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SP: SOCIAL SCIENCE
GRADE 9: TERM 3
HISTORY: LEARNER BOOKLET

Learner Name: _____ Grade: 9C _____

**TURNING POINTS IN MODERN SOUTH AFRICAN
HISTORY SINCE 1948**



WORD BANK

CONCEPT	DEFINITION
Human Rights	Human rights are the basic rights and freedoms that belongs to every person in the world from birth to death like freedom of speech and opinion, right to work and education.
Apartheid	Is a system of institutionalized racial segregation that existed in South Africa from 1948 until the early 1990s
Segregation	It is an act of setting someone or something apart from others. People can be set apart based on their race, religion, ethnic group or minority groups.
Repression	It is the use force or violence to control a group of people
Resistance	A refusal to accept or comply with something
Non-Violent Resistance	It is a practise of achieving goals such as social change through symbolic protests, symbolic protests, civil disobedience, economic or political non-cooperation or other methods, while being non-violent.
Defiance Campaign	Was the first large-scale, multi-racial political mobilization against apartheid laws under common leadership of the different racial groups.
Treason	The crime of one's country, especially by attempting to kill or overthrow the government.
Freedom Charter	It is was the statement with core principles of the South African Congress Alliance and its allies
Massacre	Is the killing of many people in a violent and cruel way.
Banned	It is to prohibit or not allow the use of, performance of or distribution of through legal means
Programme of Action	A non-violent resistance campaign which involved civil disobedience, strike, boycotts and other forms of non-violent resistance against apartheid.

Topic 1: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS AFTER WWII

UNIT 1: THE UNITED NATIONS PROPOSES A DECLARATION

NEED FOR HUMAN RIGHTS

Many human rights were violated during World War II. When the world found out about the deaths of millions of the Jews, gypsies, homosexuals and others they wanted to make sure it never happened again. During the World War II, the Allies adopted the



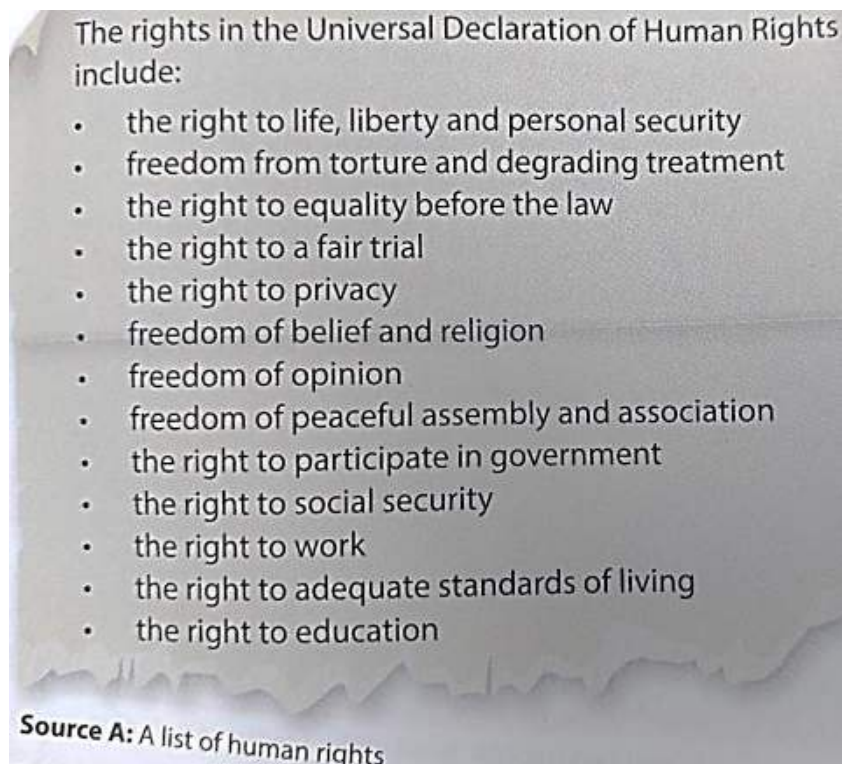
Four Freedoms:

- Freedom of speech
- Freedom of assembly
- Freedom from fear
- Freedom from want

The first step was to formulate a treaty which was signed on 26 June 1945 in San Francisco, after the United Nations Conference on International Organisation. Thus the United Nations came into being just after the war, to secure global piece in October 1945. This organisation wanted a Declaration of Human Rights agreed upon by all nations. Any nation breaking this would be breaking international law. The founding of the United Nations said that every human being had dignity and worth, and that all member states should respect and observe human rights regardless of race, sex, language and religion.

The Universal Declaration of Human rights has 30 articles. They describe 'a common standard of achievement for all people and all nations'. Below are 10 of these articles.

