

Title: The History of South Africa and Apartheid

Grade Level: 6-8

Subject: English Language Arts and Social Studies

Keywords: Apartheid, guerrilla warfare, exiled, concentration camps, compromises, petitions, Acts, political parties, segregation, Parliament

Lesson Plan:	The History of South Africa and Apartheid
Subject(s):	English Language Arts and Social Studies
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Description/ Abstract of Lesson	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
LAFS.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.1	Key Ideas and Details
SS.6.G.1	Understand how to use maps and other geographic representations, tools and technology to report information. Use timelines to identify chronological order of historical events Understand how to apply geography to interpret the past and present and plan for the future.
LAFS.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Objective(s):	Students will be able to: <ul style="list-style-type: none">● identify Africa as a continent and locate its geographical location● explain Apartheid and its history in Africa● understand the geography and history of South Africa, and social, political and economic activities in context with visual representations.
Materials:	<ul style="list-style-type: none">● Exploring Africa, Michigan State University● South Africa Map and Satellite Image● The Color of Friendship - Kaffir● Nelson Mandela Biography: Nelson Mandela - Quotes, Facts & Death
Duration:	<ul style="list-style-type: none">● 2-3 class periods● Block Scheduling (90 min.) 1 class period

Lesson Lead In/ Opening:	<ol style="list-style-type: none"> 1. Before class post the pictures of South Africa around the classroom as if in a museum display. The students will be taking a trip to South Africa. 2. Warm-up: In their writing journals, students write the following quote in their own words: "If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner." ~Nelson Mandela 3. After reviewing the warm-up, ask the students: Where is South Africa located? 4. Using a globe or political map, show the students the location of the Continent of Africa and the country South Africa. Explain to students the Continent of Africa is made up of 54 countries with their own unique physical characteristics. South Africa is the focus for this lesson.
Activity 1:	<p>With their writing journals, students walk around the room, looking at the posted pictures of South Africa that accompany this lesson plan. Students write a one-sentence caption for each picture. Provide enough time for students to observe and write down their captions for the pictures.</p> <p>Students share their captions with at least one partner. Then the class debriefs with volunteers sharing selected captions. Explain the pictures to the students. Emphasize that South Africa is its own country with its own flag and economic system.</p> <p>Timeline History of South Africa that were the cause, course and consequences of Apartheid – give every student the two-page story handout at the end of this lesson. Using the information, the select 10 events and create a visual timeline. Post their drawings around the room or on bulletin boards for all classes to view.</p>
Activity 2:	<p>Ask students: Does where you live or/and grow up define who you will become? Discuss student responses. Write the word <i>Apartheid</i> on the board. Tell students the definition of the word. Show the youtube clip from "The Color of Friendship" (The Color of Friendship - Kaffir). Teachers need to preview the clip and explain that sensitive language may be used.</p> <p>After viewing the clip, ask students to explain what happens in the clip, and discuss denotation vs. connotation in relation to language and race.</p>
Activity 3:	<p>Tell students they will learn about Nelson Mandela, who fought against racial separation in South Africa, determining his own destiny. Read the brief biography with students.</p> <p>Ticket Out: Use textual evidence to explain how Nelson Mandela did not allow where he grew up to end his destiny infighting against Apartheid.</p>
Activity 4:	<p>Some possible extended learning opportunities are as follows:</p> <ul style="list-style-type: none"> ● read and discuss Newsela articles on Apartheid ● study literature and the arts from Apartheid ● study how global media covered Apartheid ● study generational effects of Apartheid on families and communities.
Higher Order Thinking Questions:	<ul style="list-style-type: none"> ● What legacies of colonialism and apartheid does South Africa face today? How are they dealing with them? ● How has the physical geography of South Africa influenced the country's settlement patterns, economic activities, and international relations?
Suggested Print	<i>National Geographic Kids</i> : "Mandela: The Hero Who Led His Nation to Freedom"

Resources:	<i>The Children's Madiba: The Life Story of Nelson Mandela</i>
Web Resources	The Harsh Reality of Life Under Apartheid in South Africa

Pictures mentioned in the lesson and explanations for them are included under separate cover.

The lesson handout appears below.

