



## Critical Outcomes

- Work effectively with others as members of a team, organization and community
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes.

## Developmental Outcomes

- Reflect on and explore a variety of strategies to learn effectively.

## Learning Outcomes and Assessment Standards

### Senior Phase: History, Social Sciences Learning Area

Learning Outcomes	Assessment Standards Grade 8	Assessment Standards Grade 9
<b>LO 1 Historical Enquiry</b>	AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].	AS 3: Analyses the information in the sources [works with sources]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].
<b>LO 2 Historical Knowledge and Understanding</b>	AS 1: Begins to make links between historical events and processes in different contexts in the same period [chronology and time].	
<b>LO 3 Historical Interpretation</b>	AS 1: Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation]. AS 7: Explains how and why people's memories of the past might differ [representation of the past].	AS 3: Analyses issues which influence the way history has been written [influences on interpretation]. AS 4: Explains the ways in which symbols are used to remember events and people from the past, and how oral histories can contribute to our understanding of the symbols [representation of the past].

Learning Outcomes	Assessment Standards Grade 11	Assessment Standards Grade 12
<b>LO 1 Historical Enquiry</b>	AS 3: Analyse the information and data gathered from a variety of sources. AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.	
<b>LO 2 Historical Concepts</b>	AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue. AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.	
<b>LO 3 Knowledge Construction and Communication</b>	AS 2: Use evidence to formulate an argument and reach an independent conclusion. AS 3: Use the evidence to substantiate the independent conclusions reached.	AS 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument.
<b>LO 4 Heritage</b>	AS 3: Analyse the significance of archaeology and palaeontology in understanding the origins of humans.	

## Integration links with other Learning Areas/Subjects

### Grades 8 and 9:

#### **Social Sciences (Geography)**

##### LO1 GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

#### **Languages (First Additional Language)**

##### LO2 SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

##### LO4 WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

#### **Life Orientation**

##### LO2 SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities.

### Grades 11 and 12:

#### **Economics**

##### LO1 MACRO-ECONOMICS

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.

#### **Languages (First Additional Language)**

##### LO3 WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

#### **Geography**

##### LO2 KNOWLEDGE AND UNDERSTANDING

The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and environment in space and time.

#### **Life Orientation**

##### LO2 CITIZENSHIP EDUCATION

The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and sustainable living.

## Knowledge focus/Content

This chapter will be particularly useful for Grade 8 learners because it examines the development of segregationist policies in the 1920s and 1930s. The political focus is on the Pact Government and the implementation of residential segregation, influx control, segregation in the workplace and political segregation. The chapter also examines the economic effects of the Great Depression. For Grades 9, 11 and 12, learners can apply what they learned earlier and practice their historical skills.

Wherever possible, we have tried to look at History from below. In other words, we look at the lives and actions of ordinary people in the past. This is known as social history. It is in the interplay between the actions and beliefs of ordinary people and those of the people in power that a new understanding of South African history emerges. This accords with the approach adopted by the new curriculum, which tries to provide a more nuanced approach to history. Africans are no longer treated as simply the passive victims of white oppression and exploitation, but are active participants in history.

### ACTIVITY 1 *Analysing a map*

**Time allocation: 10 minutes**  
**(Learner's Book page 23)**

### What you can assess in this activity

#### **Grade 8**

LO 1: The learner will be able to use enquiry skills to investigate the past and present.  
AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].

#### **Grade 9**

LO 1: The learner will be able to use enquiry skills to investigate the past and present.  
AS 3: Analyses the information in the sources [works with sources].

#### **Grade 11**

LO 1: The learner is able to acquire and apply historical enquiry skills.  
AS 3: Analyse the information and data gathered from a variety of sources.  
AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.

### Assessment evidence

Can the learner use a map of early Johannesburg to extract relevant information and to identify bias?

### Assessment strategy

In groups or as a class, learners discuss the questions. Discuss good answers. This activity can be informally assessed.