Article 1	Right to equality
Article 2	Freedom from discrimination
Article 3	Right to life, liberty, personal security
Article 4	Freedom from slavery
Article 5	Freedom from torture and degrading treatment
Article 11	Right to be considered innocent until proven guilty
Article 17	Right to own property
Article 18	Freedom of belief and religion
Article 19	Freedom of opinion and information
Article 26	Right to education



Topic 2: DEFINITION OF RACISM

UNIT 1: THE HUMAN EVOLUTION AND OUR COMMON ANCESTRY

About 40km west of Johannesburg in Gauteng, is a very large location which is partly grassland and partly bushveld. Beneath its hills lie a series of more than 12 underground caverns and caves. Some of these caves hold or have produced the world's richest fossil remains of pre-historic plants, animals and early ape-men. The discovery of these bones and culture remains of these ape-men, better known as hominis, has led to the naming of this area as the Cradle of Humankind. Humans developed from these early ape-men. This area caught the attention of the world over many decades. Its importance led to it being declared a World Heritage Site. The most famous cave in this area is the Sterkfontein Cave. It is deep in this cave where fossil remains were discovered which point to the fact that we are evolved from these early ape-men or hominis.



Biological evolution explains the way all living things evolved over billions of years from a single common ancestor. Evolution is a long process whereby a species adapts to its surroundings. Genetic changes take place making the new species adapt to its surroundings. Genetic changes take place making the new beings different from the old ones. Between 4 and 1 million years ago, several different species of ape-men inhabited the African landscape. One of the most widespread of the early species is a species that was bipedal, which means it walked mainly on two legs. Probably the best known specimen is "Lucy", the partial skeleton of a female discovered in 1973 in Ethiopia.

Later, Homo evolved. The final transition period happened about 200 000 years ago. Late Homo species, including Neanderthals and Homo sapiens, evolved large and complex brains, leading eventually to language, and developed culture as an increasingly important aspect of human life.



Mrs. Ples

UNIT 2: APARTHEID AND THE MYTH OF 'RACE'

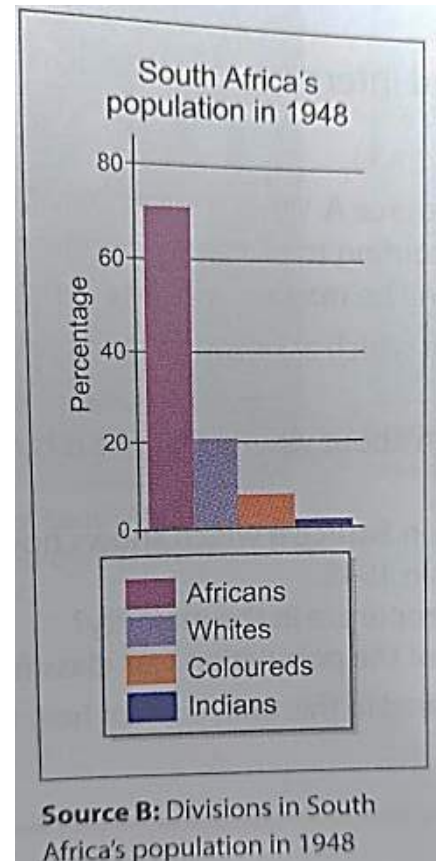
We need to understand that all human beings developed through the process of evolution. This helps us to realise that 'race' differences are cultural and social not biological. We are all Africans in a sense that we all descended from ancestors who lived in Africa as recently as 100 000 years ago.

Any two human beings, of whatever background, are genetically more similar than in any other similar mammals. The dark pigmentation of people living in Africa protected them from the harsh tropical sun.

As our ancestors moved into different parts of the world, they adapted to less sunny climatic conditions, in particular, the long, cold winters of Europe. Their skins lost the dark pigmentation.

In apartheid South Africa, people were classified according to their skin colour or so called race. Racism is the false belief that some groups of people are superior to others. Apartheid was based on the idea that white people were better than others and that they were chosen to rule South Africa. Apartheid was a way of maintaining white people power and controlling where blacks lived, worked and went to school.

Political systems based on race, such as Hitler's Aryan idea, and apartheid, cannot stand up to the scientific fact that culture and home background are responsible for distinctive qualities, not race.



TOPIC 3: 1948 NATIONAL PARTY AND APARTHEID

UNIT 1: RACIAL SEGREGATION BEFORE APARTHEID

Restrictive laws were passed before 1948. This means that segregation started as early as 1905 by the English-speaking politicians. Plans were made to separate whites and blacks in towns. White Afrikaans speaking politicians continued this policy. This led to the Native Land Act of 1913 which gave whites ownership of 87% of the land. This meant that all Africans in white-owned rural areas became wage labourers on white farms and tenants. They could no longer farm independently, and in the reserves the land was so badly eroded because so many people had to farm on so little land. This led to Africans being impoverished.



Activity 1: Effects of the 1913 Land Act

Date:

Read this source and discuss the issues raised.

SOURCE A: EXTRACT FROM *NATIVE LIFE IN SOUTH AFRICA*

If you see your countrymen and countrywomen driven from home, their homes broken up, with no hope of redress, on the mandate of a government to which they have loyally paid taxation without representation – driven from their homes, because they do not want to become servants.... You would, I think, likewise find it very difficult to maintain a level head or wield a temperate pen.

