



## Critical Outcomes

- Work effectively with others as members of a team, organization and community
- Communicate effectively using visual, symbolic and/or language skills in various modes
- Demonstrate an understanding of the world as a set of related systems, by recognizing that problem-solving contexts do not exist in isolation.

## Developmental Outcomes

Participate as responsible citizens in the life of local, national and global communities.

## Learning Outcomes and Assessment Standards

Learning Outcomes	Assessment Standards Grade 8	Assessment Standards Grade 9
<b>LO1 Historical Enquiry</b>		AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources]. AS 3: Analyses the information in the sources [works with sources]. AS 4: Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); use information technology where available and appropriate [communicates the answer].
<b>LO2 Historical Knowledge and Understanding</b>		AS 2: Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect]. AS 3: Explains and analyses the reasons for and results of events in history [cause and effect].
<b>LO3 Historical Interpretation</b>		AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation].

Learning Outcomes	Assessment Standards Grade 11	Assessment Standards Grade 12
<b>LO1 Historical Enquiry</b>	AS 2: Categorize appropriate/relevant sources of information provided to answer the questions raised. 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.	AS 2: Access a variety of relevant sources of information in order to carry out an investigation. AS 3: Interpret and evaluate information and data from the sources.
<b>LO2 Historical Concepts</b>	AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue. AS 2: Analyse the socio-economic and political power relations operating in societies. AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.	AS 1: Analyse historical concepts such as post-colonialism, globalization and socialism as social constructs. AS 2: Examine and explain the dynamics of changing power relations within the societies studied.

<b>LO3 Knowledge Construction and Communication</b>	AS 1: Handle and draw conclusions from quantitative data. 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.	AS 1: Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.
<b>LO4 Heritage</b>		

## Integration links with other Learning Areas/Subjects

### Grade 9:

#### 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.

##### LO5 THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

#### 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:

#### Languages (First Additional Language)

##### LO1 LISTENING AND SPEAKING

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

##### 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.

#### Maths Literacy

##### LO4 DATA HANDLING

The learner is able to collect, summarize, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.

## Knowledge focus/Content

In this chapter, we focus on the resistance to the harsh government policies of apartheid and to state repression. We examine the changes in the nature of resistance to the state, beginning with the formation of the ANC Youth League and its Programme of Action. While the 1950s were characterized by campaigns of civil disobedience and non-violent protest, the 1960s marked the shift to armed struggle. However, most of the leaders of the resistance movements were jailed or went into exile and so the 1960s was a fairly quiet decade. In the 1970s, the youth took centre stage, starting with the rise of Black Consciousness and ending with the Soweto Uprising. This period is covered in Grades 9, 11 and 12.

Take the opportunity to link apartheid struggles with the anti-colonial struggles in other countries of Africa from the 1960s. It is an opportunity for South African learners to see themselves as part of Africa-wide struggles.

### The cycle of repression and resistance

It is important to stress that the South African government responded to every attempt to oppose the system of segregation/apartheid with increasing repression and violence. Prior to the 1950s, South Africans of Indian origin and coloureds, who were often descendants of slaves, formed separate resistance movements. It was not until the 1950s and the Freedom Charter that anti-segregation/anti-apartheid forces (which included a few whites) joined together to fight injustice and repression.

In the 1950s, resistance movements followed the path of non-violence, but met with mass arrests, banning, banishment, and detention without trial. When the police responded to peaceful protests in 1960 at Sharpeville and Langa by shooting the protesters, the resistance movements decided to take up arms. When you teach this period, you will need to stress the interaction between the resistance movements' struggle to change

their circumstances and the state's increasingly harsh repression.

### The role of activists

Studying the history of resistance in South Africa provides a good opportunity to examine the role of activists. What are the characteristics and values of an activist? What makes some people willing to sacrifice their own needs and sometimes even their own lives, for the greater good? How did activism shape some people's lives?

Who were the activists who led the struggle against apartheid? There were people of all races who opposed apartheid, but some of the African groups involved in the struggle felt that whites had no role to play as activists in the struggle against apartheid. These included the early Africanists in the ANC, the PAC and the Black Consciousness Movement. It is nevertheless important to point out that not all whites supported apartheid. There was a core of whites, albeit small, who actively opposed it. Neither were all black people activists.

