

CHY 4C - The West & The World

Apartheid in South Africa & Nelson Mandela

November 2013

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CURR 335-003
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November 15, 2013

Lesson #1: Introduction

Overview:

Jigsaw activity – to give students some background knowledge about a number of different apartheid-related topics before getting deep into thinking historically about apartheid in South Africa.

Learning Goal:

- Students will be able to communicate within a group, information that they have gathered from exploring a number of different multimedia sources.

Curriculum Expectation:

- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present.

Materials:

- Handouts of appendices 1.2 and 1.7.
- Access to a computer lab, or iPads.
- A projector to show videos

Plan of Instruction:

Step	Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Ask students what they already know or have heard about apartheid. Have them record it in their notebook. Circulate to get a sense of how much knowledge students have on the subject. Also have students record the questions or uncertainties they have about apartheid.• Any number of clips from the History Channel movie “Miracle Rising South Africa” (see appendix 1.1) would also be appropriate. It includes many clips that are primary source material and also interviews from celebrities and political leaders.	10 min (this could be extended depending on if/how many clips were shown)
Step Two: Jigsaw Activity	<p><i>This jigsaw activity is adapted from the “Pillars of Apartheid” activity, see appendix 1.2 for the original activity.</i></p> <ul style="list-style-type: none">• Create original home groups of 4 students.• Assign each of the 4 students to 1 of 4 different expert groups• Each expert group will explore a series of multimedia resources based on 4 different topics: pass laws, migrant labour, forced removals, and Bantustans (appendices 1.4-1.7)• These collections of multimedia resource packages contain both primary and secondary source materials. Exploring these materials will give	30- 40 min

	students the opportunity to compile some background knowledge about apartheid in a student-centred fashion before using the historical thinking concepts to further explore apartheid in South Africa.	
Step Six: Sharing/Discussing/ Teaching	<ul style="list-style-type: none"> • When the expert groups have finished their research, have each member return to their home group. • In their home groups, have students fill out an information sheet with sections dedicated to each topic (see appendix 1.8 – photocopy this chart on larger paper to allow students space to write notes). • Have students teach each other about each topic. 	30 min

Assessment: By monitoring the prior knowledge students have about apartheid, it will allow the instructor to make more informed decisions about preceding with the unit. Having students work in groups will also provide an opportunity to observe learning skills and group work skills.

Lesson #2: Evidence

Overview:

Students will be using a series of photographs to provoke historical thinking using evidence.

Learning Goal:

- Students will be able to use analytical skills to interpret historical photographs & use evidence as a lens for historical thinking.

Curriculum Expectations:

- Describe various types of social organization and social relationships that have evolved since the 16th century.
- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present.

Materials:

- Copies of the photographs found in appendix 2.4 for pairs/small groups, or internet access to view the photographs
- Handout of appendix 2.3
- A projector to show videos

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Have a quick review of the introductory lesson (orally)• Answer any questions students have• Have students record questions that they have, or things they were wondering when completing the introductory activity	10-15 min
Step Two: Discussion	<ul style="list-style-type: none">• Discuss using photographs as evidence for historical thinking• Make a list of different information that could be found in a picture – Have students think about pictures they have at home from when they were kids – what kind of historical information is contained in them?	20 min
Step Three: Modeling	<ul style="list-style-type: none">• Using the video (see appendix 2.1), watch it first <i>without</i> sound and fill in a chart with students on the board/overhead/SMARTBoard using the prompts found in the Teacher’s Guide to Analyzing Primary Sources (see appendix 2.2).• Have students focus on the questions you are asking – create a list of questions with students.	20 min
Step Four: Guided Practice	<ul style="list-style-type: none">• Re-watch the video with sound and give students the opportunity to add additional details to the chart you have created on the board/overhead/SMARTBoard	10-15 min

	<ul style="list-style-type: none"> Prompt them to focus on the photos in the video, not the voiceover. The voiceover provides a nice dialogue and background information about the photographer, but the focus of this exercise is on the photographs themselves. 	
Step Five: Independent Activity	<ul style="list-style-type: none"> Using the chart (see appendix 2.3) students will analyze a number of different photographs (see appendix 2.4) first in pairs/small groups. Groups may be responsible for one photograph or a number of photographs. Also have students complete an analysis independently. 	15-20 min per photograph assigned per group
Step Six: Sharing/Discussing/Teaching	<ul style="list-style-type: none"> Have students share about the six photographs in appendix 2.4. If multiple groups are working on the same photograph - have those students conference before briefly sharing their photograph and analysis with the class 	30-40 min (with conferencing time included)

Assessment:

Assessment for this activity can be done formatively by collecting the charts that students create in Step 5 and/or during the sharing of the photograph analyses during Step 6. Summative assessment could be done on a quiz or test, where a new or different photograph is given for students to analyze using skills practiced in this lesson.