History of South Africa That Led Up to Apartheid

In the 1860s, Indians from India migrated to the Natal region to become indentured servants on European farms and sugar plantations. Six thousand Indians from different Indian social groups went to South Africa between 1860 and 1866. The Indian population and community grew so that by the end of the 19th century, the Indians outnumbered whites in Natal.

Because of the discovery of the minerals, the British decided they wanted to have greater control over the whole region of South Africa. They eventually defeated the Zulu in 1879, and by 1889, Zululand was no longer independent. The British had won.

The other groups of people who stood in the way of British having full control of South Africa were the Afrikaner people. From 1899-1902, the British fought the Afrikaners in what became known as the South African War. It was a war of the British colonial power against the Free Republics (most of the Afrikaners). The Afrikaners fought much of the war with **guerrilla warfare** and were successful with these tactics. The British responded by burning the land and resources of the people. They **exiled** Afrikaner leaders, and even set up **concentration camps** for Afrikaner prisoners.

Other people from Europe and Asia made their way to South Africa. British settlers included people from Wales, Scotland, and Ireland. The mines attracted people from all over Europe and from parts of Asia. When Africans resisted labor control by white mine owners, the colonial government imported Chinese workers. By 1907, 63,000 Chinese workers had gone to South Africa to work in the mines.

The British continued to unite their power after the end of the war, and after many meetings and **compromises**, they declared the Union of South Africa in 1910. In 1911, new laws or Acts were used to increase segregation, for example, The Mines and Works Act, restricting black workers from management and higher-paying skilled jobs.

In 1923 the government passed the Natives (**Urban** Areas) Act, which restricted Africans from coming into urban areas.

In 1937, the government passed the Native Laws Amendment Act which required Africans who lived in white cities and towns to provide proof of registered employment. During this time, Africans protested segregation policies through **petitions** and legal means, believing that the British system of justice would eventually allow them to gain the rights and protection it provided for other citizens in South Africa.

The Introduction of Apartheid

In 1948, an election year, the popular political party was The Nationalist Party, and their platform centered around the word **apartheid**, which means apart-ness. Their plan was for more segregation in education, and in economic, social, and political policies. The Nationalist Political party won the election by winning the majority of seats in parliament. Further, and most importantly, all of the African, Colored, and Indian populations could not vote at this time.

The legislation that the Apartheid government passed in order to separate the people of South Africa and keep non-white or non-European groups of people inferior can be classified into two types: (1) petty apartheid and (2) grand apartheid laws/policies. The grand scheme of apartheid,

was to secure economic (and thus, land) resources into the hands of white South Africans and create separate but equal, just like in United States History. This included land and residential segregation policies. In 1950, the government passed the Group Areas Act, which designated certain residential areas for certain racial groups. People could not choose where they wanted to live. Whites had to live in designated White areas; Colored people in Colored areas; Indians in Indian areas; and Africans in African areas. The term, **petty apartheid** refers to laws concerning small aspects of daily life. Petty apartheid laws included segregation of public facilities, similar to the Jim Crow segregation laws of the American South. Public restrooms, drinking fountains, entrances, and even benches were designated for Whites or non-white people. People of different races could not use the same post office or the same beaches. These stipulations were enforced in 1953.

Resistance to Apartheid

There were many major anti-apartheid organizations formed in the 1950s and 1960s. The people formed charters, protests, and riots to motivate the government to change their segregated rules. Instead, the government arrested the leaders of the organizations. One of the leaders was Nelson Mandela. At Rivonia Trial, Mandela, Walter Sisulu, and Govan Mbeki among others were sentenced to life imprisonment in 1964. This started what many refer to as the silent decade, where organized opposition to apartheid was virtually quiet.

The 1980s and the end of Apartheid

International pressure increased with economic sanctions against South Africa by the United States in 1987, and the fall of the Berlin Wall in 1989, signifying the downfall of the communist end of the Cold War.

The National Party selected a new party leader, F.W. de Klerk, who became the president of South Africa after elections at the end of 1989. De Klerk was a more moderate member of the National Party, yet he surprised many in 1990 when he announced at the opening of parliament on February 2, 1990, that the bans on the anti-apartheid organizations were lifted. He also announced the release of political prisoners, such as Nelson Mandela. This began the official negotiations leading to democratic elections in 1994.

Adapted from Exploring Africa and History.com