Most South Africans of all races did not take an active part in political events and chose not to take a stand, often because they feared the consequences. The challenge for us is to use this history to empower all learners to become active members of South African society today.

It may be worthwhile to encourage learners to identify issues in their own lives in which they could engage as activists. These could include HIV/AIDS, the environment, child abuse, gangs at school, or even peer pressure.

## ACTIVITY 1 *Analysing different sources to gain understanding*

**Time allocation: 15 minutes**  
**(Learner's Book page 57)**

### What you can assess in this activity

#### 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.

### Assessment evidence:

- Can the learner extract information and identify the viewpoint expressed in the sources?
- Can the learner determine similarities between two different sources?

### Assessment strategy

Learners should discuss their answers to these questions as a class. This activity can be informally assessed.

### Answers

1. Joe Matthews objects to the kind of protests that the ANC had undertaken up to then, such as organizing deputations to meet with government. He wants mass action to take place.
2. Youth League members thought the ANC was elitist and out of touch with the needs of most Africans. They believed that the moderate forms of protest adopted by the ANC, such as deputations, petitions and resolutions, were ineffective and were ignored by government. They believed that in order to be effective, the ANC must become a mass-based organization which took into account the needs of the people and used more confrontational methods of protest.
3. The leaders of the ANC were drawn from the ANC intelligentsia and did not address the needs of the masses.
4. Both sources criticize the ANC's elitist approach. Source A complains that protest action is carried out by a few people, and does not involve the masses. Source B also feels that the ANC does not address the needs of the mass of people.

### Extension activity

Examine the role of the ANC Youth League today. What is its function? What kind of impact does it have on ANC policies? Ask learners to research some of these issues and use their findings as the basis of a class discussion.

## ACTIVITY 2 *Understanding the role of music in the struggle*

**Time allocation: 15 minutes (Questions 1 - 3)**  
**(Learner's Book page 59)**

### What you can assess in this activity

#### 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].

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].

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

### Assessment evidence

- Can the learner explain the importance of song and music in the struggle by answering these questions thoughtfully?
- Can the learner write a freedom song inspired by one of the resistance campaigns?

### Assessment strategy

Learners should discuss their answers to Questions 1 to 3 in groups. Take answers from the class. This activity can be informally assessed.

Question 4 requires a creative response from the learners, but it must be one that also identifies the main elements of the particular campaign. Allow learners to work in groups, and let them perform their song once they have completed it.

This activity can be informally assessed using the Teacher Assessment Sheet on page 20 for groups.

### Answers

1. During the Defiance Campaign, people deliberately broke apartheid laws. They aimed to get arrested and flood the prisons. They hoped that this would draw public attention to the plight of black people in South Africa and place pressure on the government to abolish these laws. The song *Somlandela* is trying to show that the people are responding to the demands of the Defiance Campaign by breaking the law and that many of them are in prison. The song celebrates the success of the Defiance Campaign and inspires others to join in the struggle.
2. If the people who had been in jail were distressed at being imprisoned and badly treated, this song would have inspired them to believe that their struggle and arrest were not in vain. Singing this song in jail would unite the prisoners in a common cause and confirm that their struggle, though difficult, was just.
3. Both Baleka Mbete and President Thabo Mbeki emphasize the role of music and singing in uniting people in the struggle and providing them with inspiration and hope. The songs of the struggle gave people the will to continue and also reminded them of their own humanity. Learners should add their own feelings about the role of music in the struggle.

This part of the answer is clearly open-ended.

### Enrichment activity

If you have access to some of the music of the struggle through your school library or your own collection of music, it would be an enriching experience for your learners to listen to some of these songs.

## ACTIVITY 3 *Analysing the Freedom Charter*

**Time allocation: 20 minutes**  
**(Learner's Book page 60)**

### What you can assess in this activity

#### 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].

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].

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

### Assessment evidence

- Can the learner demonstrate an understanding of the demands of the Freedom Charter by placing them in specific categories?
- Can the learner assess to what extent the demands of the Freedom Charter have been met today and provide supporting evidence?

### Assessment strategy

For Questions 1 to 3, take answers from the class. As some of these answers are open-ended and rely on the learners' opinions, this should generate an interesting class discussion. This activity can be informally assessed.

For Question 4, allow the learners to work in groups to design the poster. Tell them that they will be assessed on the following criteria:

- **Design and presentation** – the poster must be eye-catching and have a strong visual impact
- **Content** – the main concept must be clearly expressed.

