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Directorate: Curriculum GET: LESSON PLAN TERM 1 – 2021



SUBJECT and GRADE	SOCIAL SCIENCE – GRADE 8 HISTORY	
TERM 1	Week 6-7: This week will focus on Southern Africa before 1860. Formulate a key question and use different sources on the Indentured labour from India to work on sugar plantations. Pay special attention to new vocabulary. Analyse sources externally and internally. Essay: Reasons why Indian labour was imported to Natal .	
LINK TO TEACHING AND ASSESSMENT PLAN	FOCUS: Southern Africa before 1860 Map and brief description of political settlement Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal –The independent Zulu Kingdom Southern Africa before 1860 Conditions under which indentured labourers lived and worked Passenger Indians 1867 onwards	
AIMS OF LESSON	Formulate a key question and use different sources on the Indentured labour from India to work on sugar plantations and why Indian labour was imported to Natal.	
RESOURCES	Paper based resources	Digital resources
	- Learner need to refer to the accompanying power point slides 1 - - Textbooks: Chapter:	Refer to the relevant digital resources e.g. links on the WCED ePortal https://www.thelearningtrust.org/asp-treasure-box
INTRODUCTION	In Southern Africa by 1860 When the sugar industry was established in Natal the local Zulu labourers were recruited to work on the sugar plantations. However, the Natal colonial authorities were not initially aware that Zulu males regarded agricultural work as a female activity. Traditionally, the Zulu males were involved in grazing cattle and defending the tribe against foreign attack. The first group of Indians arrived in the British colony of Natal in 1860. About 150 indentured (contacted) labourers arrived at Port Natal on board the ship Truro. They came on 5-year contracts . Indians came to work mainly on sugar plantations where they lived under very harsh and cruel conditions. After five years, they were given the options of renewing their contracts, returning to India or becoming independent workers.	

The high labour turnover forced the colonial authorities to seek Indian labour that was already successfully employed in other British colonies. The indentured labourers were given a monthly stipend (salary) of two British pounds.

They were also given provisions and their health needs were catered for. Their earnings as indentured labourers were considerably higher than they could earn in India. Therefore, future shipments of indentured labourers were highly successful.



At the end of the initial three year contract the indentured labourers were given a **free passage** back to India or given agricultural land equivalent to the value of a passage back to India. Owning their own land was an unlikely event in their homeland of India and it is understandable that the majority preferred to remain in South Africa.



A community of indentured Indian labourers



The working conditions of the indentured labourers were harsh. The plantation owners demanded long hours of work in the oppressive humid climate of Natal.

Harsh punishment was meted out on labourers who could not keep up with the heavy workload. Their problems were compounded by the fact that they were living in a foreign land with a foreign culture

	and they also had to contend with many foreign languages. Not everyone could cope with the severe demands. But those who did became land-owning free Indians, considered to be wealthy by the standards of their former homeland. In 1869 a new wave of immigration occurred, of traders from the West Coast, mainly Gujerat. They were called "passenger" (free) Indians as distinct from indentured Indians. The new immigrants, mainly Moslems, were attracted by the rich potentialities for trade that Natal offered. The Gujerati speaking traders were later joined by some Urdu speaking Moslems from the United Province and a few Marathi speaking Kokince Moslems.	
KEY CONCEPTS AND DEFINITIONS Explain and define core concepts.	CONCEPTS Indentured labour, contract, free passage, passenger Indians • <i>Indentured labour</i> • <i>Contract</i> • <i>Free passage</i> • <i>Passenger Indians</i>	SKILLS <i>The following skills will be addressed in this lesson:</i> • <i>To extract information; interpretation and analysis of information, usefulness and reliability of sources and paragraph writing are important to understand and to apply.</i> • <i>Ensure that the questions set in the activities address these skills</i>
ACTIVITIES/ASSESSMENT Tutor 	Answer to the following: 1. Explain why the farmers could not use Zulu men as labourers? (2x1) (2) 2. What is your understanding of a indentured labourer? (1x2) (2) 3. How did the passenger Indians differ from the indentured Indians? (1x2) (2) 4. Quote the options given to indentured labourers after their contrats expired. (3x1) (3) 5. How much did the Indentured labourers earned? (1x1) (1) 6. Comment on the effect of the stipend on future Indian indentured labour. (1x2) (2)	
CONSOLIDATION	<i>To summarise/ Remember the following:</i> The working conditions of the indentured labourers were harsh. The plantation owners demanded long hours of work in the oppressive humid climate of Natal. Harsh punishment was meted out on labourers who could not keep up with the heavy workload. Their problems were compounded by the fact that they were living in a foreign land with a foreign culture and they also had to contend with many foreign languages.	



NOTES				
SUBJECT	SOCIAL SCIENCES HISTORY		TERM	1
	GRADE	8	DATE	01-10 MARCH 2021
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support...) Source – based and paragraph writing		Teaching Methodologies/ Approach (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Read through the Notes, and answer the activities. The Tutor has been used to provide tips on how to approach the following questions: To extract, give definitions of concepts, analyze sources and comparing sources and the power points for paragraph writing		- Identify the concepts that will be covered in the lesson - Use the power point to explain the content - Refer to the sources and questions that will be addressed - Ensure that the learners understood what must be done. - Do the activities	- Worksheet and Notes - Refer to the PPT - Refer to the digital resources that can be used
01 -13 FEBRUARY  PARENT'S ACTIVITIES	Please refer to teacher's activities		Parents to help with the understanding of the topic in the textbook; the power points; reading with understanding should also be a focus Check list: - My child knows the content Y/N - My child understands the concepts Y/ N - My child could answer the questions Y / N - Can my child answer the questions? Y/ N	Use of the textbook very important and where possible access the digital resources indicated in the lesson
 LEARNER'S ACTIVITIES	Learner activities: step by step, practical, keep it simple. 1. How, do you think, did the free passage to India compare to agricultural land of the same value in Natal for the labourers? (1x2) (2) 2. Would you consider the treatment of Indian labourers by plantation owners as inhumane? Give reasons for your answer. (3x2) (6) 3. To which religion did most of the passage Indians belong? (1x1) (1) 4. Provide evidence that the passage Indians came from different areas in India. (2x1) (2) PARAGRAPH WRITING: Write a paragraph of 80 words (8 lines) to explain the harsh conditions to which Indian indentured workers were subjected to. (8)			Reflection: At the end of the section I can: - Work with sources Yes / No - Explain the concepts Yes / No - Discuss the content Yes / No I need help with: