

# **Turning Points in History**

**Activities for CAPS History  
Grade 7 – Grade 12**

**Rob Siebörger and Penny Berens**





The Institute for Justice and Reconciliation contributes to building fair, democratic and inclusive societies in Africa.

The Institute realises its vision and mission through the following key areas of work:

- The Policy and Analysis Programme tracks and analyses reconciliation, transformation and development in Southern Africa.
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Institute for Justice and Reconciliation  
Wynberg Mews  
Ground Floor, House Vincent  
Cnr Brodie and Ebenezer Roads  
Wynberg  
7800  
Tel: +27 (0)21 763 7128  
Fax: +27 (0)21 763 7138

Website: [www.ijr.org.za](http://www.ijr.org.za)

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# Contents

<b>Acknowledgements</b>	<b>5</b>
<b>Introduction</b>	<b>6</b>
<b>Activity 1 – What was it like to be a slave?</b>	<b>7</b>
Grade 7, Term 2: The Transatlantic slave trade - How slaves were captured, sold and transported from West Africa.	
<b>Activity 2 – What changes were caused by the mining revolution?</b>	<b>13</b>
Grade 8, Term 2: The Mineral Revolution in South Africa – The discovery and mining of deep level gold on the Witwatersrand.	
<b>Activity 3 – What was the nature of resistance to apartheid in the 1970s and 1980s?</b>	<b>18</b>
Grade 9, Term 4: 1976, Soweto uprising – causes, leaders, events of 16 June, spiralling events that followed throughout the country.	
<b>Activity 4 – What was the cause of the <i>Mfecane</i>?</b>	<b>26</b>
Grade 10, Terms 2 & 3: Transformations in southern Africa after 1750. Political changes from 1750 – 1820.	
<b>Activity 5 – How does one explain different viewpoints on land and labour?</b>	<b>31</b>
Grade 10, Term 4: The South African War and Union – the precursor of the apartheid pattern.	
<b>Activity 6 – Can Afrikaner nationalism and African nationalism between 1910 and 1950 be compared?</b>	<b>37</b>
Grade 11, Term 3: Nationalisms – South Africa, the Middle East and Africa – the rise of African nationalism; the rise of Afrikaner nationalism.	
<b>Activity 7 – What were the dynamics of power in South Africa in the 1990s?</b>	<b>43</b>
Grade 12, Term 3: The coming of democracy in South Africa and coming to terms with the past. The negotiated settlement and the Government of National Unity.	
<b>Activity 8 – Which were the major turning points in the 1980s-1990s?</b>	<b>51</b>
Grade 12, Term 3: The coming of democracy in South Africa and coming to terms with the past. The negotiated settlement and the Government of National Unity.	
<b>Model answers for the activities</b>	<b>56</b>



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The introduction of the Curriculum Assessment Policy Statement (CAPS) in 2011 has necessitated the revision of the Teacher's Guide that accompanied the original publication.

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# Introduction

*Turning Points in History* is a set of six books on the history of South Africa written especially for use in schools. It was published in 2004. The Teacher's Guide which accompanied it was based on the NCS History curriculum (2003). Following the book, a CD was made, which contained all the books plus 12 modules of classroom activities based on the Teacher's Guide.

This book contains eight of the original 12 modules of classroom activities, which have been revised for the CAPS Social Sciences: History and CAPS History curricula.

Each activity has a set of Teacher's Notes, which explain in detail how to do the activity. Read them carefully to get the most from the activities. There are also suggestions about how you can use the activities in other sections of the curriculum. Model answers are provided at the end of the book.

# Activity 1

## What was it like to be a slave?

Grade 7, Term 2: The Transatlantic slave trade. How slaves were captured, sold and transported from West Africa.

### Teacher's Notes

### Background

#### Summary

In this activity, learners look at a picture about slavery. They ask questions about the information provided by the source, and swap with another group to answer their questions. Then the students examine bias by thinking about the artist's feelings about slavery.

#### Turning Points

- *Turning Points Teacher's Book*, page 22-23.
- *Turning Points 2*, chapter 2.

#### CAPS Skills

- 2: Extract and interpret information from a number of sources.
- 3: Evaluate the usefulness of sources, including reliability, stereotyping, subjectivity.
- 4: Recognise that there is often more than one perspective of an historical event.

#### Approach

Using paintings and drawings as sources involves learners in:

- Extracting and organising data from a visual source.
- Judging the usefulness of the source.
- Identifying bias in a source.
- Asking questions about the content of a source.

The visual source given in this module is particularly appropriate in that:

- Learners can interpret the picture on their own.
- After they have asked and answered questions, they can be given additional information which may make them change their minds about their answers (the additional information is the caption to the original picture).
- They will be able to identify bias and name the purpose of that bias on the part of the artist.

