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Grade 9 Term 3 Planning Memorandum

- 1.This **whole** document must be in your planning book paste in at the left hand side. **All** your planning should be done on these papers and on the clean pages of the book.
 - 2.Add **more paragraph** questions to teach learners how to answer paragraphs.
 - 3.You can **add more relevant SOURCES** and **information** to make content easier for learners to understand. These worksheets are the **minimum** to be done.
 - 4.You **MUST ADD** work out of your textbook or other resources, that extra work must also be in this planning book
 - 5.You are welcome to add **marks** for the questions in the activities, it will help learners when answering the questions. **Don't mark** in your planning book the answers.
 - 6.Please correct any **errors** on these pages.
 - 7.You cannot continue with the **following lesson** if the learners did not mark the previous work and did corrections.
 - 8.You **cannot** just give the answers to the learners, you must tell the story/explain the work only then the learners go and do the work and then you mark it together.
 - 9.If **ALL, the answers** are not completed you do it yourself on these papers.
 - 10.**Planning** must be done in **pen**, you welcome to use colour pens but dates must be in pencil.
- This is your planning book, you make it easy and pleasant to use for yourself**
- 11.Planning must be **neat and thoroughly** done to use for many years. You are just going to add every year new information. You can also do your extra notes in this book or paste it in.

Thank you for your hard work

Anette



2022 Curriculum Coverage – Term 3: SOCIAL SCIENCES (HISTORY): Grade 9

<u>Term 3</u> <u>50 days</u>	<u>Week 1</u> <u>19 July 2022</u>	<u>Week 2</u> <u>25 July 2022</u>	<u>Week 3</u> <u>1 August 2022</u>	<u>Week 4</u> <u>8 August 2022</u> <u>(3days)</u>	<u>Week 5</u> <u>15 August 2022</u>	<u>Week 6</u> <u>22 August 2022</u>	<u>Week 7</u> <u>29 August 2022</u>	<u>Week 8</u> <u>5 Sept 2022</u>	<u>Week 9</u> <u>12 Sept 2022</u>	<u>Week 10 & 11</u> <u>19 Sept 2022</u> <u>26 Sept 2022</u>
<u>CAPS Topic : Turning points in modern South African history since 1948 and 1950s</u>										
Content and Concepts	<u>Oral History Project</u> Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.	•The Universal Declaration of Human Rights after World War II •Brief definition and explanation of racism	<u>Oral history and research project: Submit part 1</u> <u>1948 National Party and Apartheid</u> •Main apartheid laws in broad outline	•<u>Case study:</u> Group Areas Act: Sophiatown forced removal •<u>1950s: Repression and non-violent resistance to apartheid</u>	<u>Oral history and research project: Submit part 2</u> •SACP banned •ANC programme action	<u>Brief biography</u> •Albert Luthuli, his role in the ANC and resistance to apartheid •The Defiance Campaign (including the influence of Mahatma Gandhi)	<u>Oral history and research project: Submit part 3</u> •Freedom Charter •Treason Trial	<u>Oral history and research project: Submit FINAL product</u> •Women's March <u>Brief biographies:</u> •Helen Joseph - OR •Lillian Ngoyi and their roles in resistance to apartheid •<u>1960:</u> Formation of PAC 1959	<u>Sharpeville massacre</u> Causes, leaders, events, short-term and longer-term consequences	Revision Consolidation Formal task
Curriculum coverage ✓ signature										
Date completed with ALL classes										

History formal task: Grade 9 Term 3 2022

Topics to be assessed : *Turning points in modern South African history since 1948 and 1950s*

Type of formal assessment: *Oral history and research project: Received from SES*

Total: 50 marks

Types of questions: SOURCE-based and paragraph writing **Level 1:** 15/50 **Level 2:** 25/50 **Level 3:** 10/50

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 1

TOPIC: Turning points in modern S.A history since 1948

CONTENT / CONCEPTS: The Universal Declaration of Human rights and racism

1. The Universal Declaration of Human Rights after World War II:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Definition of racism

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

The Universal Declaration of Human Rights after World War II

Date: _____

SOURCE A

Turning points in modern South African History since 1948

In 1948 voting took place in South Africa where only the white people over the age of 18 years could vote. A manifesto outlined how Apartheid would be implemented in practice, which was enforced by the National Party (NP) when they won the election. The focus of this lesson will be on some of the key turning points in South African history, including the coming of apartheid in 1948 and non-violent resistance to apartheid in the 1950s.

The Universal Declaration of Human Rights after World War II

The **Universal Declaration of Human Rights** is a historic document, which outlined the **rights** and freedoms everyone is entitled to. It protects the **rights** of every individual, everywhere. All people everywhere have the same **human rights** which no one can take away. This is the basis of freedom, justice and peace in the world. This **Declaration** affirms the dignity and worth of all people, and the equal **rights** of women and men. The **rights** described here are the common standard for all people everywhere. The **Universal Declaration** includes civil and political **rights**, like the **right** to life, liberty, free speech and privacy. It also includes economic, social and cultural **rights**, like the **right** to social security, health and education. The Universal Declaration of Human Rights (UDHR), also known as the Magna Carta, was adopted by the United Nations General Assembly on 10 December 1948. Due to the experience and effects of the Second World War, the international community vowed to prevent the atrocities and conflicts that occurred during the Second World War from taking place again. The United Nations was born from various governments, with the principle aim to bolster international peace, and prevent crime and conflict. World leaders then decided to codify these rights that are attributed to each individual within a single document, hence the Universal Declaration of Human Rights. This document aimed to be the fundamental document of all countries, with regard to human rights and to secure these rights for all individuals. The Universal Declaration of Human Rights captured the international community's need to guarantee that no one would ever be unjustly denied life, freedom, food, shelter and nationality; as occurred during World War II. The Commission of Human Rights was established within the United Nations which laid out the basic fundamental rights and freedoms as proclaimed in the Charter. The Declaration of Human Rights is the most universal human in the basis for a democratic society.

SOURCE B: Eleanor Roosevelt holding a poster of the Universal Declaration of Human Rights. Image

SOURCE



Make use of SOURCES A, B and your own knowledge to answer the following questions

1. Using your own knowledge, define the term human rights.

Human rights are moral values or norms that define standards of what human behaviour should be, they are defined and protected by law, they belong to everyone. ✓✓

2. **Support** the adoption of the Declaration of Human Rights by South Africa, use any noticeable example in the change in law of the country since its inception of the South African constitution (3).