### Answers

1. Certain areas where blacks lived were given derogatory names, such as the 'Coolie Location' and the 'Kaffir Location'. This suggests that the municipal authorities viewed blacks negatively and the naming of these places suggests a lack of respect for blacks as human beings.
2. Racial mixing was probably strongest in the western parts of Johannesburg. It was here that the working classes and the poor of all races tended to live. It is likely that poor people lived in whichever area was the cheapest, rather than where the municipal authorities wanted them to live.
3. The railway line also ran from east to west, following the line of the gold reef. This was so that both workers and goods could be transported to the gold fields in the most convenient way.
4. It is a part of a town that is considered poor and dangerous.
5. The south side would be considered 'the wrong side of the tracks'. The working class suburbs and the areas where slums developed were south of the railway line. Middle class people and the wealthy Randlords tended to settle in the northern parts of Johannesburg.

### Topics for discussion

You might want to extend this discussion by examining the geography of the particular area that you live in today. Ask the learners if racial divisions still exist in terms of where people live. This might lead to an interesting discussion on the legacy of apartheid in the geography of our towns and cities.

## ACTIVITY 2 *Analysing literary sources*

**Time allocation: 15 minutes**  
**(Learner's Book page 27)**

### What you can assess in this activity

#### Grade 8

LO 3: The learner will be able to interpret aspects of history.

AS 1: Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation].

AS 4: Recognizes that sense of identity may influence the way events in the past are interpreted [influences on interpretation].

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 3: Analyses the information in the sources [works with sources].

LO 3: The learner will be able to interpret aspects of history.

AS 3: Analyses issues which influence the way history has been written [influences on interpretation].

#### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 3: Analyse the information and data gathered from a variety of sources.

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 3: Use the evidence to substantiate the independent conclusions reached.

### Assessment evidence

- Can the learner extract relevant information from the sources?
- Can the learner identify the attitude of the speaker/writer of a source?
- Can the learner explain the intended purpose of the source?

### Assessment strategy

Learners should work in pairs, and discuss the answers to the questions. Take answers from individuals and discuss good answers. This activity can be an informal peer assessment exercise (see Peer Assessment Checklist page 22).

### Answers

1. He is being arrested for not having his pass or reference book on him.
2. The phrase "It all became familiar" suggests that this had happened to him more than once. There is also a sense that he knows what to do; "we crawled in", when the police van arrives, as if this was a common occurrence.
3. In Bloke Modisane's reference book, there is a stamp which allows him to be in Johannesburg. Without this official stamp, he is not allowed to be in an urban area. In this way, he has no freedom to move to an area of his own choosing. He is not free to choose where he wants to live and he is forced to live in segregated areas set aside specifically for African people. The superintendent or Native Commissioner could also endorse him out of an urban area, if they wanted to.
4. In the poem *Kwela-Ride*, handcuffs physically restrain the poet. There is also a sense of restricted space in the image of the men crawling into the *kwela-kwela*. Modisane gives actual examples of how his freedom to choose where he wants to live is restricted by his reference book.

5. The poet is in despair because of the pass laws. He refers to his moment of arrest as “that dark moment” and refers to his pass book as a *dompas*, which is the cause of this dark event. Modisane is also extremely bitter about the pass laws. He emphasizes all the things that he cannot do as a result of the pass laws. The repetition of the words “I cannot” stresses his lack of freedom. He shows how the law, which should be just, has removed his freedom and his dignity.

### ACTIVITY 3 *Developing empathy in history*

**Time allocation: interview – 30 - 40 minutes; writing letter – 20 minutes (Learner’s Book page 27)**

#### **Skills development: Developing empathy**

Empathy is an important historical skill for learners to develop. Learners are encouraged to “walk in the shoes” of different historical actors in order to develop an understanding of how people in the past felt and acted in the way they did. Learners often find this difficult to do, because they have to put aside their own set of beliefs and ways of acting and thinking. Learners often misinterpret historical empathy with creative writing. You need to assist your learners to develop historical empathy by stressing the following:

- Learners should always explore the perspectives of people in the past by using evidence from historical sources. The use of sources and evidence is critical. They must understand that this is not an exercise in imagination or in creative writing.
- Learners should be aware of the circumstances in which people found themselves and how these shaped their responses to events.
- Learners should examine the different attitudes and views of people living at a particular time. They must set aside their own set of beliefs and points of view when thinking how people in the past might have felt and acted.

#### **What you can assess in this activity**

##### **Grade 8**

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 3: The learner will be able to interpret aspects of history.

AS 4: Recognizes that sense of identity may influence the way events in the past are interpreted [influences on interpretation].

##### **Grade 9**

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 3: The learner will be able to interpret aspects of history.

AS 3: Analyses issues which influence the way history has been written [influences on interpretation].