(Native life in South Africa, Sol Plaatje, Secretary of the ANC, 1916)

1. What do you think this source tells you about the roots of apartheid in South Africa? Remember that officially apartheid began only in 1948. This extract is from 1916.
2. Do you think that black people have been fairly treated before 1948?
3. Could you say that a form of apartheid existed before the Nationalist Party came to power?
4. Do you agree with Sol Plaatje that witnessing these things would make it difficult to write with a 'temperate pen'?

FURTHER DISCRIMINATION

There were other Acts which restricted black people, such as the Urban Areas Act of 1923 which introduced residential segregation, the Pass laws and the Colour Bar Act of 1926 which prevented black people from practising skilled trades.

The United Party under Jan Smuts started to move away from enforcing segregation during World War II when black people fought alongside whites against Germany. The Sauer Commission (1947) however, concluded that integration would bring about a 'loss of personality' for all racial groups.

The Pass laws were introduced to control and regulate the movement of black people into white urban areas. All black men were required to carry passes at all times. The pass allowed them access to white areas for the purpose of work. When stopped by police, they had to produce their

pass books to prove that they were permitted to be in an area. If they were found without a pass, they were arrested.

In 1948, the Nationalist Party (NP) was voted into power by white voters who supported their racist views. From then onwards, the government passed laws segregating people in every possible way. These laws formed the system of apartheid which legalised and enforced segregation, thus making South Africa different from the rest of the world which was moving towards independence for colonies and empowerment for all their citizens, regardless of race.

MAIN APARTHEID LAWS

From 1948, South Africa legally and officially divided people into two broad groups based on race: whites and non-whites. Non-whites were further divided into coloured, Asians (Indians) and 'natives' (blacks). The government had different regulations for the different groups. People from all groups who challenged or broke the laws were punished.

The main apartheid laws	
Separate Amenities Act	1. Beaches, parks, toilets and nearly all public amenities were segregated. Whites were allowed to use the best amenities.
The Suppression of Communism Act and the Terrorism Act	2. This law banned any political organisation that the National Party did not like, by calling them 'communists' or 'terrorists'. People were arrested, detained and tortured without trial under these Acts.
Bantu Education Act	3. Black children received an inferior education.
Bantu Self Government Act	4. This set up a system of 'homelands' or 'Bantustans' for Africans.
Population Registration Act	5. This law classified all South Africans into Europeans (whites), coloureds, Indians and Africans.
'Passes' Act	6. All African men had to carry 'reference' books or 'pass' books. Passes were used to control the movement of African male workers between the rural and urban areas.
Group Areas Act	7. Special areas were set aside as residential and business areas for particular 'races'. Many people were forced to move under this Act.
Prohibition of Mixed Marriages Act and the Immorality Act	8. These laws forbade marriages between blacks and whites, and made it illegal for black and white people to have sexual relations with each other.

THE MAIN APARTHEID LAWS

The Prohibition of Mixed Marriages Act (1950)

This law made it an offence to marry someone of a race group different from you.

Amendment to the Immorality Act (1950)

This law made it a criminal offence for a white person to have sexual relations with a person of a different race.

The Population Registration Act (1950)

This law required all citizens to register as black, white, coloured or Asian.

The Suppression of Communism Act (1950)

This law banned any opposition party the government chose to label as 'communist'

The Group Areas Act (1950)

This law barred people of particular races from various urban areas

The Reservation of Separate Amenities Act (1953)

This law prohibited people of different races from using the same public amenities such as restrooms, parks and cinemas.

The Bantu Education Act (1953)

This law established a Black Education Department in the Department of Native Affairs. A different curriculum that 'suited the nature and requirement of the black people' was taught in schools. This had the effect that black children were given a poorer education than other children.

The enforcement of the apartheid laws caused great hardship. For example, the Group Areas Act meant that people were forcibly removed from where their families had been living, sometimes for a long time, and sent to another part of the city or even far away.



Activity 2: How does discrimination affect the individual**Date:****SOURCE B: FORCED REMOVALS FROM DISTRICT SIX**