Lesson #3: Cause & Consequence

Overview:

After brainstorming what students already know about Nazi Germany, students will read the obituary of John Vorster, a prime minister of South Africa during apartheid who had ties to Nazi Germany. They will also use analytical techniques to study a political cartoon featuring John Vorster and consider the influences that policies of Nazi Germany may have had on the government of South Africa during apartheid. Students will have the opportunity to think critically about the complex consequences of the Nazi regime on other parts of the world.

Learning Goals:

- Students will be able to analyze political cartoons using a variety of techniques and use information from that analysis to draw potential conclusions about the meaning of the cartoon.
- Students will also be able to use critical thinking skills to see links between historical events and the lasting impacts and repercussions of these events.

Curriculum Expectations:

- Explain how factors have impeded the advancement of human rights.
- Describe various types of social organization and social relationships that have evolved since the 16th century.

Materials:

- Students may require handouts of appendices 3.2, 3.4 & 3.5.
- Students will require handouts of appendix 3.3.
- Legal sized paper & markers for the placemat activity (see Step 6)
- TEACHER PROMPT It may be beneficial to complete Step 2 after Step 5 to enhance the flow of the lesson – have students learn about techniques for analyzing political cartoons and practicing these techniques before moving on to making connections about what they have learned.

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Present students with a number of different political cartoons related to popular culture topics (for example, the Toronto Maples Leafs, Miley Cyrus etc).• The teacher must use discretion to choose topics that will appeal to the unique student interests in the class• These could be presented in a variety of different formats (for example, a slideshow or full size handouts to share)	15 min
Step Two: Discussion	<ul style="list-style-type: none">• Have students create a mind map of things that they know about Nazi Germany. Provide prompts or categories such as political organization, policies, beliefs etc.• When students have completed their mind maps at their desks, have them come up to the board and add things to class mind map which includes everyone's ideas• After completing this initial diagnostic of prior knowledge, if students are still lacking enough information to complete this assignment, appendix 3.1 includes a series of clips that	15-20 min

	the teacher may choose to use at their discretion.	
Step Three: Modeling	<ul style="list-style-type: none"> • Transition into using a political cartoon to enhance historical thinking. Using the cartoon found in appendix 3.2 model analytical techniques for studying this type of primary source (see appendix 3.3). • Begin modeling the use of the analytical techniques by answering the questions/prompts on the handout. 	10-15 min
Step Four: Guided Practice	<ul style="list-style-type: none"> • Have students contribute answers as you work through the handout with them. They may work in pairs. 	
Step Five: Independent Activity	<ul style="list-style-type: none"> • Have students read the obituary of John Vorster (see appendix 3.4) & take note of important points (this could be assigned as homework in preparation for this activity) • Then have students use another handout (appendix 3.3) to analyze a political cartoon featuring John Vorster (see appendix 3.5). • Take up student responses and encourage sharing of ideas 	15-20 min (if the reading is assigned as preparatory homework)
Step Six: Sharing/Discussing/ Teaching	<ul style="list-style-type: none"> • Pulling this together – placemat activity • Using the ideas brainstormed in their mind maps/using the class mind map as a reference (as described in Step 2) have students work in groups of 4 to create a placemat of ideas using what they know about Nazi Germany to draw inferences about life in South Africa during apartheid and particularly under John Vorster’s rule. • Give each group a legal sized piece of paper and have them arrange their desks in a group of four. Each student can use a different coloured marker. (perhaps have students write their names on the back in the same colour as their contributions to the placemat to make reviewing the placemats a more meaningful form of assessment) • The placemat may have writing in all different directions, the ideas may be in point form and drawings may be accepted (at the discretion of the teacher). 	15 min

Assessment: Have students write a short response reflecting on the impact that Nazi Germany and its policies had on later historical events, such as apartheid in South Africa. Ask questions to prompt students to think about consequences of the Nazi regime that extend further than the aftermath and results of World War II. Give students a chance to reflect on this perspective.

Lesson #4: Historical Significance

Overview:

Students will have an opportunity to explore the Soweto uprising in 1967. This uprising was largely comprised of students. This lesson will give students time to contemplate the significance of this event as well as things to consider when considering the historical significance of an event or personality.

Learning Goal:

- Students will be able to describe the historical significance of an event in a number of ways, considering different factors.

Curriculum Expectations:

- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present.