- The decision to adopt the Declaration of Human Rights into the South African Constitution was a good one.
- It changed the political and political changes such as equality and non-racialism in South Africa post-apartheid.
- The South African Constitution came to be one of the best democratic constitution in the world
- Any other relevant response

3. **Examine** the value of Human rights in your surroundings using 3 examples (3)

- Human rights exist to guarantee our basic needs are satisfied, like housing, shelter and nutrition, without which no human can survive. As such it guarantees our lives.
- Human rights establish a sense of equality amongst all humans; they help us define what is fair and unfair in a society where everyone is different and comes from different backgrounds.
- They also allow us to be liberated and free, being able to do as we wish as long as we do not neglect or abuse the rights of others.
- Any other relevant response

4. Using your own words, **state** the principle aims of the United Nations (3)

- The principle aims of the UN are to strengthen international peace.
- To inhibit delinquency.
- To discontinue conflict.

Any other relevant response

5.. **Name four rights specified in The Universal Declaration of Human Rights for the international community of which they**

would not tolerate any disregard.

Life, freedom, food, shelter and nationality (ANY 4 CORRECT) ✓✓✓✓

Racism and Apartheid

Date: _____

SOURCE A

Definition of racism

According to the Merriam Webster Dictionary definition, racism can be described as the “poor treatment of or violence against people because of their race”, and it supports the notion that “some races of people are better than others”. Throughout history race has been associated with the belief that it is a primary determinant of human traits, and it has played a significant factor in the way that power relations occur. Below follows two different discourses regarding the definition and understanding of racism throughout history, as well as South African history.

Human evolution and our common ancestry

Human Evolution describes the extensive process of change where people originated from apelike creatures. Aspects of Human Evolution have been proven by scientific evidence and one of the main findings that forms the fundamental basis of Evolution is that physical and behavioural traits, which are shared by all humans, originated from these apelike ancestors and have evolved for approximately six million years.

SOURCE B: Apartheid and the myth of ‘race’

Africa’s Apartheid struggle and how it was implemented under the Separate Amenities Act



The above board was seen on South-African beaches. During this period between 1948 and 1994, race was used as a measure to categorize and distinguish people from each other, and determined their position within society. All aspects of society were divided to facilitate the complete division of all race groups. Certain activities and privileges were only reserved for certain people of a specific race. In short, Apartheid was the system during which Africans were legally, socially, politically and economically disenfranchised while the National Party governed South Africa.

Make use of SOURCES A, B and your own knowledge to answer the follow questions:

1. Using the information in the SOURCE and your own knowledge, define Racial inequality.

Racial inequality- can mean treating people of a different race differently from another group.

Any other relevant response

2. From **SOURCE A**, quote evidence that suggest that all people are ‘one’

Common ancestry / **shared by all humans**

3. What do you understand about the term Separated Amenities prior to democracy in South Africa?

- Facilities were separated according to different races
- Some races were not allowed to enter certain places.

Places were classified according to races. **Any other relevant response**

4. Which of the facilities were separated, mention any TWO.

Hospitals, shops, Transportation, beaches, parks, schools etc. **Any TWO**

5. In not more than SEVEN (7) sentences, write a paragraph explaining how the Separate Amenities Act affected different races in South Africa (7x1) (7)

The following points and more might be included in the response:

- The Act restricted people's movement.
- Some races felt superior to others(delete repetition. See C)
- It led to lack of equality in most areas
- The Act intensified racial hatred amongst other groups

Any other relevant response

LEVELS	LEVEL DISCRIPTIONS	MARKS
Level 1	- Cannot extract evidence or evidence from the SOURCE is extracted in a very basic manner. - Uses evidence partially to report on topic or cannot report on topic.	0-2
Level 2	- Extracts evidence from the SOURCE that is mostly relevant and relates to a great extent to the topic. - Uses evidence from SOURCES in a very basic manner.	3-5
Level 3	- Extracts relevant evidence from the SOURCES. - Extracted evidence relates well to the topic. - Use evidence from the SOURCES very effectively in an organized paragraph that shows an understanding of the topic.	6-7

Learners must start with their projects

**Teachers don't copy this project for the learners this is just
for your planning**

ORAL HISTORY PROJECT

**You must research any apartheid law, interview a person who was affected by
that law and determine how he or she responded.**

What is oral History?

1. It is History based on interviews with people who lived through the incident or period which is being studied or people who had some or other close connection with it.
2. It is History based on the recollection of people's memories about past events they had experienced.
3. It is History that is passed down by word of mouth.
4. The project consists of two components:
 - Written Research Component
 - Oral History Component

Written Research Component

- Read as much as possible about topic / event.
- Make a summary of what you read using your own words.
- Remember to clearly write down the SOURCES you used.

Bibliography

- All books / SOURCES you use must be written down in the following way: The surname of the writer, name, title of book, the publisher, place of publishing and date of publishing etc.

Venter, Sam, Exploring our national days, Jacaranda Media, Johannesburg, 2007

- Make an alphabetical list of all your SOURCES.
- Include web addresses you used.
- Decide on the layout of your Written Research Component
- Make use of illustrations, photographs, newspapers etc.
- Your report must not be less than 300 words and not more than 450 words.
- Your report must start with a introduction telling the reader what you are writing about.
- The other paragraphs must tell about the emotions experienced, the hope, the fear, the frustrations etc.
- Your report must end with a conclusion why this law can be seen as part of apartheid.
- Add illustrations and remember the bibliography.

Oral History Component

Step 1 :

1. Find a person to interview
2. Explain the project you are doing
3. Get the persons' permission to be interviewed
4. Make an appointment to speak to the person
5. Be on time for interview and dress neatly.

Step 2 :

1. Make a list of 6-8 questions to ask the person.
2. Formulate straight forward and easy question.

Keep in mind there might be emotions involved



Step 3 : Conduct the interview

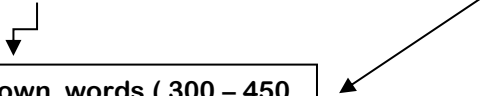
1. Always respect the feelings , emotions etc. of the person you interview.
2. Do not sympathise with the interviewee.
3. Be punctual and neat.
4. Interview the person using your questions
5. Give an interviewee enough time to respond , do not complete the answer for an interviewee struggling with an answer.
6. Maintain good eye contact and sit properly.
7. You can make use of a cell phone recording device while conducting interview.
8. Make sure that you first ask permission before recording.
9. You can also write down the interviewee's answers
10. Take a thank you note with you to give to interviewee after the interview.