The rubric below may help you to evaluate the group's performance in designing a poster on the Freedom Charter.

### Answers

1. The demands of the Freedom Charter:
  - Democracy – the people shall govern; all national groups shall have equal rights
  - Redistribution of land and wealth – the people shall share in the nation's wealth; the land shall be shared among those who work it
  - Work – there shall be work and security for all
  - Education – the doors of learning and culture shall be opened
2. This is an open-ended question. Learners may choose any of the Freedom Charter's demands, but the reasons they provide for their choice must be coherent and logical.
3. This is also an open-ended question and learners will have many different opinions. Encourage them to put forward their views, but insist that they provide a logical and coherent reason for their decision.

- Social justice – there shall be houses, security and comfort
- An end to apartheid – all national groups shall have equal rights; all shall be equal before the law; all shall enjoy equal human rights; there shall be peace and friendship
- Freedom – all shall be equal before the law; all shall enjoy equal human rights
- A just society – all the clauses of the Freedom Charter reflect a just society.

### Rubric for assessing a group designing a poster on the Freedom Charter

Criteria	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%
<b>DESIGN AND PRESENTATION</b> The poster is well-designed, attractive and eye-catching							
<b>CONTENT</b> The main concept is clearly expressed							

## ACTIVITY 4 *Analysing a photograph*

**Time allocation: 15 minutes**  
(Learner's Book page 61)

### What you can assess in this activity

#### Grade 9

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

AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].

#### 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.

### Assessment evidence

- Can the learner analyse a photograph critically and determine its usefulness for a study of the historical period?

### Assessment strategy

Discuss the construction of this photograph with the class as it is explained on page 61 of the Learner's Book. Then take answers from different members of the class. This activity can be informally assessed.

### Answers

1. It can affect the meaning of the photograph. What looks like a group photograph is in fact a series of different photographs put together. It could make us question the accuracy of the photograph, but since we know why the photograph was constructed in this way, we can accept it as reliable.
2. This is an open-ended answer, and will depend on the viewer's reaction to the knowledge that the photograph was constructed.

- This photograph provides an interesting insight into apartheid conditions, under which black and white people were not allowed to sit together in a park to have their photograph taken. It shows the pettiness of apartheid laws and the impact they had on seemingly ordinary events, such as taking a photograph of a group of people who happened to be of various races.

## ACTIVITY 5 *Analysing an oral source*

**Time allocation: 15 minutes**  
**(Learner's Book page 63)**

### What you can assess in this activity

#### 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.

### Assessment evidence

- Can the learner extract the meaning from a source?
- Can the learner use the source as a basis for expressing a point of view?

### Assessment strategy

Learners should discuss their answers to these questions in groups. Take answers from the class. This activity can be informally assessed.

### Answers

- Sobukwe believes that the struggle is a national one because the whole African nation has been oppressed by the whites. All Africans should therefore join together to overthrow white domination.
- Class struggle is the struggle between the ruling class, which owns business and industry, and the working class, which works for the ruling class and has little power. Marxists believed that the struggle against apartheid was a class struggle between the white ruling class, which owned the means of production, and the (mainly black) working class, which worked for the ruling class.
- Sobukwe came from the Africanist school within the ANC, which believed that the struggle against apartheid was an African struggle. He differed with

the ANC over their approach to the struggle because he thought that the ANC saw the struggle in class terms. They were therefore prepared to co-operate with those whites who also saw the struggle in class terms, whereas he believed that the struggle was about overthrowing white oppression and so he would not co-operate with any whites. As the ANC began to work with a variety of organizations in the Congress Alliance, and in particular, with the white-based Congress of Democrats, the Africanist group within the ANC, led by Sobukwe, broke away and formed the PAC.

- This is an open-ended answer, in which the learner must make a judgement about Sobukwe's actions. It is important that the judgement is backed up with clear and coherent reasons.

## ACTIVITY 6 *Debating a controversial issue*

**Time allocation: 30 minutes**  
**(Learner's Book page 63)**

### What you can assess in this activity

#### Grade 9

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

AS 4: Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question].

#### 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 engage in a debate and formulate arguments on a controversial issue, making use of evidence?