Materials:

- A projector for videos
- Access to a computer lab, iPads etc.
- Handouts of appendices 4.3 and 6.7 (optional)

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Ask students: What is the most significant thing that has happened in the history of your life? What made this event so significant ?	10 min
Step Two: Discussion	<ul style="list-style-type: none">• As a discussion, ask students to come up with descriptors, or what comes to mind when they hear the word “uprising.” Find out what kind of things they associate with the word. This may also flush out prior knowledge they may have of various uprisings that have taken place throughout history.	10-15 min
Step Three: Modeling	<ul style="list-style-type: none">• Show students a YouTube clip (see appendix 4.1) to give students some background knowledge of the Soweto uprising.• Discuss with students the significance of this event in relationship to other events of apartheid• Create a concept map that addresses: the results of the uprising, what was revealed by this action (was there a new way of thinking after? etc.) and what did this uprising mean for apartheid in South Africa? (for example – was this a turning point?) (Sexias, 12).	15 min
Step Four: Guided Practice	<ul style="list-style-type: none">• Have students explore the Afrikaans Medium Decree (see appendix 4.2) and a newspaper article related to the significance (see appendix 4.3).• Give students the opportunity to learn about& fill out the newspaper organizer (see appendix 6.7). Being	20-25 min

	critical of newspaper articles is an important skill for students to practice. Lesson 6 will also include a newspaper article and includes further direction on instruction.	
Step Five: Independent Activity	<ul style="list-style-type: none"> • Have students write a reflection. A large portion of those that took part in the Soweto uprising were students. While considering the historical significance of this event, have students put themselves in the shoes of a student participating in the uprising. What were they feeling? The reflection can also be in concept map form. 	20 min
Step Six: Sharing/Discussing/Teaching	<ul style="list-style-type: none"> • Have students share their ideas. Different students may have different ideas. Personal experience may impact the idea of significance from student to student. 	20-15 min

Assessment: Collect student reflections. This topic can be touched upon in every lesson. The ideas represented in the concept map could appear on a later summative assessment as they can be addressed relating to many different topics.

Lesson #5: Historical Perspectives

Overview:

Students will have an opportunity to study some awareness material created by the anti-apartheid movement, founded in London in 1959.

Learning goals:

- Students will be able to analyze primary source documents through different perspective lenses.

Curriculum Expectations:

- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present.
- Explain how factors have impeded the advancement of human rights.

Materials:

- Students will require handouts of appendix 5.2. Appendices 5.3-5.4 could also be provided as handouts.
- A projector for videos
- Access to a computer lab or iPads

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Give each student a blank piece of paper and one minute to draw a picture representing their life. They could include things about their family or their favourite things etc.• We can use what we know about a historic time period and the people of that period to infer information about primary sources. Historians do this by considering the perspective of people that lived during that time.• After sharing this idea, have students share their photos with a partner and have the partner interpret the drawing using what they know about the artist to describe what the artist may have meant by their representations in the drawing.	5-10 min
Step Two: Discussion	<ul style="list-style-type: none">• Pose the questions: When you do not like something that is happening in your life, what do you do to attempt to stop it or change it? What do you do to convince others that what you want is better? What do large organizations do in attempt to change something they do not like? What do they do to convince others that their perspective is better?• Have students write down and response and create a mind map of student ideas on the board• When students have all of their ideas on the board –	15 min

	<p>have them ask why people/organizations use these methods.</p> <ul style="list-style-type: none"> • Add these reasons to the map in a different colour. 	
Step Three: Modeling	<ul style="list-style-type: none"> • Have students brainstorm worldviews that may have been held during the time of apartheid in South Africa. These could include beliefs, values, motivations and tolerance etc. (Sexias 136). Make a list together. • Refresh the definition and significance of Presentism with students. • Explore the anti-apartheid movement page on the Action for South Africa website (see appendix 5.1) to provide some background knowledge to the students. • After exploring and learning some things about the anti-apartheid movement and before looking at their awareness material, help students to brainstorm the purpose that awareness material may have, and what kinds of messages the movement will try to present. 	20 min
Step Four: Guided Practice	<ul style="list-style-type: none"> • Using the organizer for considering historical perspectives (see appendix 5.2), work with students through an example (see appendix 5.3). • When working with the organizer, be sure to prompt students to consider the different worldview that existed during the time of apartheid in South Africa and to consider this when making generalizations about universal experiences such as love, death hunger etc. (Sexias, 152). 	15-20 min
Step Five: Independent Activity	<ul style="list-style-type: none"> • Have students repeat the guided practice activity independently with a second example (see appendix 5.4). 	15-20 min
Step Six: Sharing/Discussing/Teaching	<ul style="list-style-type: none"> • As a class, create an anchor chart of things to consider when thinking about historical perspectives to post in the classroom. 	10 min

Assessment: Have students create a poster for change. The topic can be up to the discretion of the teacher. Have students also include the time period and an explanation of who their audience is, of why they included the things they did and what message they are trying to get across to their audience.

Lesson #6: The Ethical Dimension

Overview:

Students will have the opportunity to explore the international boycott of apartheid sport. Students will get a chance to analyze a newspaper article and a photograph to study the boycott through an ethical lens.

Learning Goal:

- Students will be able to analyze a newspaper article by considering perspective and explore a historical event by asking and answering critical questions.

Curriculum Expectations:

- Describe the contribution of individuals, groups, and international organizations who facilitated the advancement of individual and collective human rights.
- Evaluate the influence of significant individuals and groups who have helped shape western attitudes to change.