##### **Grade 11**

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 3: Analyse the information and data gathered from a variety of sources.

LO3: The learner is able to construct and communicate historical knowledge and understanding.

AS 2: Use evidence to formulate an argument and reach an independent conclusion.

AS 4: Use appropriate means of communicating knowledge and understanding suited to a designated audience.

#### **Assessment evidence**

- Can the learner conduct an interview in order to gain information and understanding of the effects of influx control on African people?
- Can the learner demonstrate empathy and understanding of the effects of influx control on African people by writing a newspaper article?

#### **Assessment strategy**

Learners must work on this activity on their own. They should hand in the letter, which you should mark/ assess. For Grades 8 and 9, this piece of work can be for Learner’s Portfolios. You can use the following rubric to assess this activity:

### Rubric for assessment of learner performance in writing a letter

How well does the learner:	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate Achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
Extract information from the sources about the effects of the pass laws							
Gain information about the pass laws from an interview							
Use the evidence to construct a well-written, coherent letter to <i>The Star</i> to explain how the pass laws have affected his/her life							
Display empathy for historical actors who were forced to carry passes							

#### Topic for discussion

The pass laws were some of the most hated laws of the apartheid system. Ask learners to discuss why they think this was the case.

### ACTIVITY 4 *Analysing a variety of sources on segregation in the workplace*

**Time allocation: 30 - 40 minutes**  
**(Learner's Book page 29)**

#### Skills development: Identifying bias in sources

In this activity, learners are encouraged to examine a variety of sources in order to make sense of Hertzog's 'civilized labour' policy. You should stress that historical sources are not neutral, and that they are all written from a particular point of view. You should go over the guidelines for identifying historical bias in sources. These can be found on page 29 of the Learners' Book. Learners need to apply these skills when they examine both the cartoon and the government circular.

#### What you can assess in this activity

##### Grade 8

LO 1: The learner will be able to use enquiry skills to investigate the past and present.  
AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].  
LO 3: The learner will be able to interpret aspects of history.  
AS 2: Identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation].

##### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.  
AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.  
LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue.

LO3: The learner is able to construct and communicate historical knowledge and understanding.

AS 2: Use evidence to formulate an argument and reach an independent conclusion.

### Assessment evidence

- Can the learner show an understanding of the 'civilized labour' policy by analysing a variety of sources on the subject?
- Can the learner identify bias in a source?
- Can the learner explain the intended purpose of the sources?

### Assessment strategy

Learners should discuss the questions and write their answers to the questions, working in pairs. Take answers from the pairs. Discuss good answers. This activity can be informally assessed, using the Teacher Assessment Sheet on page 20 to assess the pairs.

### Answers: Cartoon

1. African migrant labourers
2. Unskilled Afrikaner workers
3. It suggests that unskilled Afrikaners used to work on the railways, but were now being replaced by unskilled African workers.
4. Most poor whites were Afrikaans-speaking. They came from the rural areas and had few skills. In the towns, they were forced to compete in the labour market with unskilled African labour. White unskilled labour feared being replaced by African labour.
5. African labour was considered to be cheap. Most employers paid Africans very low wages. They justified this by saying that African workers were migrants and therefore could get by on a bachelor's wage. White workers feared that they would not be able to compete in the unskilled labour market against Africans, because Africans would work for lower wages.
6. The cartoon suggests that Smuts and the SAP are responsible for a labour policy which encouraged the state-owned railways to employ African labour rather than unskilled white labour. The cartoon shows this through the figure inside the railway hut, which has SAP written on its arm, which is welcoming the African worker, and on its trouser legs, which are kicking out the white worker. The cartoon claims that the SAP is inviting African labour in, and kicking Afrikaner labour out.
7. The 'civilized labour' policy would protect white workers from competition from African workers.

The policy would ensure that employers paid white workers a higher wage for doing work that Africans would do for less. It would also ensure that white workers were employed in preference to Africans, particularly on the railways and similar kinds of jobs.