### Assessment strategy

You could either discuss this issue in the form of a class debate or as a general class discussion. If you opt for a class discussion, make sure that you facilitate this discussion in a controlled way. Emotions can upset a discussion of this kind and you must make sure that everyone who wishes to speak is heard and that everyone's views are treated with respect. This can be informally assessed.

## ACTIVITY 7 *Trying to establish the facts*

**Time allocation: 15 minutes**  
(Learner's Book page 65)

### What you can assess in this activity

#### 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 2: Categorize appropriate/relevant sources of information provided to answer the questions raised.

### Assessment evidence

- Can the learner identify where the sources conflict with each other by filling out this table accurately?
- Can the learner establish the most likely facts of the situation?

### Assessment strategy

This is an essential pre-activity to Activity 8. Before assessing the reliability of these sources, it is important for the learners to try to establish the facts and identify the contradictions within the sources. Draw this table on the board and read the sources in class. Take answers from members of the class and fill in the information on the table on the board. Once you have established that everyone agrees about what the sources state, you can move on to Activity 8.

### Answers

Establishing the facts	Source A	Source B	Source C	Source D
<b>What was the size of the crowd?</b>	5 000	Difficult to gauge – possibly about 50	This source does not deal with this evidence.	20 000
<b>Was the crowd armed and dangerous?</b>	According to the police, some people were throwing stones.	No-one in the photograph is carrying weapons.	No evidence of weapons.	The crowd were carrying assorted weapons, including firearms.
<b>Was the action planned?</b>	Not planned. Constables began firing their guns spontaneously.	The photograph does not deal with this evidence.	This source does not deal with this evidence.	States that it was a planned demonstration, implying that action against the police was planned.
<b>Were the police acting in self-defence?</b>	According to the police, stones were thrown at them.	The photograph does not deal with this evidence.	The police claim that they were acting in self-defence as the crowd was stoning them.	States that the demonstrators fired at the police first. Therefore, they were acting in self-defence.

## ACTIVITY 8 *Determining the reliability of sources*

**Time allocation: 30 - 40 minutes**  
(Learner's Book page 66)

### Skills development: Determining reliability

In this chapter, we provide some information on how to determine whether a source is reliable or not. Go over the section entitled "Reliability is as easy as ABC" (found on page 66 of the Learner's Book) with your class, before they do this activity. It is important to stress that, although a source may be unreliable, it can still be useful if it provides an insight into people's thoughts at the time. Determining reliability is an important higher order skill. It usually involves

comparisons with other sources, and will be an important aspect of the source-based questions in the national History examination at the end of Grade 12.

### What you can assess in this activity

#### Grade 9

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

AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].

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

AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation].

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**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.

**Assessment evidence**

- Can the learner compare different accounts of the same event, and determine the reliability of evidence?
- Can the learner use the conflicting evidence to write a comprehensive report expressing what he/she believed happened at Sharpeville?

**Assessment strategy**

Learners can write the answers to these questions as part of a source-based test. You should take in their answers and mark/assess their work. This activity can be formally assessed for portfolios and for the Programme of Assessment for Grade 11.

The rubric below should help you to evaluate the performance of your learners when they write a newspaper report on the events at Sharpeville.

**Answers**

1. In the distance, there are police standing above the crowd. The police seem to be shooting at the people, who are fleeing from the police.
2. A source provided by an eyewitness is usually important. The eyewitness was there and saw the actual events take place. He should therefore be able to give a fairly accurate account of the events. This eyewitness seems to have checked the evidence and should be able to give us a reliable opinion as to whether the crowd was armed or not. However, eyewitnesses are not necessarily always reliable sources. They are often too involved in the events and lack the necessary distance or hindsight to view the events dispassionately.
3. Source A is written by an historian. His intention is to gather as much evidence about what happened at Sharpeville and to record what happened for posterity. He is not trying to persuade a particular audience to believe something or not. Source D, on the other hand, is a statement written by the South African High Commission in London at the time of

the Sharpeville Massacre. South Africa was sharply criticized by the international community and the High Commission is trying to do damage control. The writer has a clear agenda, in that he is trying to justify the actions of the police to the rest of the world.