Materials:

- A projector for videos
- Access to a computer lab, iPads etc.
- Handouts for appendices 6.3, 6.6, 6.7 and possibly 6.9
- Access to appendices 6.2, 6.4, 6.5

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Have students watch a YouTube clip from the video “Have You Heard From Johannesburg” (see appendix 6.1). This clip includes interviews as well as primary source footage.• For additional information about the topic, a variety of different sections of the United Nations document outlining the international sports boycott (see appendix 6.2) would be appropriate and could be used at the instructor’s discretion.	5 min (for the YouTube clip). This time will be extended depending on the depth of use of the UN document
Step Two: Discussion	<ul style="list-style-type: none">• Have students complete a slip (see appendix 6.3) to assess what they know about the idea of ethics. While students are working, circulate around the class and have them hand these in and quickly review them to get a sense of what knowledge students already have about the concept.	10 min
Step Three: Modeling	<ul style="list-style-type: none">• Have students look at a poster (see appendix 6.4) and create a list of questions with the class that address the ethical issues and perspective present in this primary document.• After or while generating questions, as a group – answer the questions.• The questions are meant to be student-generated	15-20 min

	with prompting from the instructor.	
Step Four: Guided Practice	<ul style="list-style-type: none"> • Have students in pairs or small groups look at a photo (see appendix 6.5) and work at answering the questions compiled in Step Three. 	10-15 min
Step Five: Independent Activity	<ul style="list-style-type: none"> • Read the newspaper article (see appendix 6.6) together as a class. • Explain the newspaper article analysis worksheet and ethics questions and have students work through these independently or in pairs (see appendices 6.7 & 6.8). • This activity is meant for students to extend the use of their ethical thinking questions to a different type of primary source. This can also be completed independently as homework. 	30-35 min
Step Six: Sharing/Discussing/Teaching	<ul style="list-style-type: none"> • Complete a Venn diagram with the class comparing the consequences of the boycott for black South Africans as well as pro- and anti-apartheid white South Africans (see appendix 6.9). Copy the Venn diagram for students or have them recreate it in their notebook. 	10-15 min

Assessment: The slips used at the beginning of class can be used to activate prior knowledge as well as for diagnostic assessment to be informed about the level of knowledge students already have on the concept of ethical behaviour. Also collect the answers to their ethical questions handouts to formatively assess students' understanding of the concept.

Lesson #7 Continuity & Change

Overview:

Students will analyze the speech given in 1990 by Nelson Mandela upon his release from prison. Students will have an opportunity to engage in discussion and inquire about the abolishment of apartheid in South Africa.

Learning Goals:

- Students will be able to use analytical skills to interpret this text and explore the historical significance of the abolishment of apartheid in South Africa.
- Students will be able to describe a “turning point” and changes that can occur as a result.

Curriculum Expectations:

- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present.

Materials:

- A projector to show videos
- Access to a computer lab, or iPads.
- Handouts of appendix 7.4 and 7.3 (optional)

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up & Discussion	<ul style="list-style-type: none">• Discuss & define with students the term “turning point” as it relates to history – encourage them to think about events in history that they have previously learned about in history that may be considered “turning points”• Have them brainstorm turning points that have occurred in their lives.• Turning point can be defined as a moment when the process of change shifts in direction or pace (Sexias, 82)	10 min
Step Two: Modeling	<ul style="list-style-type: none">• Explore a timeline of events (see appendix 7.1)• Provide each student/pair/small group with a piece of paper• Explain the concept of periodization to students (Sexias, 85), and give them instruction to chunk the timeline into 4 or 5 different pieces.• Think out loud for students and provide an example of your rationale for chunking a certain section.• Also touch on the idea of progress and decline as different perspectives (see Sexias, 83)• When chunking – prompt students to see there may be many turning points within the timeline.	15 min
Step Three: Guided Practice	<ul style="list-style-type: none">• Have students work together to chunk the timeline. Have them assign a name to each section of time. They may use their piece of paper to represent events in a list or with drawings etc.	25 min

	<ul style="list-style-type: none"> Secondly, have students follow along while listening to Nelson Mandela's speech upon his release from prison (see appendices 7.2 and 7.3). 	
Step Four: Independent Activity	<ul style="list-style-type: none"> Have students reflect on this speech and work through an organizer for their ideas (see appendix 7.4). 	15-20 min
Step Five: Sharing/Discussing/Teaching	<ul style="list-style-type: none"> Have the students share answers as a class. Nelson Mandela is an important world figure. At the teacher's discretion this YouTube clip may be shown for student's to get a better sense of Nelson Mandela's character and personality. Remind students to use their critical thinking skills while watching. 	15 min

Assessment: Assess the students' chunking activity for evidence of comprehension of turning points. Also collect their speech organizers to gather further formative evidence.