Step 4 : Write up your interview

1. Finalise your questions and answers
2. Write a story about the person your interview and his experience , feelings etc. about that specific apartheid law.

Your complete project

1. Put ALL the work together
2. Put your written component and oral component together



Summary in own words (300 – 450 words)
Other illustrations

3. List of questions
4. Answers on questions
5. Your story of the person's experience of the apartheid law.
6. Your own reflections on the experience of doing the project
7. SOURCES use / Bibliography
8. Make use of a cover page with your name , class etc.
9. Make use of a table of content
10. Staple everything together

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 2

TOPIC: Turning points in modern S.A history since 1948
Gr. 9 Term 3

CONTENT / CONCEPTS: 1948 National Party and Apartheid

1. Racial segregation before Apartheid:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Main apartheid laws in broad outline:

- o Case study: Group Areas Act: Sophiatown forced removal

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

3. Main apartheid laws in broad outline:

- o Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

1948 National Party and Apartheid

Date: _____

SOURCE A

Racial segregation before Apartheid

Racial segregation, the practice of restricting people to certain circumscribed areas of residence or to separate institutions (e.g., schools, churches) and facilities (parks, playgrounds, restaurants, restrooms) on the basis of **race** or alleged **race**

After the Mineral Revolution took place in South Africa, cheap labour became widely used (which was advocated by Cecil John Rhodes), with the dominating notion that Black labour was cheaper to use in mines and on farms. It is also believed that Apartheid was an outcome of earlier racial prejudices and policies imposed by the British and Dutch. Various SOURCES can be attributed to the cause of Apartheid, or rather the idea of racism. These include colonial conquest, land dispossession, economic impoverishment and exclusion from citizenship for black Africans. These factors shaped the way the world saw Africans and influenced the negative manner in which they were perceived.

Uneven and, in some cases limited, capitalist growth was facilitated by the colonial conquests of the British and Dutch during the 17th and 18th centuries. The Dutch East India Company (VOC) was established in 1795 with the aim of being a refreshment station for passing ships. When it was established, it was done so at the expense of indigenous citizens, such as the Khoi Khoi and Xhosa people. The Khoi societies sustained their livelihood through their land and livestock, and when the VOC took over their land, the Khoi were subjected to becoming underclass domestic farm workers. They were further disenfranchised when the VOC imported slaves from Angola, Mozambique, Madagascar and South East Asia, which curtailed the Khoi's chances of earning a decent wage.

SOURCE B: The 'Ossewabrandwag', a group who pledged not to rest before the Afrikaner Nation was reclaimed. This was one of the ways that Afrikaner Nationalism was expressed.

The victory of the NP in 1948 can be attributed to the rise in Afrikaner Nationalism during the 1920's and 1930's. Afrikaners constituted a majority in terms of quantity of the white electorate, but they were divided by class, regional and educational fault lines. When the Afrikaner Broederbond, a secret Afrikaner society, was established in 1918, Afrikaner nationalism grew from a Calvinist perspective which was united by a common language. The Dutch Reformed Church provided a foundation for the theological justification of Apartheid. In terms of capital, the Afrikaners grew and expanded their financial support through the insurance company Sanlam, the Volkskas Bank and Spoorbond. The rise of the use of cheap labour was induced by the emergence of mines, factories and farms. White-owned businesses accumulated big profits by supporting a government that denied blacks the vote and paid artificially low wages. Furthermore, many white families benefited from the work of black domestic servants who provided childcare, cooking, and house care. D.F. Malan and Hendrik Verwoerd can be considered as the architects of Apartheid.



Make use of SOURCE A, B and your own knowledge to answer the following questions

1. Define the following historical concept: Capitalism:

Capitalism - an economic system in which corporation and private individuals control the means of production in order to make profit. / private ownership.

2. Using the information in SOURCE A and your own knowledge, give TWO reasons why the mines used Blacks as their employees?
 - a. Blacks offered cheap labour
 - b. Blacks were easy to control
 - c. Blacks were made to depend on employment

Any TWO and other relevant response

3. Who advocated cheap labour?

Cecil John Rhodes

4. Critically, discuss in a essay the impact of Apartheid on Black labourers. (10x1) (10)

The following points and more might be included in the response

- Cheapest labour
- Exploitation of blacks
- Extremely horrible working conditions
- Separated families
- Unskilled labour

Any **other relevant response**

LEVELS	LEVEL DISCRIPTIONS	MARKS
Level 1	• Cannot extract evidence or evidence from the SOURCE is extracted in a very basic manner. • Uses evidence partially to report on topic or cannot report on topic.	0- 4
Level 2	• Extracts evidence from the SOURCE that is mostly relevant and relates to a great extent to the topic. • Uses evidence from SOURCES in a very basic manner.	5-7
Level 3	• Extracts relevant evidence from the SOURCES. • Extracted evidence relates well to the topic. • Use evidence from the SOURCES very effectively in an organized paragraph that shows an understanding of the topic.	8-10

5. From **SOURCE A**, which information could be linked to the idea of or and the beginning of racism.

- These include colonial conquest, land dispossession,
- Economic impoverishment and
- Exclusion from citizenship for black Africans
- Any **other relevant response**

6. When was the VOC established? 19187. Write a paragraph of about SIX to EIGHT sentences, explaining how the Broederbond was formed, and its major roles. (8x1) (8)

The following points and rubric can be used to mark the paragraph

- Broederbond, a secret Afrikaner society,
- Established by Afrikaners in 1918
- In terms of capital, the Afrikaners grew and expanded their financial support through the insurance company Sanlam, the Volkskas Bank and Spoorbond.
- The rise of the use of cheap labour was induced by the emergence of mines, factories and farms.
- White-owned businesses accumulated big profits by supporting a government that denied blacks the vote and paid artificially low wages. (Any other relevant response)

LEVELS	LEVEL DISCRIPTIONS	MARKS
Level 1	- Cannot extract evidence or evidence from the SOURCE is extracted in a very basic manner. - Uses evidence partially to report on topic or cannot report on topic.	0-2
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Level 3	- Extracts relevant evidence from the SOURCES. - Extracted evidence relates well to the topic. - Use evidence from the SOURCES very effectively in an organized paragraph that shows an understanding of the topic.	6-8

Apartheid laws

Date: _____

The period of the 1950's can be described as "Petty Apartheid" where Nationalists imposed the laws that created a racially segregated and unequal social order. One of these laws was the 1953 Reservation of Separate Amenities Act that imposed segregation on all public facilities; including post offices, beaches, stadiums, parks, toilets, and cemeteries, and busses and trains as well. In other words, the Act was to provide for the reservation of public premises and vehicles or portions thereof, for the exclusive use of persons of a particular race.