### Answers: Government circular

1. The Pact Government was racist and adopted an attitude of racial superiority towards blacks. It clearly felt no shame about this attitude and was quite willing to reveal it in official government circulars.
2. This is a biased source for the following reasons:
  - a. The writer has used words which arouse strong emotions in the reader. These include the reference to black labour as 'uncivilized' and 'underdeveloped' and 'savage'. They also refer to white labour as 'decent'. These words make us feel angry because they are blatantly discriminatory.
  - b. A government official who supported the racist policies of the PACT government and who believed that whites were racially superior to blacks.
  - c. This source was intended to persuade white people working in government that white workers were 'decent' and black workers were 'uncivilized'. It justified the government's discriminatory policies and reinforced the racist views of many whites that blacks were inferior, undeveloped and savage.
3. A pamphlet that uses racist terminology would not be produced by the government of today. Under the new constitution, it is very likely that this would be regarded as hate speech. The current government is trying to heal the wounds of South Africa's racist past, and it is unlikely that it would encourage racism in any form.

### Remedial activity

If learners are struggling to identify bias and reliability in historical sources, you should go over the ABC of reliability with them. This can be found on page 29 of the Learner's Book. Apply these principles to other sources. You could provide sources for the learners to examine if you have some available, or you could ask them to bring sources to class, such as newspaper articles, photographs, cartoons, and examine these for bias and reliability.

### Topic for discussion

The 'civilized labour' policy was an example of affirmative action for poor whites. Today, the government has adopted an affirmative action policy for blacks in the workplace. This is an attempt to right the wrongs of apartheid and to give blacks opportunities that were denied them during apartheid. Discuss the issue of affirmative action today. Is it a useful policy? Should it be permanent, or should it be phased out? What are the strengths and weaknesses of such a policy?

## ACTIVITY 5 *Developing arguments*

**Time allocation: 20 minutes**  
(Learner's Book page 32)

### Skills development: Developing arguments using evidence

In this activity, we begin to develop essay-writing skills. When writing history essays, learners must develop coherent arguments. This is an important historical skill, but one which learners often find difficult. While learners are at the age where they enjoy arguing, they often argue emotionally. You need to stress the importance of using evidence to back up any arguments they make. Learners must learn to make judgements about events by weighing up the evidence and drawing conclusions based on it. In other words, they need to evaluate the evidence as opposed to using it to simply tell a story.

### What you can assess in this activity

#### Grade 8

LO 2: The learner will be able to demonstrate historical knowledge and understanding.

AS 1: Begins to make links between historical events and processes in different contexts in the same period [chronology and time].

#### Grade 11

LO3: The learner is able to construct and communicate historical knowledge and understanding.

AS 2: Use evidence to formulate an argument and reach an independent conclusion.

### Assessment evidence

Can the learner use evidence to back up an argument? In particular, can she/he use evidence to justify the mark she/he has awarded to each organization?

### Assessment strategy

Learners should complete the table individually. Take good answers and discuss them in the class. Make sure that learners are using good evidence to back up the mark they are awarded.

### Answers

Organization	Methods used	Effectiveness: Mark out of 10	Evidence to support your mark
<b>ANC</b>	Petitions, delegations, resolutions Moderate forms of protest	Open-ended, but the mark allocated should be fairly low	Protest achieved very little. Evidence – no change in attitudes of white politicians; white politicians dismissed protest out of hand. Elitist – didn't address the needs of the masses
<b>Indian resistance</b>	Non-violent protest based on <i>satyagraha</i> . Influence of Gandhi.	Open-ended, but a fairly high mark	Defiance of unjust laws, using non-violence. Thousands jailed. Government entered into negotiations with Gandhi. Laws repealed
<b>APO</b>	Petitions, delegations	Open-ended, but low mark	Protests ignored by government. Elitist
<b>AAC</b>	Delegation to protest 'Native' Bills Appealed to British for help Formal protest meetings Participation in NRC	Open-ended, but low mark	All forms of protest had no effect. 'Native Bills' became law. NRC completely ineffective – 'toy telephone'
<b>ICU</b>	Took up the issues of evicted farm workers in Natal and OFS. Non-co-operation, acts of violence on some farms, legal challenges in courts	Open-ended, but fairly high mark	Had a mass-based following. Addressed issues that were important to ordinary people, such as evictions and wage cuts

### Topic for discussion

Discuss forms of resistance in a broader context. Ask learners to identify different methods of resistance that have been used in independence struggles throughout the world. Which were successful and which were not? Discuss with learners the reasons for the success of some forms of resistance and the failure of others.