4. Source A seems to be a reliable source. The historian has gathered information from witnesses and where he is not sure of what happened, he suggests that events happened either accidentally or deliberately. He does not use emotive language to try and persuade the reader to believe anything. His evidence that people were shot in the back is consistent with Source B, where the crowd is fleeing. Source D also tries to present the information factually, and there is not a great deal of emotive language, but it is not consistent with other sources about the events at Sharpeville. The High Commission suggests that the crowd consisted of 20 000 people. By exaggerating the number of demonstrators, the writer is trying to convey the impression that the police were under threat from such a large crowd. He also states that the demonstrators shot first. None of the other sources provides evidence that the crowd was armed. Since the High Commission source is trying to justify police action, this does not appear to be a very reliable source.
5. It is highly unlikely that the crowd was armed and dangerous. The protest against passes planned by the PAC was part of a campaign of non-violent confrontation with the police. The whole point of the protest was that it was to be non-violent. Sources A, B and C suggest that the crowd was not armed and dangerous. Although there is evidence of some stoning of the police, this does not seem to have been a concerted action by the crowd. Source C states that only three policemen were reportedly stoned. The statement by the High Commission in Source D is trying to justify police action, and therefore argues that the crowd was armed and dangerous. No other evidence seems to support this.
6. Learners need to write and hand in a newspaper report in which they express what they believe happened at Sharpeville. This report should contain references to the four sources that they have at their disposal. They must deal with the conflicting evidence in order to come to some kind of conclusion.

**Rubric to assess learner performance in writing a newspaper report on the events at Sharpeville**

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%
Deal with the conflicting evidence?							
Write a comprehensive report on the events at Sharpeville?							
Express what he/she believes took place at Sharpeville?							

**ACTIVITY 9** *Analysing a cartoon and an oral source*

**Time allocation: 15 minutes**  
**(Learner’s Book page 67)**

**What you can assess in this activity**

**Grade 9**

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

AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].

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

AS 3: Explains and analyses the reasons for and results of events in history [cause and effect].

**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 demonstrate an understanding of the causes of armed struggle in South Africa through an analysis of source material, including a cartoon and an oral source?

**Assessment strategy**

Learners should discuss the questions in pairs, but write their own individual answers. Pairs should then exchange their work. Discuss good answers with the class and let the learners peer assess their partners’ work.

**Answers**

1. The planting machine represents the apartheid state. The cartoon suggests that the state, like the farmer and his machine, can sow its seeds (its policies) easily and effectively. The crop that has been sowed is coming up as spears, which are a symbol of the armed struggle. The spears represent MK, which stands for The Spear of the Nation. The cartoon’s message is forceful because it plays on the meaning of MK as well as reflecting the ANC’s decision to embark on armed struggle.
2. The policy of apartheid
3. The cartoonist believes that the apartheid state and its laws have planted the seeds of violence amongst the African population. The state has forced the ANC to adopt the armed struggle by sowing the seeds of hatred, repression and violence.
4. Ruth Mompati explains that although the ANC used only peaceful methods to bring about change in South Africa, the South African state always responded with violence. She also talks about the violent living conditions in South Africa and believes that as a result of the state’s harsh actions, the ANC had no other choice.
5. Non-violent confrontation, such as the Defiance Campaign in the 1950s, had failed to get the government to change the apartheid laws. In fact, the government had responded with intensified repression – more bannings, more detentions and more violence. The unstable conditions in which

they lived in South Africa also contributed to peoples' frustrations. Then, in 1960, when the PAC was holding a peaceful anti-pass demonstration, at Sharpeville, the government reacted violently, killing 69 demonstrators and wounding 180. The government then banned the ANC and PAC and declared a State of Emergency. The ANC now believed that the only way to fight the violence of the government was to use violence itself.

### Topic for discussion

It might be a good idea to generate a class discussion on the role of violence in liberation struggles. Is the use of violence justified or not? This has the potential to be an explosive discussion. Facilitate the discussion carefully, making sure that each learner is able to express their points of view clearly and without interruption from others.

## ACTIVITY 10 *Writing an introduction for an essay*

**Time allocation: 15 minutes**  
**(Learner's Book page 70)**

### Skills development: Writing good introductions for essays

We focus here on writing a good introduction. If an introduction is well written and sets out the argument clearly, it will create a good impression and also provide a good structure to follow in the rest of the essay. Learners need to practise the skill of writing good introductions (and conclusions) to their essays. When writing an introduction, learners should take note of the following instructions:

- Set out clearly the issue raised in the question to show that you understand what you have to do.
- Identify the main themes which you intend to deal with in the rest of the essay.
- Try to write in an interesting way in order to gain the reader's attention.
- Go over the skill of writing introductions in the Learner's Book on page 70.