Lesson #8: Conclusion & Summative Assessment of Learning

Overview:

Students will have an opportunity to work on their summative assessment – creating a museum display or exhibit, which will give them an opportunity to review the historical thinking concepts and to present their learning. It also gives students to be creative on a scale that suits their personal style.

Learning Goal:

- Students will be able to demonstrate their knowledge of historical thinking concepts in a number of different ways using primary source material.

Curriculum Expectations:

- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present.
- Describe the contribution of individuals, groups, and international organizations who facilitated the advancement of individual and collective human rights.
- Evaluate the influence of significant individuals and groups who have helped shape western attitudes to change.
- Describe various types of social organization and social relationships that have evolved since the 16th century
- explain how factors have impeded the advancement of human rights.

Materials:

- This lesson requires access to a computer lab or iPads

Plan of Instruction:

Step	Prompts of Teachers/Notes:	Timing
Step One: Warm up	<ul style="list-style-type: none">• Show students the first two minutes of the Miracle Rising – South Africa, if it has not already been shown (see appendix 8.1)	
Step Two: Discussion	<ul style="list-style-type: none">• Have students recount different things that they have seen in museums. For example, what kinds of artifacts, photographs, different kinds of writing, videos etc.• Also ask students which things were the most interesting? Why? Why do they think certain things were included?	
Step Three: Modeling	<ul style="list-style-type: none">• To introduce the summative assessment – have students explore (or explore with them) the virtual tour of the Smithsonian National Museum of Natural History (see appendix 8.2)• Students will be creating their own museum exhibit about apartheid in South Africa. They also must submit a writing piece about their reasons for choosing the items they are presenting in their exhibit.• Have them make a list of the different kinds of exhibits they see and what kinds of things are in the exhibits.• This virtual tour is meant to give students ideas and to	

	help them visualize different types of museum exhibits. Their lists should by all means include their own ideas.	
Step Four: Guided Practice	<ul style="list-style-type: none"> • Through discussion as a class, have students help create success criteria for the assignment. • Prompt them to include different primary source documents & to incorporate the historical thinking concepts they have practiced. • Some ideas of things to include would be an artifact, 1-2 paragraphs of information, perhaps something to represent to contributions of Nelson Mandela, and at least 3 primary source documents. 	
Step Five: Independent Activity	<ul style="list-style-type: none"> • Give students time to work on the assignment and to ask questions 	
Step Six: Sharing/Discussing/Teaching	<ul style="list-style-type: none"> • Negotiate with students a due date – when they can submit their assignment if they wish to receive formative feedback and a deadline, the last date the assignment will be accepted. 	

Appendix 1 – *Introduction*

Appendix 2 – *Evidence*

Appendix 3 – *Cause & Consequence*

Appendix 4 – *Historical Significance*

Appendix 5 – *Historical Perspective*

Appendix 6 – *The Ethical Dimension*

Appendix 7 – *Continuity & Change*

Appendix 8 – *Conclusion & Summative Assessment*

Additional Resources

Appendix 1 - Introduction

1.1 History Channel Movie – “Miracle Rising South Africa”

<http://www.youtube.com/watch?v=IKDrRdfvUg8>

1.2 Original “Pillars of Apartheid” activity, South Africa – Overcoming Apartheid Building Democracy

<http://overcomingapartheid.msu.edu/educationalactivity.php?id=65-260-3>

1.3 Handout for expert groups - adapted from “Pillars of Apartheid” activity (appendix 1.2)

INTRODUCTION TO APARTHEID JIGSAW → EXPERT GROUP

TOPIC: (circle one)

PASS LAWS

MIGRANT LABOUR

FORCED REMOVALS

BANTUSTANS

<p>Major legislation adopted</p> <p><i>What did the laws mean?</i></p> <p><i>How did they support the philosophy of apartheid?</i></p> <p><i>Discuss government control.</i></p>	
<p>Purpose of the policies from the perspective of white citizens/white-owned companies:</p>	
<p>How did the system work:</p> <p><i>Provide specific examples of how individual groups were affected.</i></p>	
<p>Scope of the policy:</p> <p><i>How were black South Africans affected by apartheid policy?</i></p> <p><i>How many black South Africans were affected?</i></p>	

- 1.4** Pass laws multimedia resources: <http://overcomingapartheid.msu.edu/multimedia.php?id=65-259-3>
- 1.5** Migrant labour multimedia resources: <http://overcomingapartheid.msu.edu/multimedia.php?id=65-259-5>
- 1.6** Forced Removals multimedia resources: <http://overcomingapartheid.msu.edu/multimedia.php?id=65-259-6>
- 1.7** Bantustans multimedia resources: <http://overcomingapartheid.msu.edu/multimedia.php?id=65-259-7>