## ACTIVITY 6 *Writing paragraphs with only one main idea*

**Time allocation: 30 - 40 minutes**  
(Learner's Book page 33)

### Skills development: Writing good paragraphs

In this activity, we further develop essay writing skills. In the previous activity, learners were given practice in constructing arguments, an essential building block in developing history essay writing skills. In this activity, we only ask the learners to write their ideas in simple paragraphs.

Encourage your learners to make use of the clear instructions on how to write good paragraphs when writing history essays. These can be found in the Learner's Book on page 32. When writing a paragraph, it is important that learners structure their ideas in a clear and organized way. A good rule to remember is that there should only be one main idea for each paragraph.

## What you can assess in this activity

### Grade 11

LO3: The learner is able to construct and communicate historical knowledge and understanding.  
AS 2: Use evidence to formulate an argument and reach an independent conclusion.

### Grade 12

LO3: The learner is able to construct and communicate historical knowledge and understanding.  
AS 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument.

## Assessment evidence

Can the learner write coherent paragraphs, each of which incorporates one main idea? Can she/he provide evidence to back up the main idea and write a concluding sentence which links the ideas to the topic? Does she/he write good introductory and concluding paragraphs?

## Assessment strategy

In this activity, the essay should be written under test conditions. You should mark/assess the essay using the separate rubrics. The essay can be for formal assessment in Grade 8 for Learner's Portfolios. For the other grades, the emphasis is on good extended writing skills and argument. The following rubrics may help you to evaluate your learners' performance when they write paragraphs/an essay on the topic: 'To what extent was early resistance to segregation effective?'

## Rubric for assessing developing arguments and writing coherent paragraphs

### Grade 8 and 9

How well does the learner:	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate Achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
Write coherent paragraphs.  Communicate knowledge and understanding by constructing own interpretation and argument.	The learner is well able to present strong, reasoned and well-developed arguments, using excellent evidence as justification. The learner is also able to write very good coherent paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Excellent structure.	The learner is well able to present reasoned and well-developed arguments, using very good evidence as justification. The learner is also well able to write coherent paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Good structure.	The learner is able to develop sound arguments, using good evidence as justification. The learner is also able to write fairly good paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Generally sound structure.	The learner is able to develop mainly satisfactory arguments, using evidence as justification. The learner is also able to write paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Some structural weaknesses.	The learner is able to develop a few arguments, using evidence as justification. The learner is also able to write some paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Some serious structural flaws are evident.	The learner struggles to develop arguments and use of evidence, as justification is patchy. The learner is only partially able to write paragraphs which contain the necessary elements. There is no clear structure.	The learner needs help in developing arguments. She/he struggles to make use of evidence. The learner is unable to write coherent paragraphs which contain the necessary elements. There is no structure.

## Grade 11

How well does the learner:	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate Achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
Use evidence to formulate an argument.  Reach an independent conclusion. Justify, using evidence, the conclusion reached.  Write coherent, well-structured paragraphs, which contain one main idea, evidence to back it up, and a final concluding sentence.							

### Remedial activity

Go over the structure of paragraphs with learners who struggle to write well-structured paragraphs which contain a single idea and supporting evidence. Allow these students to rewrite their essays.

## ACTIVITY 7 *Using oral history to gain understanding of the Depression*

**Time allocation: 15 – 30 minutes**  
**(Learner's Book page 35)**

### Skills Development: Using oral history

The use of oral history is particularly suited to recovering the history of ordinary people whose activities were not recorded in books, libraries or archives. It is also useful for societies who were not literate and could not write down their histories.

Official written sources often tend to reflect the views of the dominant class in society. Through the use of oral history, we are able to gain an understanding of the role played by ordinary people in shaping society. For this reason, we have introduced the learners to the experience of the Great Depression through the oral testimonies of ordinary people.

It is important to teach learners that oral history is not always a completely reliable source. The memories

of old people may sometimes be inaccurate, or they may remember the past fondly, rather than how it really was. It is thus important to check their reminiscences against other sources to see whether they match.

### What you can assess in this activity

#### Grade 8

LO 3: The learner will be able to interpret aspects of history.

AS 7: Explains how and why people's memories of the past might differ [representation of the past].

#### Grade 11

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

### Assessment evidence

- Can the learner extract information from the sources?
- Can the learner identify similarities and differences when analysing different historical sources?

### Assessment strategy

The learners discuss the questions and write their answers to the questions in pairs. Take answers from the pairs. Discuss good answers. This activity can be informally assessed.