SOURCE A: This is an example of a Pass book that all non- whites were required to have at all times. It indicates the race of an individual.



The Pass Laws Act of 1952 was implemented to ensure a supply of cheap African labour, and increasingly they were made more restrictive. This law required all black South Africans over the age of 16 to carry a pass book, known as a dompas, everywhere and at all times. It was a criminal offense for Africans to be without a pass and made movement and residence dependent upon a pass. Within the pages of an individual's dompas was their fingerprints, photograph, personal details, details of employment, permission from the government to be in a particular part of the country, qualifications to work or seek work in the area, and an employer's report on worker performance and behaviour. If a worker displeased their employer and they in turn declined to endorse the book for the pertinent time period, the worker's right to stay in the area was jeopardized.

Two laws that were implemented during this time had arguably the biggest impact on the country.

The Population Registration Act, which commenced 7 July, classified all South Africans as members of the White, African, Coloured, or Indian racial groups, and because racial identities were (and are) historically and socially constructed, the government created Racial Classification Boards to officially determine a person's "race." A person's race was reflected in their identification numbers.

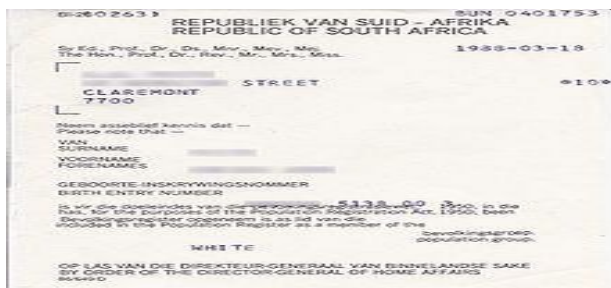
SOURCE B: Community responding to the forced removals under the Group Areas Act by painting the famous slogan

"We Won't Move".



The **Group Areas Act** imposed strict residential racial segregation. Apartheid damaged countless families, communities, and livelihoods, as the government forcibly removed blacks to African, Coloured, or Indian "townships" (also known as "locations") on the outskirts of cities and towns. In the process of enforcing this plan, government bulldozers destroyed neighbourhoods, such as Sophiatown in Johannesburg and District Six in Cape Town. In practice this meant that all white, black, coloured and Asian people in South Africa would have to live in group areas allocated to members of their groups. Their ownership of property and business rights would be confined to those areas. This also meant that many people had to move out of their homes where they had lived for years and go and live in unfamiliar places which they knew little or nothing about, because they had occupied a Group Area designated for another race

SOURCE C: A racial classification Certificate issued under the Population Registration Act.



The Immorality Act caused couples of different races not to marry or to be in a relationship. Homes were invaded, by the police and mixed couples caught in bed were arrested. Most couples found guilty were sent to jail

SOURCE D: A protest response to the Bantu Education Act that was adopted by Verwoerd, which stipulated that all learners should be taught in Afrikaans.



Many black and non-white children who lost a quality **education** due to the **Bantu Act** grew to experience economic strife. The **Bantu Education Act** resulted in increased racial tensions, a drop in national **educational** standards, and the denial of a quality **education** to thousands of South African children

Bantu Education Act

Verwoerd's 1953 Bantu Education Act established an inferior education system for Africans, based upon a curriculum intended to produce manual labourers and obedient subjects. Similar discriminatory education laws were also imposed on Coloureds, who had lost the right to vote in 1956, and Indians. The Extension of University Education Act of 1959 prevented black students from attending "white" universities (except with government permission).

Educational ties with the rest of the world gradually diminished as countries applied a cultural boycott on South Africa.

Make use of SOURCE A,B,C,D and your own knowledge to answer the following questions:

1. Define the term Segregation: Segregation- Separating people according to different races.
2. Why would the Nationalists were behind 'Petty Apartheid'. It was the Nationalists that imposed the laws that created a racially segregated and unequal social order in South Africa.

3. Comment on how you will regard SOURCE A useful to a historian studying racial segregation.

Provide reasons for your answer

The SOURCE is useful because

- It highlights the laws imposed by Apartheid on Non-whites
- It clearly shows how Non-whites were maltreated by the Apartheid system
- The document shows evidence that people were grouped according to race

Any relevant response

4. Paragraph writing

‘Apartheid system imposed different Acts (laws) to take away human rights from Non-whites’

Use relevant information from the SOURCES to write a paragraph (9-10 lines), explaining the negative impact apartheid laws(Acts) had on Non-whites. (8x1) (8)

The following points and more might be included in the response:

LEVELS	LEVEL DISCRIPTIONS	MARKS
Level 1	• Cannot extract evidence or evidence from the SOURCE is extracted in a very basic manner. • Uses evidence partially to report on topic or cannot report on topic.	0-4
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Case study: Group Areas Act: Sophiatown forced removal

Date: _____

SOURCE A

Sophiatown was established in 1904. Before 1913 black South Africans had freehold rights, and they bought properties in the suburb. By the 1920s whites had moved out, leaving behind a community of blacks, coloureds, Indians and Chinese people.

One of the most controversial actions occurred in the mid-1950s when blacks living in Sophiatown, Johannesburg, were compelled to move along with many others to a vast new black township southwest of Johannesburg, called Soweto. In 1955, army trucks and armed police removed 60,000 people from Sophiatown to areas that were designated for Africans such as Meadowlands, Lenasia, Western Coloured Township (now Westbury) and Noordgesig.

Sophiatown was rezoned for whites only and renamed Triomf (Triumph). The removals sparked the creation of a song called "Meadowlands", in reference to the Meadowlands township to which many Sophiatown residents were forced relocate. Another removal that caused particular outrage occurred in the second half of the 1960s, when 65 000 Coloured people from District Six of Cape Town, were forced to move.