## Learners should already be familiar with

- The definition of colonialism.
- The definition of slavery.

## Words you might need to explain

- **bias** – a one-sided point of view or interpretation
- **embrace** – to hold someone, either in affection or to keep them from harm
- **'distraction wild'** – very agitated and distressed
- **'such ills erase'** – rub out, or delete, such bad experiences (how will he ever be able to forget this?)

## You will need

- Resource Sheet 1: one copy for each group
- Worksheet 1: one copy for each group
- Worksheet 2: one copy for each learner
- Optional: additional pictures of slave capture from other perspectives

## What to do

This activity can be divided into two separate periods, or you could use a double period to complete both parts.

### Step 1: What do they already know? [15 minutes]

Informally assess the learners' prior knowledge. You could do this by asking questions such as:

- Explain what you think 'slavery' means.
- How did decolonialism encourage slavery?
- How did slavery come to an end in the British colonies?

### Step 2: Interrogating the picture [15 minutes]

- Give each group a copy of Resource Sheet 1 (the picture), and Resource Sheet 2 (where they need to make up questions).
- Allow groups time to examine and talk about the picture, before they write six questions about the picture on Worksheet 1.

### Step 3: Answering the questions [10 minutes]

- Groups pass their questions to another group, and receive a list of questions from them.
- Allow groups time to read and answer them in the spaces provided.

### Step 4: Reporting back on answers [10 minutes]

- Return papers to the group that wrote the questions.
- Groups examine the answers written to their questions. They should have an opportunity to challenge some of those answers, if necessary.
- Display the question and answer sheets, or have each group read their sheet out, if there is time.
- Make sure the following questions have been asked and answered:
  - How many people are there in the picture?



- What can you tell about each person in the picture?
- What is happening in the picture?
- What can be seen about the place in the picture?
- What place or country do you think is shown in the picture? Give reasons for your answer. (Note that there are some things in the picture that indicate that it might not be in South Africa. Can you find them? The artist might not have visited the country that he is depicting.)

### **Step 5: Analysing the artist's point of view [15 minutes]**

Hand out Worksheet 2 only after the first section of the activity has been completed. Each learner gets one sheet and works alone.

### **Step 6: Review [10 minutes]**

- Talk about bias after learners have completed the worksheet.
- Remind learners that biased information is still very useful as long as one realises that it is biased, and what the bias is.

## **Crossovers**

### **Other approaches**

- You could do these Worksheets as a whole class activity, with learners asking questions orally, and writing the answers to the questions on the board. However, this will limit the usefulness of the Worksheets as an assessment opportunity.
- Extend the bias activity by comparing this picture with other pictures of slavery, showing different degrees of bias.

### **Application in other grades**

- Use pictures in Grade 11 and 12 in the same way as the slave picture. Some suitable examples are:
- *Turning Points 4*, page 51. The picture of the Great Trek centenary, 1938 could be used to show the way Afrikaner nationalism was built-up by using history.
- *Turning Points 5*, page 48. The picture of coloured people protesting against beach segregation at the Strand could be used to highlight the role of coloured people in the struggle against apartheid.
- *Turning Points 6*, page 57. Use the picture of Nelson Mandela congratulating Francois Pienaar after South Africa won the 1995 Rugby World Cup to investigate the role of sport in reconciliation and nation building after 1994.

## What was it like to be a slave?

### Resource Sheet

### TURNING POINTS IN HISTORY

Understanding colonialism and its many different forms is not easy. Using slavery as an example of what happened to some people under colonisation, study this picture and judge the impact of slavery on individual people.



Source: Painted by G. Morland and engraved by J.R. Smith, mezzotinto engraver to his Royal Highness the Prince of Wales. Published in 1791 by J.R. Smith, King Street, Covent Garden, London.

## What was it like to be a slave?

### Worksheet 1

### TURNING POINTS IN HISTORY

Name:

- Work in groups.
- Each group talks about the picture on Resource Sheet 1, then writes six questions about the picture on this worksheet. An example of a question could be: Who are the people in the picture?
- Write some questions that you think you know the answers to and some questions that you don't know the answers to.
- Then swap your page of questions for that of another group.
- Answer their questions and return their worksheet to them.

Examine the answers that the other group gave to your questions, and decide whether they are reasonable answers.

- Display your question and answer papers, or read your questions and answers to the class.

Q1:

A1:

Q2:

A2:

Q3:

A3:

Q4:

A4:

Q5:

A5:

Q6:

A6:

## What was it like to be a slave?

### Worksheet 2

### TURNING POINTS IN HISTORY

Name:

**1. Can you tell anything about the attitude (or point of view on slavery) of the artist? Explain.**

The caption that belongs with this picture says:

“Lo! The poor captive with distraction wild views his dear partner torn from his embrace. A different Captain buys his wife and child. What time can from his soul such ills erase?”