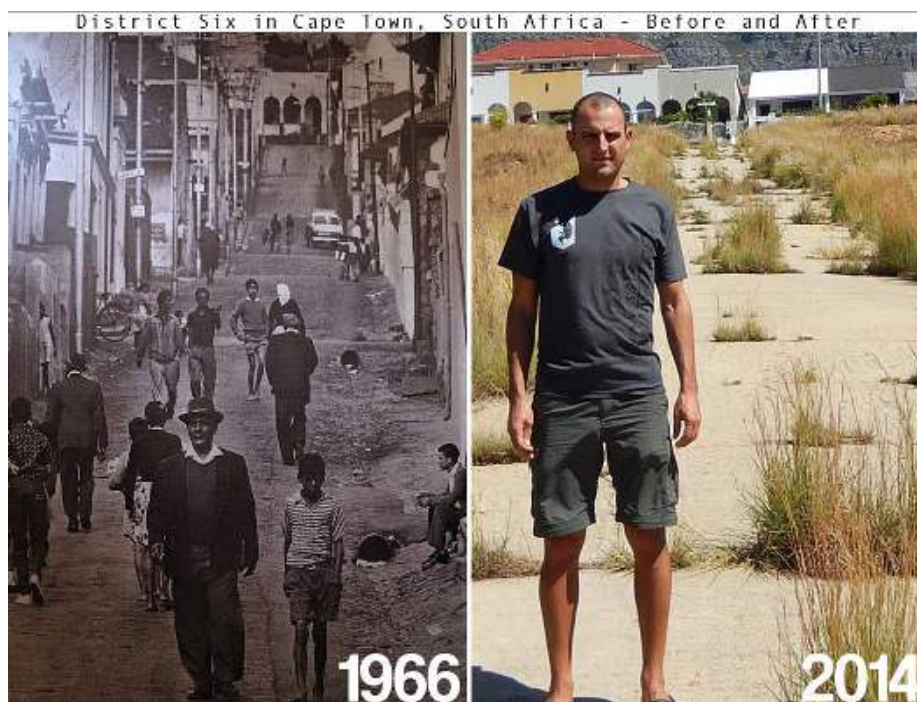
In 1965, the government removed occupants living in District Six, an area near the urban centre of Cape Town. The government declared the area a 'whites only' zone. As a result, the impoverished but vibrant community of District Six was destroyed.

Over 60 000 people from the area were forced to leave their homes, neighbours, livelihoods, community and religious centres. They were relocated to the bleak, sandy and windy plains of the Cape Flats, several kilometres away.

In an effort to preserve the memories of District Six and create a monument to the thousands of people around the country forcibly relocated under apartheid, the District Six Museum Foundation was established in 1989. In 1994, the District Six Museum opened.

(Adapted: *Recalling District Six*, 19 August 2003, South Africa.info)

1. Which apartheid law caused the event described in Source B above to happen?
2. State the two reasons why the District Six Museum was founded?

**SOURCE C: EXTRACT ON BANTU EDUCATION**

In 1953, the government passed the Bantu Education Act, which the people didn't want. We didn't want this bad education for our children. This Bantu Education Act was to make sure that our children only learnt things that would make them good for what the government wanted: to work in the factories and so on: they must not learn properly at school like the white children. Our children were to go to school only three hours a day, two shifts of children every day. One in the morning and one in the afternoon, so that more children could get a little bit of learning without government having to spend more money. Hawu! It was a terrible thing that act.

My Spirit is Not Banned, Part 2 Baard and Schreiner

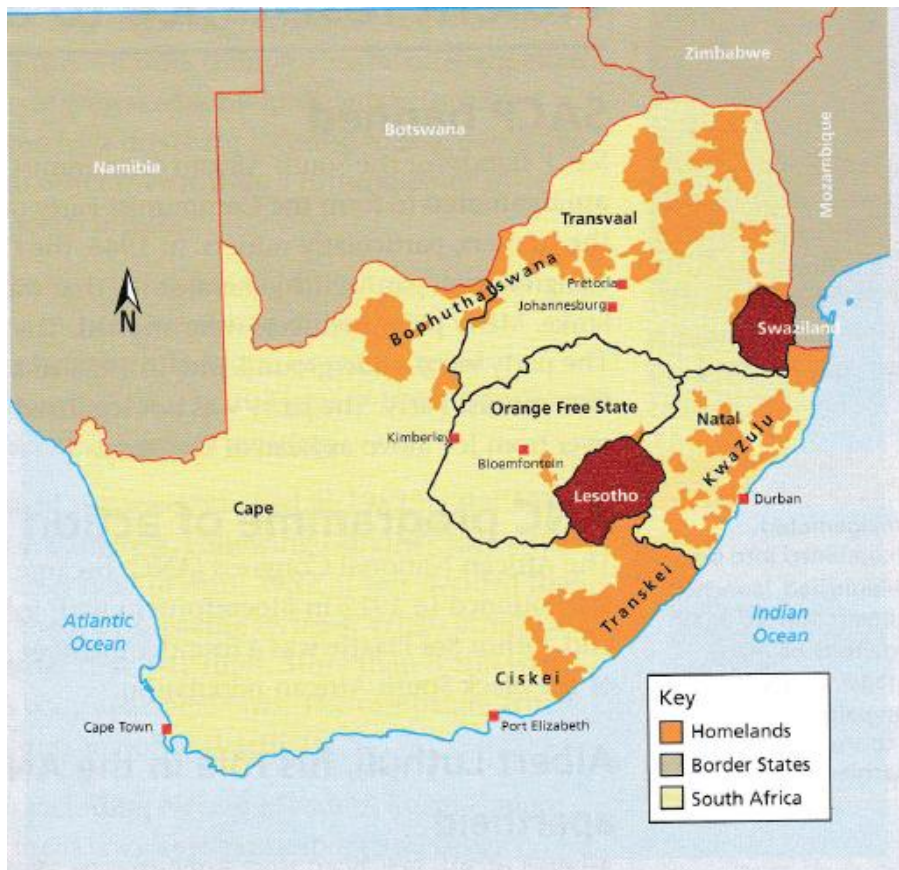
Activity 3: Bantu Education**Date:**

1. Why did the parents not want the Bantu Education Act for their children?
2. What does the writer say the government wants for their children when they are grown up?
3. Why does the writer think that the government is being selfish?
4. Chose three words or phrases that show how the writer felt about the Act