One white observer remarked:

"It was a fantastic sight. In the yard [opposite the local bus station] military lorries were drawn up. Already they were piled high with the pathetic possessions which had come from the row of rooms in the background. A rusty kitchen stove; a few blackened pots and pans; a wicker chair; bundles of heaven-knows-what; and people, all soaked to the skin by the drenching rain".

SOURCE B: The Apartheid Government transporting all non- whites from Sophiatown to other surrounding townships.

When the removals scheme was promulgated, Sophiatown residents united to protest the forced removals, creating famous the slogan "Onsdaknie, onspholahier" (We won't move).

Another SOURCE states that "We got a notice that we were going to be moved on 12 February 1955, but we were taken by surprise by thousands of policemen and soldiers, who were heavily armed, "We were still preparing ourselves to protest against the removals, but we had no choice because no one was ready for them - and besides, they were armed".

Some people did not qualify for resettlement, so they had to find their own accommodation. Many people moved to Orlando East and other parts of Soweto. This removals went on for eight years.

Make use of SOURCE A,B and your own knowledge to answer the following questions in your books**1 STUDY SOURCE A****1.1. Define the following historical concept in your own words: Apartheid****Apartheid-**

A political and social system introduced by the National Party government in South Africa in 1948 and it ensured that South Africa's major racial groups were separated from one another. ✓✓

Any other relevant response

1.2. How according to the SOURCE, were blacks disadvantaged by this Apartheid law?

They were forced to relocate without their consent.

Left their families and their houses

Had to start a new life, somewhere else

Any two relevant responses √√

1.3. Mention THREE, communities that were separated from whites by race.

Coloured, Blacks, Indians and Chinese. √√√

1.4. Quote evidence from SOURCE A, that suggest that the removal was forceful.

'Were compelled to move along with many others' √√

1.5. From SOURCE A, which other areas were regarded or set aside for Minorities.

Meadowlands Lenasia

Western Coloured Township Noordgesig.

Any two answers. √√

1.6. **'Blacks were not the only ones affected by the Removal'** Which other groups were affected and where did they come from?

Coloured people from District Six. √√

1.7 How will you view the 'White Observers' remarks from SOURCE A, and why?

- Arrogant, Disrespectful, heartless, selfish, insensitive, ignorant etc
 - **She** /he did not show any remorse and mercy for forcefully removed people from their houses.
- OR
- He did not have a choice as he had to do his work, He was acting out of orders. .(delete..not answering the question)

Note: Responses will differ, so marks will be allocated for supported statement, but learners will not be allowed to give opposite views √√√√

1.8 Does SOURCE A, provide useful information to a historian studying the process of force removal of people during the Apartheid Era?

- The SOURCE is useful as it clearly states the groups affected and where they were moved/ placed at during the Apartheid era.
- The SOURCE is useful as in some areas to date, people are still classified according to their race. e.g some places are named after different racial groups that were moved to those places during the Apartheid Era.

OR

- The SOURCE is not useful, as it only highlights one side of the story. (Apartheid Regime not the side of different races that were moved.
- The SOURCE is not useful as it is biased
- Does not have the date and the Author, or the publisher √√√√

Any other relevant response

Note: responses might differ from learners

2. STUDY SOURCE B.

2.1. Why do you think the photograph was taken?

To show how people were packed and forcefully moved from their places.

To show the brutality of the apartheid system on other racial groups.

√√

Any other relevant response

2.2. From the SOURCE, give TWO (2), reasons that suggests that these movements disrupted existing families.

Racial classification- people were classified according to their racial identity

(e.g. Blacks, coloured)

√√

Separate group areas- people were separated according to their racial identity,

not allowed to live together (e.g. Blacks, coloured)

√√

2.3. How long did the removal last?

8 years

2.4. According to the SOURCE, what happened to the houses after people were forcefully moved?

Afrikaners were moved in the houses √√

2.5. Using the evidence in the Visual SOURCE and your own knowledge, explain whether the goals of the Apartheid government were achieved?

Yes, √√ The picture shows a truck full of blacks and coloureds being moved by the Apartheid government to a different place.

Even to date, there are traces of separate living spaces among different people √√

Any other relevant response

2.6. Explain how SOURCE A and B support each other, regarding the Apartheid policies.

- SOURCE A and SOURCE B, supports each other as they both talk / explain about the forced removal of other racial groups.
- Both SOURCES, explain the Apartheid brutality towards Minorities groups.
- Both SOURCES explain more on where these people were moved to and when
- **Any other relevant response** √√√√

3 PARAGRAPH

Using the information in the SOURCES and your own knowledge, write a paragraph of about eight lines explaining how Force Removal of blacks affected their lives. (8x1) (8)

The following bullets can be included in the paragraph and any other relevant respond.

- Separate families (grand parents from their grand children)
- Wives losing their husbands due to classifications.
- People classified according to race (blacks, coloured)
- Children losing biological parents
- Families losing their houses, having to start life afresh
- Increase in poverty due to people being misplaced.

LEVELS	LEVEL DISCRIPTIONS	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how forced removal of blacks affected their lives. • Uses evidence partially or cannot write a paragraph.	0-2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how forced removal of blacks affected their lives. • Uses evidence in a basic manner to write a paragraph.	3-5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how forced removal of blacks affected their lives. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	6-8

Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana

Date:

SOURCE A : A woman sitting outside her shack with all her belongings after being forcefully removed from Mogopa



The people of Mogopa lived for over 70 years, on good land which their forefathers purchased before the 1913 Land Act. Then their land was designated a "black spot" in a white area and they were ordered to move to Pachsdraai, in Bophuthatswana. They refused to move. They confronted the government by organized and strong resistance.

The government mounted a counterattack. Bulldozers razed the school, the church, and some houses. It withdrew services, no pensions were paid out, no annual labour contracts were issued and the bus service was suspended.

Still the people of Mogopa stood fast and then a removal squad arrived, complete with tractors, trucks and busses, and camped on their land. Challenged in court for trespass, the government backed down temporarily. But soon the people of Mogopa received an order to leave by November 29, 1983. Hundreds of supporters, black and white church people, students, political groups and the press arrived to wait with the Mogopa people for the government trucks. They did not come. The supporters returned home.

The Mogopa people began to rebuild their battered community. They raised money to buy a new water pump. The men rebuilt the school. The women repaired the roads.

