibliography is included [Annexure E].
Hint 3: Before you submit your research assignment	✓ Check that you have complied with the following requirements: 1. Front Cover 2. Introduction 3. Background 4. Body of evidence 5. Conclusion 6. Reflection 7. Bibliography ✓ Proofread your work thoroughly to check for coherence, spelling and grammatical errors.

ANNEXURE A: COVER PAGE FOR A RESEARCH ASSIGNMENT:

GRADE 12 RESEARCH ASSIGNMENT: HISTORY	
NAME OF SCHOOL	
NAME OF LEARNER	
SUBJECT	
RESEARCH TOPIC	
KEY QUESTION	

STATEMENT OF AUTHENTICITY:

I hereby declare that ALL pieces of writing contained in this research assignment, are my own original work and that if I made use of any source, I have duly acknowledged it.

LEARNER'S SURNAME AND NAME: _____

LEARNER'S SIGNATURE: _____

LEARNER'S EXAMINATION NUMBER: _____

FINAL DATE OF SUBMISSION: _____

SCHOOL STAMP

ANNEXURE B: MONITORING LOG

DATE	ACTIVITY	COMMENT
	Commencement	Learners are given the instructions, guidelines and key question for the research assignment.
	1st DRAFT: Learners must provide evidence that they have analysed the topic and understand the focus of the key question. A preliminary bibliography must be submitted.	
	2nd DRAFT: Learners must provide evidence of having planned their research assignment. Research notes from the sources consulted should be made available. A synopsis of the main argument must be presented.	
	Final copy to be handed in	
	Feedback	

Teacher's name: _____

Learner's signature: _____

SCHOOL STAMP

Assessment rubric:

SURNAME AND NAME: _____

DATE: _____

CRITERIA				
Criterion 1	8 – 10	5 – 7	3 – 4	0 – 2
Planning (10)	Shows thorough/ excellent understanding of planning on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows adequate understanding of planning on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows some evidence of planning on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows little or no evidence of planning on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>
Criterion 2	16 – 20	10 – 15	5 – 9	0 – 4
Identify and access a variety of sources of information (20)	Shows thorough/ excellent understanding of identifying and accessing sources of information on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows adequate understanding of identifying and accessing sources of information on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows some understanding of identifying and accessing sources of information on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows little or no understanding of identifying and accessing sources of information on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>
Criterion 3	8 – 10	5 – 7	3 – 4	0 – 2
Knowledge and understanding of the period (10)	Shows thorough/ excellent knowledge and understanding of <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows adequate knowledge and understanding of <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows some knowledge and understanding of <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows little or no knowledge and understanding of <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>
Criterion 4	23 – 30	14 – 22	7 – 13	0 – 6
Historical enquiry interpretation & communication (Essay) (30)	Shows thorough/ excellent understanding of how to write a coherent argument from the evidence collected on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows adequate understanding of how to write a coherent argument from the evidence collected on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows some understanding of how to write a coherent argument from the evidence collected on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>	Shows little or no understanding of how to write a coherent argument from the evidence collected on <i>the role did South African women play against the violation of human rights from the 1950s TO 1960s</i>
Criterion 5	8 – 10	5 – 7	3 – 4	0 – 2
Presentation (10)	Shows thorough/ excellent evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows adequate evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows some evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows little or no evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
Criterion 6	8 – 10	5 – 7	3 – 4	0 – 2
Evaluation & reflection (10)	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7	8 – 10	5 – 7	3 – 4	0 – 2
Acknowledgement of sources (10)	Shows thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows some evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

Assessment rubric: *The role American women played in the Civil Rights Movement from the 1950s to 1960s*

SURNAME AND NAME: _____

DATE: _____

CRITERIA	8 – 10	5 – 7	3 – 4	0 – 2
Criterion 1 Planning (10)	Shows thorough/ excellent understanding of planning on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows adequate understanding of planning on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows some evidence of planning on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows little or no evidence of planning on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>
Criterion 2 Identify and access a variety of sources of information (20)	Shows thorough/ excellent understanding of identifying and accessing sources of information on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows adequate understanding of identifying and accessing sources of information on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows some understanding of identifying and accessing sources of information on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows little or no understanding of identifying and accessing sources of information on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>
Criterion 3 Knowledge and understanding of the period (10)	Shows thorough/ excellent knowledge and understanding of the period on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows adequate knowledge and understanding of the period on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows some knowledge and understanding of the period on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows little or no knowledge and understanding of the period on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>
Criterion 4 Historical enquiry, interpretation & communication (Essay) (30)	Shows thorough/ excellent evidence on how to write a coherent argument from the evidence collected on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows adequate understanding of how to write a coherent argument from the evidence collected on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows some understanding of how to write a coherent argument from the evidence collected on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>	Shows little or no understanding of how to write a coherent argument from the evidence collected on the <i>role American women played in the Civil Rights Movement from the 1950s to 1960s</i>
Criterion 5 Presentation (10)	Shows thorough/ excellent evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows adequate evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows some evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows little or no evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
Criterion 6 Evaluation & reflection (10)	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7 Acknowledgement of sources (10)	Shows thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows some evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

Assessment rubric: What political role did women play in the transformation of South Africa from the 1970's to the 1990s?

SURNAME AND NAME: _____

DATE: _____

CRITERIA	8 – 10	5 – 7	3 – 4	0 – 2
Criterion 1 Planning (10)	Shows thorough/ excellent understanding of planning on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows adequate understanding of planning on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows some evidence of planning on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows little or no evidence of planning on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>
Criterion 2 Identify and access a variety of sources of information (20)	Shows thorough/ excellent understanding of identifying and accessing sources of information on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows adequate understanding of identifying and accessing sources of information on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows some understanding of identifying and accessing sources of information on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows little or no understanding of identifying and accessing sources of information on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>
Criterion 3 Knowledge and understanding of the period (10)	Shows thorough/ excellent knowledge and understanding of the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows adequate knowledge and understanding of the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows some knowledge and understanding of the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows little or no knowledge and understanding of the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>
Criterion 4 Historical enquiry interpretation & communication (Essay) (30)	Shows thorough/ excellent understanding of how to write a coherent argument from the evidence collected on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows adequate understanding of how to write a coherent argument from the evidence collected on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows some understanding of how to write a coherent argument from the evidence collected on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>	Shows little or no understanding of how to write a coherent argument from the evidence collected on the <i>political role did women play in the transformation of South Africa from the 1970's to the 1990s</i>
Criterion 5 Presentation (10)	Shows thorough/ excellent evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows 1960s? adequate evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows some evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows little or no evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
Criterion 6 Evaluation & reflection (10)	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7 Acknowledgement of sources (10)	Shows thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows some evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

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