### What you can assess in this activity

#### Grade 11

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.

AS 2: Analyse the socio-economic and political power relations operating in societies.

#### Grade 12

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

AS 1: Analyse historical concepts such as postcolonialism, globalization and socialism as social constructs.

AS 2: Examine and explain the dynamics of changing power relations within the societies studied.

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

AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.

### Assessment evidence

- Can the learner write an introduction to an essay in which she/he identifies the problem posed by the question and outlines the structure of the argument?

### Assessment strategy

Learners should write their own introductions to this essay topic. You should take these in and assess them to determine whether each learner has grasped the concept of writing a good introduction or not.

### Answer

Here is a possible introduction to this essay:

Steve Biko was an activist who inspired the Black Consciousness movement. There is no doubt that the police harassed him for years, but were the police correct in their assumption that he was a dangerous agitator who tried to inspire the people to violent resistance? This essay will explore the nature of Steve Biko's activism and resistance in the 1970s. It will examine the philosophy of Black Consciousness to determine whether it promoted violent resistance. It will also look at Biko's actions in order to determine whether the police assessment that he was a dangerous agitator was accurate or not.

### Remedial activity

This is a fairly difficult skill for learners to grasp and you should give them a number of opportunities to write different introductions to different essay topics.

## ACTIVITY 11 *Analysing statistics*

**Time allocation: 10 minutes**  
**(Learner's Book page 72)**

### What you can assess in this activity

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

AS 1: Handle and draw conclusions from quantitative data.

#### Grade 12

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

AS 1: Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

### Assessment evidence

- Can the learner use statistical sources to answer questions and to gain an understanding of the living conditions in Soweto in 1976?

### Assessment strategy

Learners should discuss the questions in pairs, but write their own individual answers. Pairs should then exchange their work. Discuss good answers with the class and let the learners peer assess their partners' work.

### Answers

1. These statistics suggest that most people in Soweto lived in conditions of dire poverty. Conditions were very primitive. Most people had no access to hot water and only a few had access to electricity. Health facilities were inadequate for the needs of the population. It is clear that life was a struggle for people living in Soweto.
2. The average income for Soweto residents was R100 per month, while their monthly costs were R140. This meant that most people were unable to survive on their salaries and either had to cut down on essential needs or fall ever deeper into debt. This would make life very insecure for the majority of people living in Soweto.
3. There were 280 schools catering for the school-going population of Soweto. According to these statistics, this meant that on average there were

60 children per class. There were clearly not enough schools or teachers for the children of Soweto. The ratio of one teacher to sixty children is not conducive to good teaching. Such a large number of learners makes it difficult for teachers to enforce discipline and it makes the transmission of knowledge very difficult.

4. This is an open-ended answer. Learners may choose any grievance, but they must provide a clear justification for their choice.
5. These statistics reveal a township in crisis. They show a vastly overcrowded area, with 1.5 million people living in an area of only 87 square kilometres. Nearly a third of this population was homeless and their conditions were intolerable. Most people had no access to basic human needs, such as hot water and electricity, and the majority of them lived in poverty. For those who were employed, their salaries did not cover their basic costs per month. Their children attended inadequate schools. These statistics show that the people living in Soweto lived in terrible conditions and the government was doing nothing to improve their situation. As times got harder, so their anger increased.

### Enrichment activity/Topic for discussion

Ask learners to find out more about the consequences of poverty on communities. Also ask them to find out current statistics about how many people are living in informal settlements with no access to clean water, electricity or proper housing. Use these statistics to generate a class discussion on what the future holds for these communities and what the possible long-term effects could be in South Africa.

## ACTIVITY 12 *Identifying short-term and long-term causes*

**Time allocation: 20 minutes**  
**(Learner's Book page 73)**

### Skills development: Causation

Causation is a critical historical skill. At the outset, learners must understand that it is rare for there to be one single cause for a major event in history. There are usually a number of different causes for a major event. Once learners have identified all these different causes, they must differentiate between long-term, short-term and immediate causes. An immediate cause is an event or action that sparks off a major and usually dramatic event. A short-term cause is a factor that was present shortly before the event occurred, while long-term causes are usually underlying issues that build up over a long time.