CASE STUDY: BANTUSTANS: FORCED REMOVAL OF PEOPLE OF MOGOQA TO BOPHUTHATSWANA

Bantustans or 'homelands' were established by the apartheid government as designated areas for black people to live in. The first was Transkei (1976), then Bophuthatswana (1977), Venda (1979) and seven others. South Africa's population was subjected to a massive programme of forced relocation. It has been estimated that 3.5 million people were forced from their homes from the 1960s through the 1980s, many being resettled in the Bantustans. About 55% of South Africa's population lived in the Bantustans; the remainder lived in South Africa proper, many in townships, shanty-towns and slums on the outskirts of South African cities.

The people of Mogopa, near Ventersdorp in present day North West Province, were forcibly removed in 1984 from two farms they had owned for a long time. About 30 homes and some community buildings were bulldozed. In 1987, the Supreme Court ruled that the removal of the Mogopa people was illegal.



Activity 4: Forced Removal**Date:**

1. Explain the meaning of the word apartheid
2. Why do you think the apartheid government thought it necessary to further separate the race groups (coloureds, blacks and Indians)?
3. Look at the map and explain how the land was distributed between white and black people.
4. How do you think the Group Areas Act benefited white South Africans?

UNIT 4: 1950s REPRESSION AND NON-VIOLENT RESISTANCE TO APARTHEID**SACP BANNED**

SACP stands for the South African Communist Party. In 1921, other parties amalgamated to form the Communist Party of South Africa. Its concern was with the workers, particularly miners. In 1946, the CPSA along with the African National Congress took part in the general strike that was started by the African Mine Workers' Strike. Many party members were arrested. The CPSA was declared illegal in 1950. The party went underground and, in 1953 re-launched itself as the South African Communist Party. The party was not legalised until 1990. In 1991, Chris Hani took over from Joe Slovo as head of the party.

**ANC programme of action**

The African National Congress (ANC) became known as this in 1923, although it was founded in 1912 in Bloemfontein with John Dube as its first president. Poet and author Sol Plaatje was a founder member. Its object was to increase the rights of the black South African population.



Walter Sisulu called for the programme of action

ALBERT LUTHULI, HIS ROLE IN THE ANC AND RESISTANCE TO APARTHEID

Albert Luthuli was born near Bulawayo in 1898, but after his father's death, his mother moved to Kwa-Zulu Natal where Albert completed a teaching course and became a teacher. In 1936, he became a Chief and remained so until 1952, when he was dismissed by the government. In 1944, he joined the ANC and in 1952, he joined with other ANC leaders in organising non-violent campaigns to defy discriminatory laws. He was elected as the president of the ANC. In immediate response, the NP government imposed two two-year bans on Luthuli's movements. When the second ban expired in 1956, he attended an ANC conference only to



be arrested and charged with treason. The charges were later withdrawn. Another five-year ban confined him to a fifteen-mile radius of his home. In December 1961, he was awarded the Nobel Peace Prize for his role in the non-violent struggle against apartheid. He was the first African and the first person from outside Europe and the Americas to be awarded the Nobel Peace Prize.

In July 1967, at the age of 69, he was fatally injured in an accident on a rail track near his home in Stanger.

Activity 5:

Date:

1. Write the following in full:
CPSA
SACP
ANC
2. Write the meaning of the word 'amalgamated'.
3. What was the main concern of the CPSA?
4. Who was the first president of the ANC?
5. What was the first career of Albert Luthuli?
6. Why was Albert Luthuli awarded the Nobel Peace Prize?
7. Why was this prize so significant?



THE DEFIANCE CAMPAIGN

Mohandas Karamchand Gandhi (later known as Mahatma Gandhi) was born on 2 October 1869 in India. He studied Law in London and came to Natal in 1893 where he spent 21 years. He was thrown off a train at Pietermaritzburg after refusing to move from the first-class seat which was reserved for whites only. He was also then beaten by a driver for refusing to move to make room for a white passenger. These and other events were a turning point in Gandhi's life, they awakened him to social injustice.

Ghandi became famous by fighting for the civil rights of Muslim and Hindu Indians in South Africa, using the new technique of non-violent civil disobedience that he developed. After his return to India, he campaigned peacefully for India's independence from Britain. On 30 January 1948, Ghandi was fatally shot while he was walking to address a prayer meeting.