(Note: “... distraction wild” indicates that the person is very agitated and distressed.)

Having read the caption, now answer these questions:

**2. Who is the ‘poor captive’ and why is he called this?**

**3. Who is the ‘dear partner’?**

**4. Who is the ‘different Captain’? Does he look like an army captain or a ship’s captain?**

**5. Does your answer about the attitude of the artist (Question 1) change after reading the caption? Why?**

**6. How could the artist have painted this picture if he had been in favour of slavery? What do you think he would have done differently? Give at least three examples.**

**7. Write about four lines explaining what message the artist was trying to get across to the viewer in his picture. Did the artist paint the picture in a particular way to give people a particular point of view?**

## Activity 2

### What changes were caused by the mining revolution?

Grade 8, Term 2: The Mineral Revolution in South Africa. The discovery and mining of deep level gold on the Witwatersrand.

#### Teacher's Notes

#### Background

#### Summary

Learners analyse the way in which the mineral revolution impacted on societies in southern Africa under the following five headings:

- Personal
- Material
- Physical
- Philosophical
- Environmental

They use the table headings to do the analysis and use their findings to note the changes.

#### Turning Points

- *Turning Points Teacher's Guide*, page 34.
- *Turning Points 3*, chapter 3.

#### CAPS Skills

- 2: Extract and interpret information from a number of sources.  
 7: Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing.

#### Approach

Learners analyse these relations and by doing so are able to note the changes made between 1870 and 1900. To do this, learners fill in information under different headings on a table. This makes it easier for them to analyse the information that they have collected. It also makes it easier to assess their understanding of the topic.

#### Learners should already be familiar with

- The development of the mining industry, particularly gold and diamonds.
- The use of text extracts as sources of information.

## Words you might need to explain

- **impose** – to put some kind of a burden onto a person which they do not want
- **capital** – the money needed to start a large business or mining operation
- **capitalism** – a view that people should be able to possess and use money or capital to expand their personal wealth with as little restriction as possible
- **reserves** – areas set aside for black farmers
- **tuberculosis** – TB, a disease of the lungs, most common in conditions of close contact, poor food and poor living conditions
- **ventilated** – with open windows or ways of allowing air into a space
- **no resistance (to disease)** – the inability of the body to fight disease

## You will need

- Resource Sheet 1: one copy for each learner or group.
- Worksheet 1: one copy for each learner or group.
- *Turning Points 3*, page 63 (conclusion of chapter 3): one copy for each learner or group.

## What to do

### What do they already know? [5 minutes]

Informally assess their prior knowledge (see questions above) before attempting the worksheet. You could ask them questions such as:

- Why was the discovery of gold important for Britain's imperialist aims?
- What changes might have come about as a result of the discovery of gold?

### Activity 1 [5 minutes]

- Hand out copies of the Resource Sheet and Worksheet.
- Hand out a copy of the conclusion of *Turning Points 3*, Chapter 3.
- Read over the instructions with the class.
- Make sure they understand the terms 'physical', 'material' etc.

### Activity 2 [30 minutes]

- Groups or individuals complete the Worksheet.
- This lesson could be done individually or in groups. For assessment purposes it could be done as a group discussion activity, and the Worksheets then filled in by individual learners.

### Review [10 minutes]

When learners have completed the Worksheets, close the lesson with a quick oral assessment of what they have learnt about sources. Questions you could ask include:

- What changes to family life were brought about by the migrant labour system?
- Why did the mines need to use migrant labour?
- Why were rural people materially poorer because of the mining revolution?

- Why was working on mines and living in compounds bad for people's health?
- How did the mining revolution change the way people thought about things? [5 minutes]

### **Crossovers**

#### **Other approaches**

Use the same material for research/essay writing. Learners could choose a category (personal, environmental, etc) and write a 15-line essay using information from the table they filled in and adding in additional information which they have researched.

#### **Application in other grades**

Use this format in Grades 10 – 12 to analyse change in power relations in other periods of history. Change the dates and, if necessary, the influences.

## What changes were caused by the mining revolution?

### Resource Sheet

### TURNING POINTS IN HISTORY

Name:

There were great changes in socio-economic power relations brought about by the mining revolution in South Africa. The changes brought about by the mining revolution affected societies in southern Africa between 1870 and 1900.

#### These changes were:

- Personal, because they changed the way people lived;
- Material, because they changed the balance of wealth held in the country;
- Physical, because they made changes to people's health;
- Philosophical, because they may have changed the way people thought and their outlook on life; and
- Environmental, because they may have had something to do with geographical factors and the way they affected the things people did.

#### Read these extracts from various sources in Turning Points 3:

1. 'As early as 1870 the British colonial authorities in Lesotho (then Basutoland) imposed a hut tax of 10 shillings on each hut every year in order to pressurise men to go to work on the diamond mines .... In those days, a man had to work for about three months to get enough money to pay the hut tax for himself, his family and his parents.'