But in the early hours of the morning of February 14, 1984, heavily armed police arrived in Mogopa and declared it an "operational zone", a term usually reserved for the war zones of Namibia. No outsiders were allowed in. The police, working with dogs, forcibly loaded people and belongings onto busses and trucks and took them to Pachsdraai.

They arrived to a barren welcome, with their furniture broken, many belongings lost, their cattle sold at a pittance to white farmers, who were the only civilians allowed into the area. Pachsdraai offered little. It was far from towns and job opportunities. The depleted soil was unsuitable for the non-irrigated farming that was the basis of their subsistence agriculture, and the hated imposed headman was given complete control of the allocation of all reSOURCES.

The Mogopa people refused to stay, and moved to another area of Bophuthatswana, Bethanie, but their lives are still painfully difficult; the strong community now lives, divided into three groups, without water, without permission to hold meetings, without grazing grounds, without plots to farm, a witness to the real meaning of the bantustan system.

Make use of SOURCE A and your own knowledge to answer the following questions

1. What evidence from the SOURCE indicates that Mogopa was a productive farming community.
For 70 years these people lived in a good land which their forefathers purchased before the 1913 Land Act
2. Why did they move to Pachsdraai?
Their land was designated a black spot in a white area and they were ordered to move to Bophuthatswana in Pachsdraai.
3. What evidence is there on the SOURCE that shows that the people of Mogopa did not want to move?
- A woman sitting outside her shack with all her belongings after being forcefully removed from Mogopa.
Mogopa people rebuilt their battered community and rebuilt the schools and repaired roads.
4. Describe what usually happened during an operational zone?
An operational zone is a term usually reserved for war zones in Namibia. No outsiders were allowed in. Lawyers, priests, diplomats were turned away at the entrance. Police working with dogs would forcefully load people and their belongings onto the buses.
5. At Pachsdraai, in the stated homeland, did people receive everything that was promised? What were the conditions of these homelands?
No, they didn't receive everything that was promised the homeland was barren. ✓ It was far from towns ✓ and job opportunities ✓ Soil was depleted ✓ and unsuitable for non-irrigated farming that was the basis of their subsistence agriculture ✓

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 3

TOPIC: Turning points in modern S.A history since 1948
Gr. 9 Term 3

CONTENT / CONCEPTS: 1950s: Repression and non-violent resistance to apartheid

1. SACP banned:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. ANC programme of action:

- o Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

3. The Defiance Campaign (including the influence of Mahatma Gandhi) :

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

4. Freedom Charter and Treason Trial:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

5. Women's March:

o Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

1950s: SACP and non-violent resistance to apartheid

Date: _____

Who was the SACP South African Communist Party**South African Communist Party - Political party**

The South African Communist Party is a communist party in South Africa. It was founded in 1921 as the Communist Party of South Africa, dissolved in 1948, was declared illegal in 1950 by the governing National Party, was refounded as the SACP in 1953, and participated in the struggle to end the apartheid system.



SOURCE A : A protest in support of the South African Communist Party (SACP) after it had been banned.



SOURCE B: The logo of the African National Congress (ANC).



The African National Congress (ANC) also "adopts the Programme of Action" on 17 December, which advocated a more militant approach to protesting apartheid. In 1950, the ANC started promoting demonstrations, mass action, boycotts, strikes and acts of civil disobedience.

Make use of SOURCE A, B and your own knowledge to answer the following questions

1. In one sentence explain the meaning of the following concepts.

- (i) Communism – A political system with no private ownership of land/ business and the society is classless.
- (ii) Activities going underground – Meetings were held in secret.
- (iii) Banned – No longer allowed to exist.
- (iv) Boycott – A form of protest by not using any provided services especially by government.

2. Why did the SACP have to go underground in 1952?

Because the NP passed the suppression of Communism Act in 1950. The Communist Party was banned and its activities had to be carried out in secret so as to strengthen its ties to local nationalist organizations such as ANC

Brief biography: Albert Luthuli, his role in the ANC, and resistance to apartheid. Date: _____**SOURCE A:**

Albert John Luthuli (1898- 1967), was a South African statesman and the first African to win the Nobel Prize for peace. He was born at in Solusi mission station Rhodesia. On completing a teacher's course from a Methodist Institution at Edendale around 1917, Luthuli took up a job as principal in Natal. In 1920, he attended a higher teacher's training course at Adams College with a scholarship provided by the government and joined the training college staff afterward. Albert Luthuli was elected as the secretary of the African Teacher's Association in 1928 and subsequently as its president in 1933. It was while he was teaching at Adams that the Groutville community requested him to become its chief. Sugarcane production, which was the reservation's main SOURCE of income, had run into difficulties. Luthuli accepted the invitation and saved the community's economy from collapse.

He believed that Christian values can unite black and white in a democratic coalition. Apartheid's preoccupation with colour and the particular experience of the Afrikaner outraged him. Because of these views, Luthuli was later banished, and tried for treason. In 1936, the government imposed total restraint on the non-white community, bypassing every aspect of their lives. Luthuli's concern for all black people joined the ANC in 1944. He was therefore a Zulu chief, teacher and religious leader, and president of the African National Congress (1952–60) in South Africa.

Make use of SOURCE A and your own knowledge to answer the following questions

1. Where and when was Luthuli born? He was born in Solusi mission station in Rhodesia in 1898.

2. When did he become the chief of the Groutville community?

- While he was teaching at Adams
- and the sugar cane production was running into difficulties

3. Did he achieve his mission? Yes

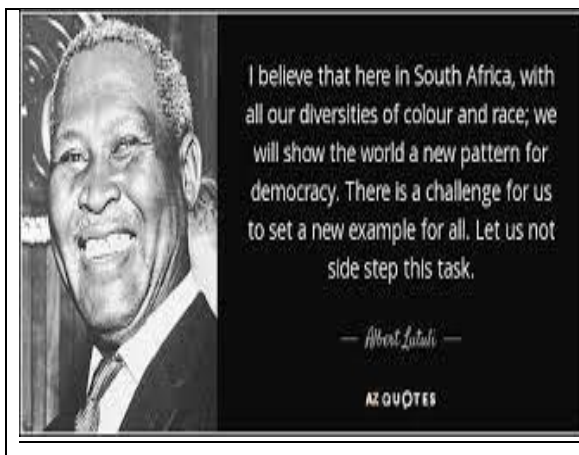
Reason: He saved the community's economy from collapsing

4. Why did Chief Albert Luthuli receive the Nobel Peace Prize?

- He led his people in the non-violent struggle against the apartheid government.
- He made a public protest by burning his passbook.
- He was a strong Christian with a noble manner and was passionate about justice and equality for all people.