The Defiance Campaign against unjust Laws was launched in 1952 by the ANC together with the South African Indian Congress. Following Ghandi's ideas, it was a non-violent campaign. It was decided that groups of volunteers would defy apartheid by breaking its laws. When arrested, the volunteers would go to prison rather than pay fines. More than 8500 were imprisoned for peacefully refusing to obey apartheid laws. The campaign, which carried on into 1953 attracted thousands to political activity.

On 26 June 1952 the first volunteers, including Nelson Mandela, Yusuf Dadoo, Walter Sisulu and others defied apartheid laws in Johannesburg and other major cities. Across the country groups of volunteers entered white sections of post offices and railway stations and defied the nightly curfew. The volunteers comments were that they were defying unjust laws that have oppressed people for 300 years. When brought to court, the volunteers pleaded 'not guilty' and made statements explaining why they did what they did.

When the campaigners reached the 5000 mark, the government ran out of jail space and people were sentenced to lashings and were brutally treated. Peaceful protests were met with violence.

Activity 6:

Date:

1. Explain the event that was a turning point in Ghandi's life.
2. What did this even awaken in him?
3. What did Ghandi become famous for?
4. What was the purpose of the Defiance campaign?
5. How did the Defiance campaign work?
6. What were the results of the Defiance campaign?
7. Name THREE (now famous activists) who were the first volunteers to defy Apartheid laws.
8. What happened to prisons when they reached the 5000 mark?

FREEDOM CHARTER AND TREASON TRIAL

There was a huge escalation in the ANC membership during the Defiance Campaign. The result was that the ANC formed the South African Congress Alliance with the South African Indian Congress and two other organisations in 1955. It sent thousands of volunteers to collect 'freedom demands' such as 'Land to be given to all landless people', 'Living wages and shorter hours of work', 'Free and compulsory education, irrespective of colour, race or nationality'. These were put together in a single document by leaders. At the Congress for the People in Kliptown, three thousand delegates were given the Freedom Charter and on 26 June 1955 it was formally adopted. On the next day the meeting was broken up by police, although the Charter had been read in full by then. Restricted by banning orders, Nelson Mandela escaped the police by disguising himself as a milkman. The document is committed to a non-racial South Africa.

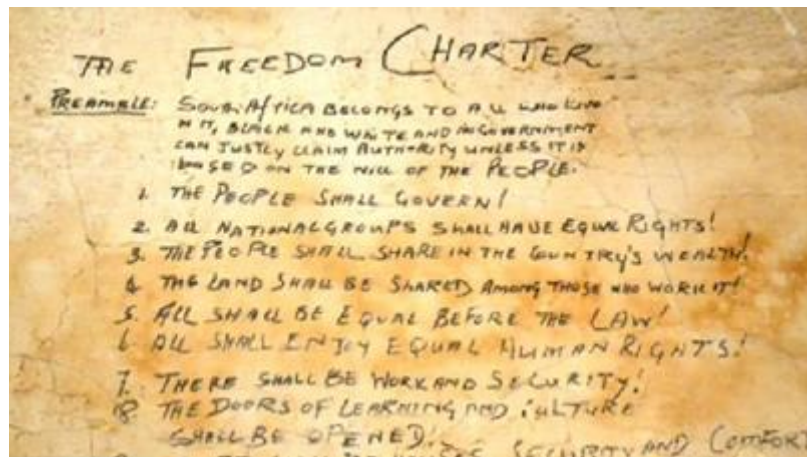
THE FREEDOM CHARTER

We, the People of South Africa, declare for all our country and the world to know:

1. That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people.
2. That our people have been robbed of their birth-right to land, liberty and peace by a form of government founded on injustice and inequality.
3. That our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities.
4. That only a democratic state, based on the will of all the people, can secure to all their birth-right without distinction of colour, race, sex or belief.
5. And therefore, we, the People of South Africa, black and white together equals, countrymen and brothers adopt this Freedom Charter.
6. And we pledge ourselves to strive together, until the democratic changes here set out have been won.

The People shall govern!