1.8 Handout for home groups - adapted from “Pillars of Apartheid” activity (appendix 1.2)

INTRODUCTION TO APARTHEID → HOME GROUPS

	Pass Laws	Migrant Labour	Forced Removals	Bantustans
<p>Major legislation adopted</p> <p><i>(what did the laws mean, how did they support the philosophy of apartheid, discuss government control)</i></p>				
<p>Purpose of the policies from the perspective of white citizens/ white owned companies</p>				
<p>How did the system work?</p> <p><i>(provide specific examples of how individual groups were affected)</i></p>				
<p>Scope of the policy</p> <p><i>(how were black South Africans affected by apartheid policy, how many black South Africans were affected)</i></p>				

Appendix 2 - Evidence

2.1 Video: South Africa under apartheid in the 1970s

<http://www.bbc.co.uk/news/in-pictures-18242214>

2.2 For Teachers:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

2.3 For Students: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

2.4 Photographs (6 in total):

<http://africanhistory.about.com/od/apartheid/ig/Apartheid-Signs-Image-Gallery/Telegraph-Office.htm>

Appendix 3 - Cause and Consequence

3.1 (If necessary) YouTube – The Story of the Third Reich Part 1 of 15

<http://www.youtube.com/watch?v=6B4I9g0wqjs>

*at the discretion of the instructor – a number of clips from this series may be shown, depending on how much/what specific information students seem to be lacking

3.2 Political Cartoon – Abe Berry (1966) http://www.rfksafilm.org/html/apartheid_cartoons.php



3.3 Adapted from: How To Analyze Political Cartoons <http://www.wikihow.com/Analyze-Political-Cartoons>

Analyzing Political Cartoons		
Who created the cartoon?		When was it created (if we know)?
What do I do?	Questions to Ask Myself:	What I See & What I Think:
Step 1: Look at the cartoon	<i>What topic is this cartoon related to? Is there text? What does it say?</i>	
Step 2: Determine the Primary Focus	<i>What is happening in the cartoon? Who is in the cartoon? Does anything look familiar?</i>	<i>Describe the scene:</i>
Step 3: Determine the Audience	<i>Who is this cartoon intended for? Who is most likely to read it? How old are they? Where are they from?</i>	
Step 4: Determine the Context	<i>What current or historical events is/was this cartoon related to?</i>	
Step 5: Determine recognizable symbols	<i>Is the artist using any metaphors to get his message across? What recognizable symbols are present?</i>	<i>For example: A beaver or an igloo <u>my</u> be present if the political cartoon is related to a Canadian topic.</i>
Step 6: Identify the humor	<i>What small details is the artist including to make the cartoon funny?</i>	<i>These may be words, symbols, themes or ideas.</i>

3.4 John Vorster obituary- *The New York Times* <http://www.nytimes.com/1983/09/11/obituaries/john-vorster-former-south-african-prime-minister-diest-at-67.html>

3.5 Political Cartoon – Peter Clarke (1966) http://www.rfksafilm.org/html/apartheid_cartoons.php



Appendix 4 - Historical Significance

4.1 YouTube – Have you heard from Johannesburg (Part 2) - <http://www.youtube.com/watch?v=nlm-osLio9I>

4.2 Afrikaans Medium Decree, from
<http://africanhistory.about.com/od/apartheid/a/AfrikaansMediumDecree.htm>

*Northern Transvaal Region
"Regional Circular Bantu Education"
Northern Transvaal (No. 4)
File 6.8.3. of 17.10.1974*

*To: Circuit Inspectors
Principals of Schools: With Std V classes and Secondary Schools
Medium of Instruction Std V - Form V*

1. It has been decided that for the sake of uniformity English and Afrikaans will be used as media of instruction in our schools on a 50-50 basis as follows:

2. Std V, Form I and II

2.1. English medium: General Science, Practical Subjects (Homecraft-Needlework-Wood- and Metalwork-Art-Agricultural Science)

2.2 Afrikaans medium: Mathematics, Arithmetic, Social Studies

2.3 Mother Tongue: Religion Instruction, Music, Physical Culture The prescribed medium for these subject must be used as from January 1975. In 1976 the secondary schools will continue using the same medium for these subjects.

3. Forms III, IV and V All schools which have not as yet done so should introduce the 50-50 basis as from the beginning of 1975. The same medium must be used for the subjects related to those mentioned in paragraph 2 and for their alternatives. ...

*Your co-operation in this matter will be appreciated.
(Sgd.) J.G. Erasmus Regional Director of Bantu Education
N. Transvaal Region ...*


<http://africanhistory.about.com/od/apartheid/a/AfrikaansMediumDecree.htm>

4.3 *New York Times* – June 17, 1988 - John D. Battersby <http://www.nytimes.com/1988/06/17/world/12-years-after-soweto-pain-goes-on.html>