5. What is the Nobel Peace Prize?

The Nobel Peace Prize is a highly regarded award given to someone who is nominated for their work to promote peace.



The Defiance Campaign (including the influence of Mahatma Gandhi)

Date: _____

What was the purpose of the defiance campaign?

The official **goal** of the **campaign** was to repeal six "unjust laws" that had recently been introduced: the pass laws act, the group areas act, the Suppression of communism act, the Bantu authorities act, the separate Representation of voters act and the Stock limitation act.

The Defiance Campaign was launched on 26 June 1952, the date that became the yearly National Day of Protest and Mourning. The South African police were alerted about the action and were armed and prepared. In major South African cities, people and organizations performed acts of defiance and civil disobedience.

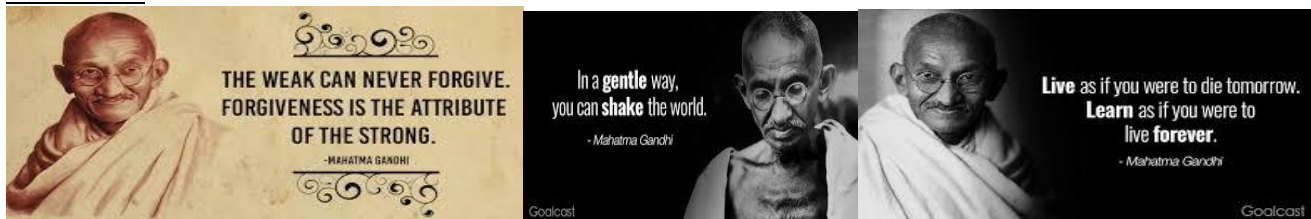
Why is the defiance campaign considered a turning point in South African history?

A tremendous number of people demonstrated against the existing Apartheid Laws by disobeying them to combat Apartheid. The **Defiance campaign** embraced Gandhi's notion of Satyagraha, the term he coined in 1907 when he led a batch of volunteers to defy anti-Asian legislation in the Transvaal

What was the goal of the 1952 Defiance Campaign ?

The **Defiance Campaign** of **1952** was the first multi-racial non-violent protest against the unjustness of the apartheid laws

SOURCE A : Mahatma Gandhi



The 'Defiance of Unjust Laws Campaign', as it was formally known, was launched on 26 June 1952 by the ANC and South African Indian Congress (SAIC) in the tradition of Mahatma Gandhi. A tremendous number of people demonstrated against the existing Apartheid Laws by disobeying them to combat Apartheid. The Defiance campaign embraced Gandhi's notion of Satyagraha.

Satyagraha entails a firm but non-violent struggle for a good cause. More than 8000 people of various race groups were arrested for defying the laws of Apartheid by using bathrooms that were not reserved for them, by riding in busses not reserved for them and by committing other offences that were against the law. A major tactic employed by the resisters was choosing to be imprisoned, rather than paying a fine, after arrests which allowed demonstrators to burden the government economically, while giving them a chance to voice their opinions on apartheid when they were tried in court.

An increasing number of people joined the movement despite the government trying to curtail it. The government aimed all attacks at the leaders of the movement in an attempt to combat the growing popularity of the movement. Nelson Mandela, who was the president of the ANC Youth League at that time, was one of the Defiance Campaign leaders, and was charged with leading the Campaign with the goal of effecting change in both the industrial and social structure of the country using "constitutional and illegal tactics". This trial provided the foundation for campaigners to spread their message on a national level.

At the end of November 1952, the government prohibited all meetings of more than ten Africans throughout the country and then followed by instituting two laws, the Criminal Law Amendment Act (which targeted any person who broke any law in protest or support of a campaign) and the Public Safety Act (which allowed the Cabinet to temporarily suspend all laws whenever they declared a state of emergency and to enact emergency rules for anything necessary).

Make use of SOURCE A and your own knowledge to answer the following questions:

1. Explain the term Satyagraha.
Satyagraha entails a firm but non-violent struggle for a good cause.
2. How many people of various race groups were arrested for defying the laws of Apartheid? 8000 people
3. Name TWO actions of defiance for which they were arrested.
They defying the laws of Apartheid by using bathrooms that were not reserved for them, by riding in busses not reserved for them
4. State if the government succeeded in repressing the campaign. No, they did not.
5. Name the leader of the ANC Youth League in 1952, who was also one of the leaders of the Defiance campaign.
Nelson Mandela
6. Name the TWO laws instituted by the government in November 1952.
Criminal Law Amendment Act and the Public Safety Act.

Freedom Charter

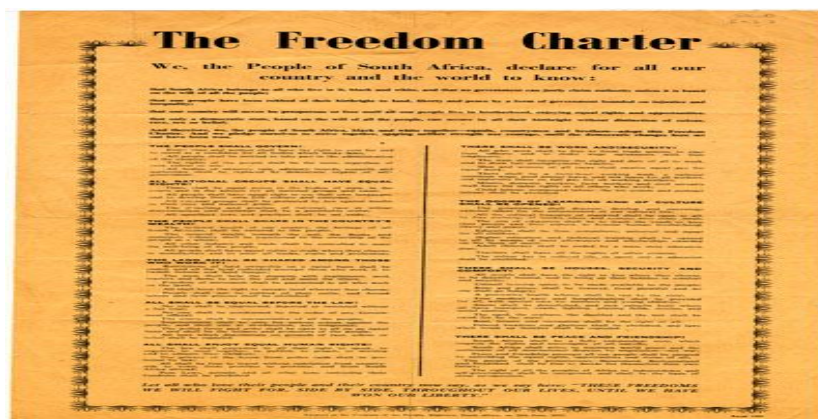
Date: _____

In 1955, the ANC sent out 50,000 volunteers into townships and the countryside to collect "freedom demands" from the people of South Africa. This system was designed to give all South Africans equal rights. ... The charter also calls for democracy and human rights, land reform, labour rights, and nationalisation.

When was the Freedom Charter drafted?

The Charter was officially adopted on Sunday 26 June 1955 at a gathering of about 3,000 people, known as the Congress of the People in Kliptown, Soweto.

SOURCE A: South African Freedom Charter.