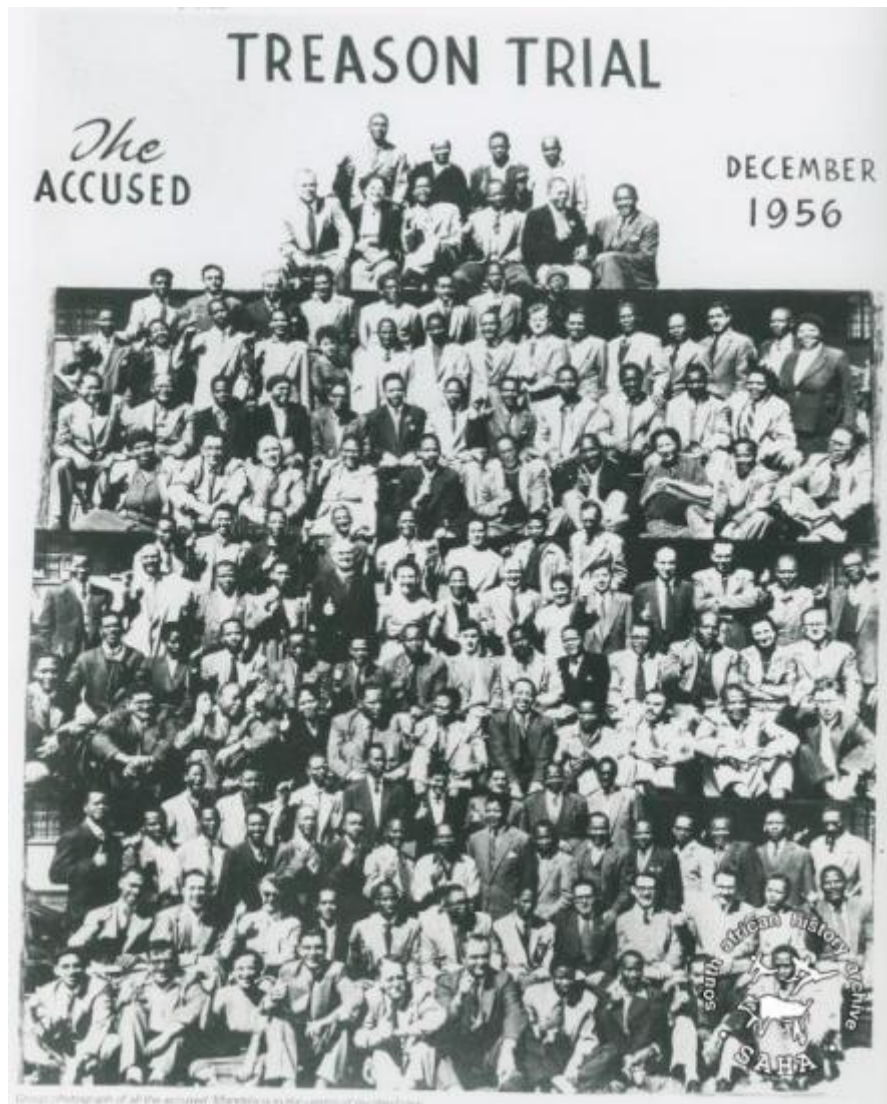




THE TREASON TRIAL

The Freedom Charter made the government aware of strong opposition to its apartheid policies. In response, it acted on 5 December 1956 with a country-wide sweep during which 156 people were arrested. These were people active in the Congress Alliance and included almost all the people responsible for the daily organisation and running of the ANC, including Chief Albert Luthuli and Nelson Mandela. 105 were Blacks, 21 Indians, 23 Whites and 7 Coloureds. They were charged with high treason and countrywide conspiracy to use violence to overthrow the present government and replace it with a communist state. The punishment for high treason was death.

In January 1958, charges against 61 of the accused were dropped, while 95 people stood trial. Of those 31 people were released, including Chief Luthuli and Oliver Tambo who went to Britain to fight apartheid from there. The trial continued until 1961 when all the defendants were found 'not guilty'. The defendants were the leaders of the resistance, and as they had been in jail for so much of the time, resistance in South Africa had come to a standstill.



Activity 7:

Date:

1. What happened to the ANC membership during the Defiance campaign?
2. How was the South African Congress Alliance formed?
3. List the freedom demands made.
4. How did Nelson Mandela escape the police?
5. What were the results of the freedom charter?
6. What was the punishment for someone found guilty of high treason?
7. Why did the resistance come to a standstill?

WOMEN'S MARCH

One of the most hated apartheid laws was the law that black people had to carry passes at all times. To protest against this, the Federation of South African Women organised a march on 9 August, 1956 to the Union Buildings in Pretoria. On this day 20 000 women, representing all racial backgrounds, came from all over South Africa. Petitions with 100 000 signatures were delivered to the Prime Minister's office while the women stood in silent protest for 30 minutes. The protest made it clear that women would not be intimidated by unjust laws.