## Answers

1. His story tells us that racial mixing did happen amongst the poor, though it seems that there were few white families living where he did. He suggests that there were no serious tensions as a result of this racial mixing and, in fact, that people felt a sense of community and belonging to each other.
2. He tells us that poor whites received aid during the Great Depression. The Transvaal Helping Hand Society provided them with food parcels.
3. During the Great Depression, the Pact Government was very concerned about poor whites. It provided them with various kinds of help because many poor whites had voted for the Pact Government and it wanted to ensure their continued support. The Pact Government did not see poor blacks in the same way. Very few blacks could vote in elections, so the Pact Government did not give any aid to poor blacks.
4. In poor black families, every person who was able to work had to work very hard. The women in Es'kia's family left early to work as washerwomen for white families. As a result, Es'kia Mphahlele was the only person left in the house to do all the housework. His younger brother and sister were too small to help him so these duties fell to him.
5. Both children experienced hardship during the depression. They both lived in overcrowded conditions, sharing their living space with many people. Both attended school. However, Zack seems to have been ostracized at school because he had *vuilsiekte*, while Es'kia does not mention difficulties at school. The major difference is that Zack's family received aid from the government which eased their struggle somewhat, while Es'kia's family received nothing and had to struggle on their own.

## ACTIVITY 8 *Focusing on memory and oral history*

**Time allocation: 15 minutes**  
**(Learner's Book page 35)**

### What you can assess in this activity

#### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

## Assessment evidence

- Can the learner identify the usefulness of oral sources?
- Can the learner assess the reliability of oral sources?

## Assessment strategy

Use these questions as a basis for a class discussion on the usefulness of oral history. Allow the learners to put forward their own points of view and encourage them to compare their childhood experiences with those of children growing up in the Depression. This activity can be informally assessed.

## Answers

1. The sources should provide the learners with a sense of the hardships experienced by children during the Depression. They should gain some insight into what it was like to live in poverty and also how the poor helped each other and built a sense of community.
2. These will be open-ended answers and they will vary according to learners' experiences. Nevertheless, learners should identify elements that are similar and elements that are different.
3. One of the problems with oral history is that older people tend to see the past through rose-tinted spectacles. They may romanticize the past and remember it as being better than it actually was. However, these sources do not really convey a romantic or idealized version of the past and it is likely that they are quite reliable, especially since Zack and Zeke actually lived in these times. It would, however, be possible to test their reliability by reading other accounts of life during the Depression, such as official sources or biographies. If these accounts match the oral history sources, we can be sure that the oral history sources are reliable.

## ACTIVITY 9 *Finding out about your own history*

**(Learner's Book page 35)**

### Skills development: Conducting an oral interview

Provide your learners with some ideas about how to conduct an oral interview.

Some hints on how to conduct an oral interview:

- Introduce yourself and explain your project.
- Always be polite.
- Ask open-ended questions.

*The type of questions to ask:*

- What happened?
- Why did it happen?
- What did it mean to the people involved?
- What is the importance of these past events for the present and the future?

## What you can assess in this activity

### Grade 8

LO 3: The learner will be able to interpret aspects of history.

AS 7: Explains how and why people's memories of the past might differ [representation of the past].

### Grade 9

LO 3: The learner will be able to interpret aspects of history.

AS 4: Explains the ways in which symbols are used to remember events and people from the past, and how oral histories can contribute to our understanding of the symbols [representation of the past].

### Grade 11

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

LO 4: The learner is able to engage critically with issues around heritage.

AS 3: Analyse the significance of archaeology and palaeontology in understanding the origins of humans.

## Assessment evidence

Learners should choose a theme or event from the time period of their grade to explore.

## Assessment strategy

Learners can present the results of their interviews and their corroborating evidence in the form of a written report which you can mark/assess. Make sure that you make the criteria of the activity available to the learners before they do it. This activity can be formally assessed and used for their portfolios. For Grade 11 it could be used for the Programme of Assessment. On the other hand, you can ask learners to present their findings to the class. In this case, this activity would be informally assessed.

The following rubric or rating scale may help you to evaluate the performance of your learners in conducting an oral interview.

## Rubric for assessment of learner performance in conducting an oral interview and checking the evidence

How well does the learner:	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate Achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
Extract information from the person being interviewed							
Provide a sense of the past through an oral interview							
Check the information presented in the interview with other sources of information							