The initiative for the adoption of the Freedom Charter came from coalition of political organisations, including the ANC, Congress of Democrats, Indian National Congress, and South African Coloured People's Congress. The Freedom Charter's basic principles rested on the demands for human and political rights. The sharing of wealth, adequate housing, education, and healthcare were important for them. In other words, the Freedom Charter is a document that consists of the political parties' emphasis on non-racialism. It also declares that South Africa belongs to everyone not only certain races.. These statements were sued by the government and they arrested 153 leaders of the alliance who were charged with high treason.

The Freedom Charter grew from a campaign to collect the citizens' ideas for alternative regimes other than Apartheid, which were gathered at meetings. On June the 26th, 1955 at a Congress where delegates were discussing the Freedom charter, police arrived in force armed with stun guns, and they formed a cordon around the sports field where the discussions were held. . Fifteen security policemen then mounted the platform to address the crowd. They claimed that all people present at the congress were committing treason. They then confiscated all documents, posters and film, and proceeded taking names and addresses of all the delegates.

A few months after the discussion of the Freedom Charter, the police conducted the raid of 500 activists' homes, including the homes of Chief Albert Luthuli (president of the ANC) and Nelson Mandela, seizing documents related to the Freedom charter, and also searching for possible evidence of high treason or sedition. The following week, another 12 people, including Walter Sisulu, were arrested. In total the police arrested 156 people: 105 Blacks, 21 Indians, 23 Whites and 7 Coloureds. Banning and restriction were served to hundreds of activists as the Apartheid government stepped up pressure on the liberation movements. In December 1956 police organized a nationwide crackdown on the anti-apartheid movements; top leaders of these movements were arrested and driven or flown in military aircraft to Johannesburg where they were incarcerated in The Fort Prison. In 1957 the "Treason Trial" began in the Johannesburg Drill Hall. The trial lasted until 1961. During this time the leaders of the various liberation movements had the opportunity to share ideas and make future plans.

Make use of **SOURCE A** and your own knowledge to answer the following questions

1. List the four other liberation groups that formed an alliance with the ANC in 1955 to oppose apartheid.

South African Indian Congress

South Africa Coloured People's Organisation

South African Congress of Trade Unions

Congress of Democrats

2. What did these groups call themselves? Congress Alliance

3. On what date did the Congress of the People take place in Kliptown? June 26, 1955

4. What did the Government think about the Freedom Charter? They believed that the Freedom Charter promoted treason.

5. How many people were arrested in 1956? 156 people

6. What was the end of the Betrayal Trial? Everyone was found not guilty.

The treason trial

Date : _____

SOURCE A : The Accused during the Treason Trial



Mandela at the treason trial 1958



Answer the following questions:

What was the treason trial?

The Treason Trial was a trial in Johannesburg in which 156 people, including Nelson Mandela, were arrested in a raid and accused of treason in South Africa in 1956.

Dates: 05 Dec 1956 – 29 Mar 1961

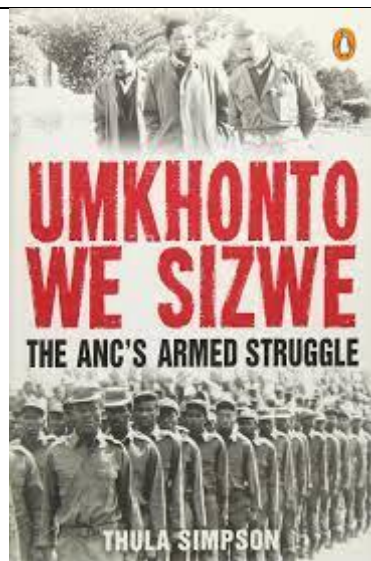
Location: Pretoria

Why did the treason trial happen?

The **Treason Trial** was the South African apartheid government's response to the adoption of the Freedom Charter at the Congress of the People in Kliptown on 26 June 1955. The **trial** lasted until 1961 when all the accused **were** found not-guilty

What was the final outcome of the treason trial?

All the judges agreed that the state had failed to prove the ANC or the Freedom Charter as communist. Therefore, after the longest **Treason Trial** in South African history, the remaining accused were all acquitted of **treason**. The government's strategy to eradicate the Freedom Charter at birth had failed



uMkhonto we Sizwe

Armed force

uMkhonto we Sizwe was the armed wing of the African National Congress, co-founded by Nelson Mandela in the wake of the Sharpeville massacre. Its mission was to fight against the South African government. Wikipedia

Battles and wars: Internal resistance to apartheid

Founded: 16 December 1961

Ceased operations: 1990

Founders: Nelson Mandela, Walter Sisulu

Leaders: Lennox Lagu, Godfrey Ngwenya

Parent organization: African National Congress

Women's March

Date: _____

SOURCE A: Women's March

The 1956 Women's March in Pretoria, South Africa constitutes an especially noteworthy moment in women's history. On 9 August 1956, thousands of South Africa women – ranging from all backgrounds and cultures including Indians, Coloureds, Whites, and Blacks – staged a march on the Union Buildings of Pretoria to protest against the abusive pass laws. Estimates of over 20,000 women – some carrying young children on their backs, some wearing traditional dresses and sarees, and others clothed in their domestic work outfits – all showed up to take part in the resistance against apartheid. The 1956 Women's March played a vital role in the women becoming more visible participants in the anti-apartheid struggle.

SOURCE B : Women during Apartheid

Helen Joseph

Shocked at the difficulty of black women, she played a pivotal role, along with Lillian Ngoyi, in the formation of the Federation of South African Women. With its leadership, she spearheaded a March of 20,000 women on August 9, 1956, to the Union Buildings in Pretoria to protest against the pass laws.

Died: 25 December 1992 (aged 87); Johannes...

Occupation: Anti-apartheid activist

Nationality: South African

Born: 8 April 1905; Easebourne near Midhurst

Lilian Ngoyi, "Mma Ngoyi", was a South African anti-apartheid activist. She was the first woman elected to the executive committee of the African National Congress, and helped launch the Federation of South African Women.

Other names: Ma Ngoyi

Known for: Internal resistance to apartheid

Died: 13 March 1980 (aged 68); Gauteng

Helen Joseph



Lillian Ngoyi



As Chief Luthuli said, 'When the women begin to take an active part in the struggle, no power on earth can stop us from achieving freedom in our lifetime.'
~ Nelson Mandela