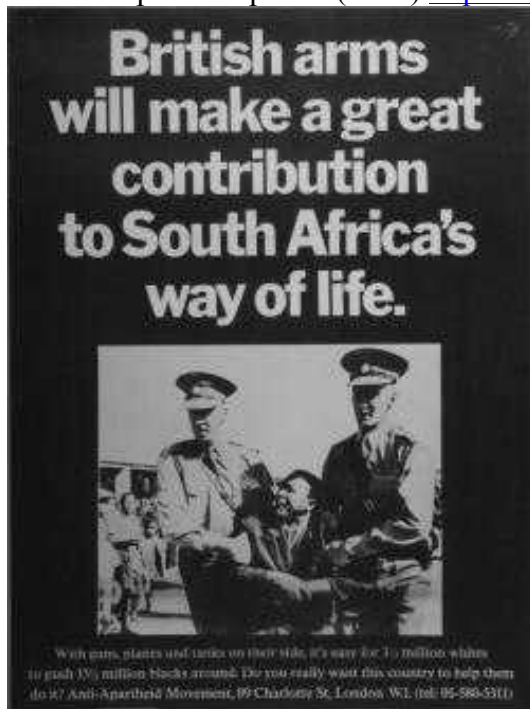
Appendix 5 – Historical Perspective

5.1 Anti-apartheid movement - Action for South Africa <http://www.actsa.org/page-1438-AAM.html>

5.2 Handout – Considering Historical Perspectives

<p>What do you observe?</p>	<p>Who is the audience? How do you know?</p>	
	<p>Provide 2 possible reactions a reader may have had after reading this at the time of apartheid in South Africa</p>	
<p>What emotions does the creator want the reader to feel? Why?</p>		

5.3 Anti-apartheid poster (1971) <http://africanactivist.msu.edu/image.php?objectid=32-131-349>



5.4 Anti-apartheid poster <http://africanactivist.msu.edu/image.php?objectid=32-131-2AE>



Appendix 6 - The Ethical Dimension

6.1. YouTube -Have you heard from Johannesburg: Fair Play (4 of 7)

<http://www.youtube.com/watch?v=Gw5p10sWPTM>

6.2 United Nations notes & documents – Sports boycott in the international campaign against apartheid

by Richard E. Lapchick (1977) http://kora.matrix.msu.edu/files/50/304/32-130-2F3-84-african_activist_archive-a0a9z2-a_12419.pdf

6.3 To assess prior knowledge:

What is Ethical?

Define, in your own words, the meaning of “ethical.”

Give an example of something that is ethical or unethical.

6.4 Anti-apartheid movement poster (1970) <http://africanactivist.msu.edu/image.php?objectid=32-131-2B1>



6.5 Photograph taken by Clive Limpkin - June 17, 1965. From Getty Images,
<http://www.gettyimages.ca/Search/Search.aspx?contractUrl=2&language=en-US&family=editorial&assetType=image&ep=4&mt=photography&clarification=anti+apartheid%3a6730565&p=anti+apartheid>



6.6 Newspaper Article - *New York Times* – October 5, 1972, “Sports boycott is cited in fight on apartheid”
<http://search.proquest.com/hnpnewyorktimesindex/docview/119378808/141A91C3FFF303CA827/1?accountid=6180>

6.7 Handout – Newspaper Article Analysis

Newspaper Article Analysis

HEADLINE:	
<i>Who?</i>	
<i>What?</i>	
<i>Where?</i>	
<i>When?</i>	
<i>Why?</i>	
<i>How?</i>	

Describe the perspective that is presented. Whose perspective is it?

Give reasons why they might feel this way:	Provide specific evidence from the article
1)	
2)	
3)	