WOMEN IN THE STRUGGLE AGAINST APARTHEID

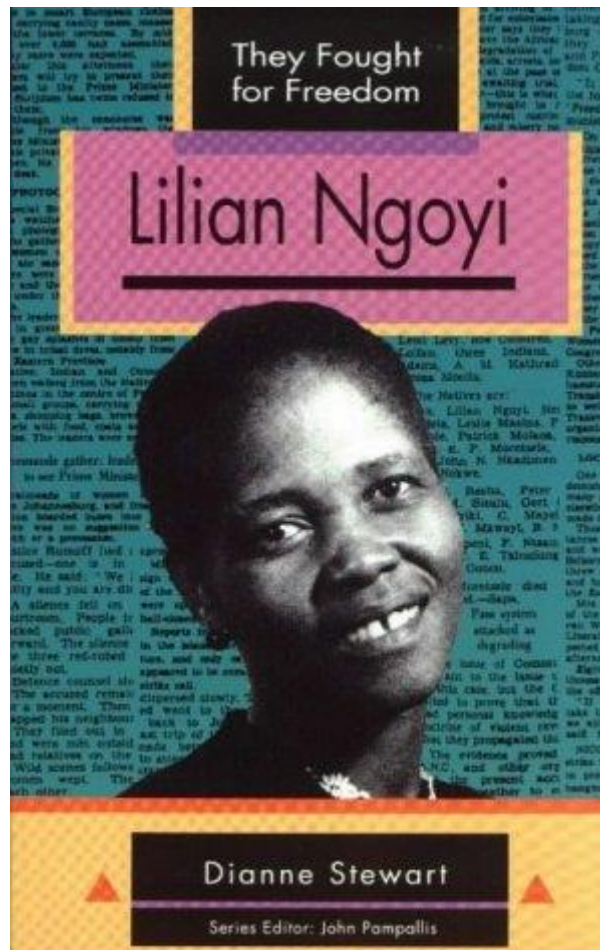
HELEN JOSEPH

Helen Joseph was one of the leaders who read out the clauses of the Freedom Charter in Kliptown. She was born in England and worked as a teacher in India. After she married Billie Joseph she became a social worker. She helped found the Federation of South African Women and she was one of the leaders who marched to the Union Buildings in Pretoria. She was a defendant in the Treason Trial and became the first person to be put under house arrest. She had not children of her own, but looked after others, including the children of Nelson and Winnie Mandela, Zinzi and Zenani. The Helen Joseph Hospital in Johannesburg is named after her.



LILIAN NGOYI

Lilian Ngoyi was born in Pretoria in 1911 and was the first woman to be elected to the executive of the ANC. In 1953, she became President of the ANC Women's League. She also marched to the Union Buildings in Pretoria. She was a strong public speaker and a great inspiration to many. She was arrested in 1956, spent 10 weeks in solitary confinement and for eleven years was placed under bans and restrictions that confined her to her home in Orlando, Soweto.



Activity 8:

Date: 12/08/2022

1. What was the most hated Apartheid law?
2. Which organisation protested against this law?
3. Explain the aim of this protest.
4. Why is Lilian Ngoyi remembered in History?

GRADE 9
HISTORY PROJECT
TERM 3

HOW APARTHEID AFFECTED PEOPLES LIVES AND HOW THEY RESPONDED TO IT

Requirements:

ORAL HISTORY COMPONENT:

1. Identify a person to interview. This person must have been affected by the Apartheid law
2. Set 10 questions that you will ask them
3. Write down the answers to the questions
4. Now write a story of between 150 and 200 words about the person you have interviewed.

RESEARCH COMPONENT

1. Research the detail of any apartheid law. E.g. group areas act, pass laws etc.
2. **Write a 100 to 150 word report on the law you researched.**
3. You will need to include 3 – 5 illustrations/drawings/pictures/maps etc and these must all have a caption

Choose ONE apartheid law from the list given below and research that law.

- i. Separate Amenities Act.
- ii. The Suppression of Communism Act and Terrorism Act.
- iii. Bantu Education Act.
- iv. Bantu Self Government Act.
- v. Population Registration Act.
- vi. 'Passes' Act
- vii. Group Areas Act.
- viii. Prohibition of Mixed Marriages Act and the Immorality Act.
- ix. Promotion of Bantu Self-Government Act.
- x. Unlawful Organizations Act (Suppression of Communism Act)

REFLECTION

1. Write a paragraph on your experience on doing the project
2. Mention how you felt while doing the interview, what knowledge you have obtained about the past. Did you or did you not enjoy project. Remember to give a reason for your answer.

WHAT TO SUBMIT FOR MARKS

1.	The questions and answers to your interview	15 marks
2.	The story that you wrote about your interview	20 marks
3.	The written research done on the apartheid law	10 marks
4.	Your reflection and reason	5 marks
		Total: 50 marks

Interview Questions

1. Introduce yourself to the interviewee and seek permission from him/ her to conduct an interview on an Apartheid Law (*the Law you have chosen*) as part of research for your Social Studies History project.
2. If the interviewee agrees proceed with the interview if he/she declines **DO NOT** force them, say Thank you very much and locate another individual to interview.
3. When you find an interviewee that agrees ask him/ her the following questions.
 - i. Do you remember the (*Law that you have chosen*) Act when it was passed?
 - ii. How old were you when this act was passed?
 - iii. What was the reason for this Act being passed ?
 - iv. Where were you when you found out about this Act?
 - v. What did activities did this Act restrict you from doing that you used to do before?
 - vi. How did you personally feel about the passing of this Act?
 - vii. How did those around you (your colleagues/ friends /family) feel about the passing of this act.
 - viii. How did you respond to this Act?
 - ix. How did your community respond to this Act?
 - x. This year marks 25 years that we are into a democracy, How do you feel about this?
4. Thank the interviewee for his/ her time and wish them well with their future.