## What you can assess in this activity

### Grade 9

LO 2: The learner will be able to demonstrate historical knowledge and understanding.  
AS 2: Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect].

### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.  
AS 2: Categorize appropriate/relevant sources of information provided to answer the questions raised.  
AS 3: Analyse the information and data gathered from a variety of sources.

### Grade 12

LO 1: The learner is able to acquire and apply historical enquiry skills.  
AS 2: Access a variety of relevant sources of information in order to carry out an investigation.  
AS 3: Interpret and evaluate information and data from the sources.

### Assessment evidence

- Can the learner differentiate between long-term and short-term causes?
- Can the learner suggest which cause was probably the most significant and substantiate his/her answer?

### Assessment strategy

Learners discuss the answers to the questions in groups. Each group reports on their discussion to the class. This activity can be used for informal group assessment.

## Answers

1.

### Rubric to assess learner performance in assessing causation

	Major cause of the Soweto Uprising	Long-term/Short-term/Immediate and reason for your choice
<b>Source A</b>	General conditions and poverty as a result of the inequalities of apartheid	Long-term – the frustrations of living under such harsh conditions would have built up over a long period of time
<b>Source B</b>	The teaching of half the courses at school in Afrikaans	Immediate – it was protest over this policy that sparked off the uprising
<b>Source C</b>	The teaching of half the courses at school in Afrikaans	Immediate – it was protest over this policy that sparked off the uprising
<b>Source D</b>	Overcrowded conditions and harsh discipline in schools	Short term – pupils were feeling angry at conditions in school. The implementation of teaching in Afrikaans was the final straw
<b>Source E</b>	The ideas of Black Consciousness	Long term – these ideas were being spread in schools since the beginning of the 1970s, and influenced many students to take a more radical stand
<b>Source F</b>	The liberation struggles in Mozambique, Angola, Zimbabwe and Namibia	Short term – this atmosphere of revolt in Southern Africa inspired the youth in South Africa to take action themselves

2. Learners in groups may choose any explanation so long as they justify their answers by providing evidence to back up their point of view.

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**An extract from a letter from Bishop Tutu to Prime Minister John Vorster on 6 May 1976**

6 May 1976  
The Hon. Prime Minister  
Mr John Vorster  
House of Assembly  
Cape Town

... I am writing to you, Sir, in all deep humility and courtesy in my capacity as Anglican Dean of Johannesburg and, therefore, as leader of several thousand Christians of all races in the Diocese of Johannesburg. I am writing to you as one who has come to be accepted by some blacks (i.e. Africans, Indians and coloureds) as one of their spokesmen articulating their deepest aspirations.

... I am writing to you, Sir, because I know you to be a loving and caring father and husband, a doting grandfather who has experienced the joys and anguish of family life, its laughter and gaiety, its sorrows and pangs. I am writing to you, Sir, as one who is passionately devoted to a happy and stable family life as the indispensable foundation of a sound and healthy society,

... I write to you, Sir, because, like you, I am deeply committed to real reconciliation with justice for all, and to peaceful change to a more just and open South African society in which the wonderful riches and wealth of our country will be shared more equitably. I write to you, Sir, to say with all the eloquence I can command that the security of our country ultimately depends not on military strength and a Security Police being given more and more draconian power to do virtually as they please without being accountable to the courts of our land, courts which have a splendid reputation throughout the world for fairness and justice.

... I am writing to you, Sir, because I have a growing nightmarish fear that unless something drastic is done very soon then bloodshed and violence are going to happen in South Africa almost inevitably. A people can take only so much and no more.

... I wish to God that I am wrong and that I have misread history and the situation in my beloved homeland, my mother country South Africa. A people made desperate by despair, injustice and oppression will use desperate means. I am frightened, dreadfully frightened, that we may soon reach a point of no return, when events will generate a momentum of their own, when nothing will stop their reaching a bloody denouement which is 'too ghastly to contemplate', to quote your words, Sir.

... I hope to hear from you, Sir, as soon as you can conveniently respond, because I want to make this correspondence available to the Press, preferably with your concurrence, so that all our people, both black and white, will know that from our side we have done all that is humanly possible to do, to appeal, not only to the rank and file of whites, but to the highest political figure in the land, and to have issued the grave warning contained in my letter. This flows from a deep love and anguish for my country ...

Yours respectfully,  
Desmond Tutu