6.8 Handout – Asking Ethical Questions

Exploring The Ethical Question

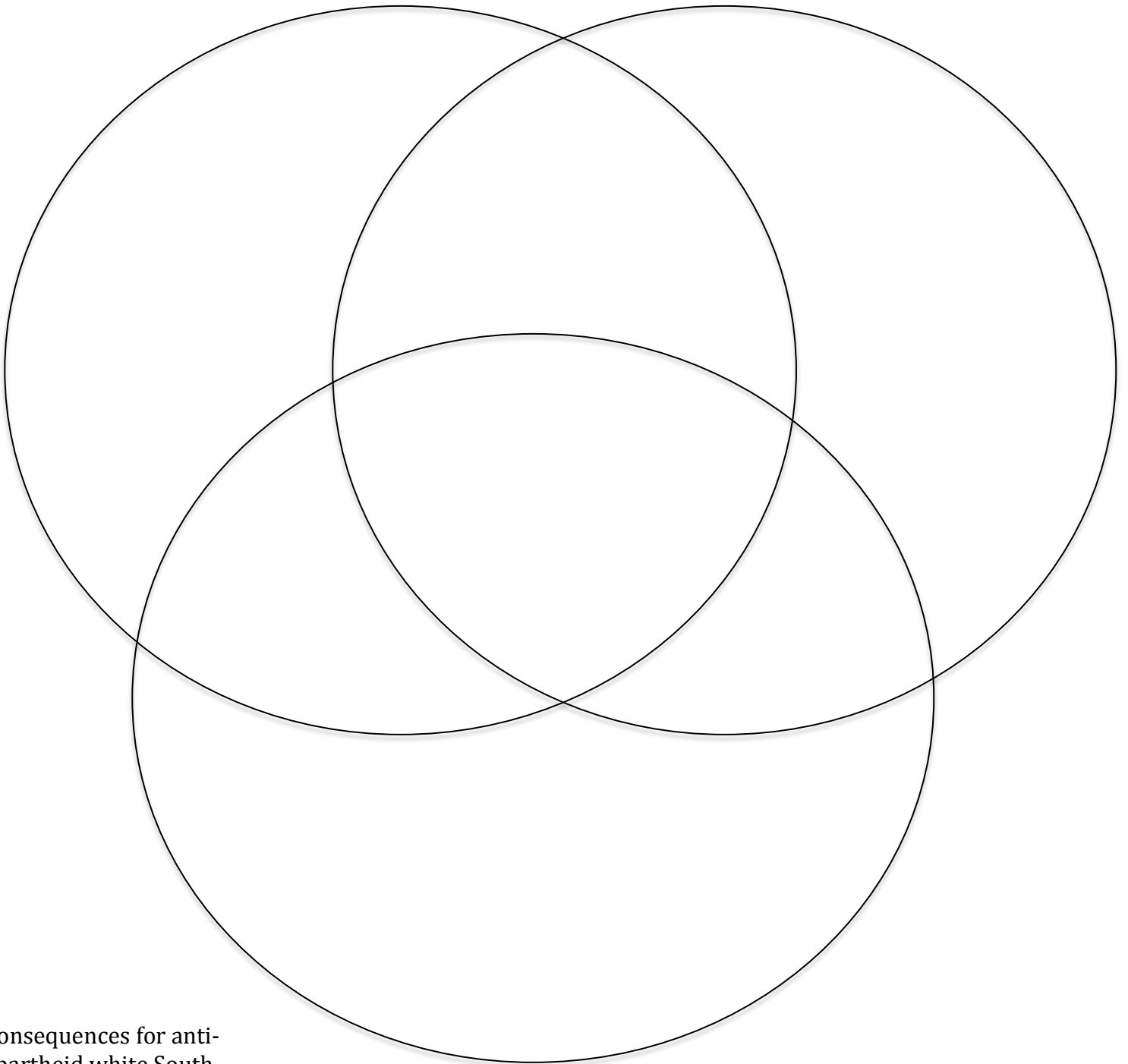
Source being studied: INTERNATIONAL BOYCOTT OF APARTHEID SPORT

- 1) Describe the ethical judgments of other nations that resulted in the boycott.
- 2) In turn, was this sanction ethical on the part of the various countries of the world that took part in the boycott?
- 4) i) What may have been the reasons that the boycott became international?
ii) How were these reasons related to ethics?
- 5) Was this sanction fair to anti-apartheid supporting white athletes in South Africa?
- 6) Based on the knowledge you have now, what role do you think the boycott had (if any) in ending apartheid in South Africa?
- 7) International companies were still doing business with South Africa during apartheid and during the sport boycott. What ethical questions could be raised about this? Should big business have also internationally boycotted apartheid South Africa?
- 8) Would a sport boycott be effective for all countries? For example countries in which there is open racial discrimination or countries where this has been policy in the past?

6.9 Venn Diagram

Consequences for black
South Africans

Consequences for pro-
apartheid, white South
Africans



Consequences for anti-
apartheid white South
Africans

Appendix 7 – Continuity and Change

7.1 – Nelson Mandela timeline

http://www.cbsnews.com/elements/2005/03/10/in_depth_world/timeline679375.shtml

7.2 YouTube - Mandela's Speech upon release from prison - February 11, 1990

http://www.youtube.com/watch?v=-Qj4e_q7_z4

7.3 Mandela's Speech <http://www.anc.org.za/show.php?id=4520>

7.4 Handout – Exploring Continuity & Change

Exploring Continuity & Change

<p>What events lead up to the change? <i>Describe the economic, political, social etc. situation</i></p>	<p>What was the change or turning point? Why was it significant?</p>	<p>What were the results of this change? <i>What were the results of this change? Was it a positive or negative change? Was it positive for some but negative for others?</i></p>
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7.5 YouTube –Nelson Mandela on Oprah <http://www.youtube.com/watch?v=GaGIOWDDmuc>

Appendix 8 – Conclusion/Summative Assessment

8.1 History Channel – Miracle Rising South Africa <http://www.youtube.com/watch?v=IKDrRdfvUg8>

8.2 Smithsonian National Museum of Natural History - Virtual Tour- <http://www.mnh.si.edu/panoramas/>

Additional Resources

Sexias, Peter and Tom Morton (2013). “The Big Six Historical Thinking Concepts.” Toronto: Nelson Education Ltd.

The Ontario Curriculum: Canada and World Studies (Grades 11 and 12), 2005 revised.