Source: John Pampallis, *Foundations of the New South Africa*, Cape Town, Maskew Miller Longman, 1991, p.24.

2. 'When deep level mining started on the Witwatersrand, the richest diamond mine owners moved into gold mining. They brought with them considerable capital and experience of mining. They also brought ideas on how to control mine workers in order to increase production.'

Source: Luli Callinicos, *Gold and Workers Johannesburg*, Ravan, 1980, p.17.

3. 'Brought in from the reserves in their youth and shipped back in their old age, the migrant labourers spare the mining industry a whole range of social costs, the burden of which is shifted to the poverty-stricken reserves.  
... The reserves fulfil the functions that capitalism prefers not to assume – those of social security for the migrant workers. The extreme destitution of the peasant in the reserves was brought about by this situation.'

Source: Bernard Makhosezwe Magubane, *The Political Economy of Race and Class in South Africa*, New York, New Monthly Review Press, 1990, pp. 95-6.

4. 'It was the development of the mining industry which, by increasing the flow of Europeans infected with tuberculosis who then worked together with black miners under dusty, damp, and poorly ventilated conditions, set the scene for infection of these black workers, who had no resistance and were poorly fed and housed.'

Source: Francis Wilson and Mamphela Ramphele, *Uprooting Poverty: The South African Challenge*, Cape Town, David Philip, 1989, p. 116.



## What changes were caused by the mining revolution?

### Worksheet

### TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

Use the information in Resource Sheet 1, together with what you already know about the subject, to complete this table, which compares what life was like before the mining revolution to what it was like at the beginning of the twentieth century.

Influence	Situation before 1870	Situation by 1900
Personal: because they changed the way people lived;		
Material: because they changed the balance of wealth held in the country;		
Physical: because they made changes to people's health;		
Philosophical: because they may have changed the way people thought and their outlook on life; and		
Environmental: because they may have had something to do with geographical factors and the way they affected the things people did.		

## ACTIVITY 3

### What was the nature of resistance to apartheid in the 1970s and 1980s?

Grade 9, Term 4: 1976, Soweto uprising. Causes, leaders, events of 16 June, spiralling events that followed throughout the country.

#### Teacher's Notes

#### Background

#### Summary

There were uprisings in Soweto, the Vaal, East Rand, Cape Town and elsewhere during the 1970s and 80s. Learners look at them from the different perspectives of where and why they happened and who was involved. What did they have in common? How did their common experiences contribute to the collapse of apartheid?

Learners read the fact sheets and interpret the experiences of people in different parts of the country according to their different perspectives. They compare and contrast three different perspectives of the uprisings of the 1970s and 80s in three different places and times, and the experiences of people in those places.

- Learners work in groups and discuss the events described.
- They fill in the appropriate column on the table
- Each group reports back to the rest of the class.
- Learners use the report-back sessions to fill in the rest of the table.

#### Turning Points

- *Turning Points Teacher's Guide*, pages 48-9
- *Turning Points Book 5*, Chapters 2, 3 and 4.
- *Turning Points 5* offers a valuable opportunity to study the changing power relations within the anti-apartheid forces in South Africa in the 1970s and 1980s. With the banning of political organisations and the exile of many leaders, it was inevitable that there would be new powers taking the lead within the struggle.

#### CAPS Skills

- 2: Extract and interpret information from a number of sources.
- 4: Recognise that there is often more than one perspective of an historical event.
- 6: Participate in constructive and focused debate through the careful evaluation of historical evidence.

## Approach

The perspectives in this case are not those of historians, but rather those of different places and times. What did they all have in common? How did their common experiences contribute to the collapse of apartheid? It is important to study the history of South Africa in this period from perspectives other than that of Soweto.

## Learners should already be familiar with

- Anti-apartheid activity in the 1970s and 80s.
- The role of school students in these uprisings.
- Individual events, such as the June 16 student uprising in Soweto.

## Words you might need to explain

- **grand apartheid** – the principles and policies that dealt with the broader political and economic aspects of the apartheid system (homelands, etc.)
- **petty apartheid** – the principles and policies that dealt with the day-to-day aspects of the apartheid system (separate public facilities, etc.)
- **combustible** – able to be set on fire; ready to burn
- **autonomy** – freedom of action; independence
- **era** – a period of time

## You will need

- One copy of the Worksheet for each learner.
- One copy of Resource Sheet 1, 2 and 3 for each Group 1, Group 2 and Group 3.
- Additional material, either in their text books, a copy of *Turning Points 5*, or other relevant material in case learners need additional sources.

## What to do

### Step 1: What do they already know [5 minutes]

Informally assess their prior knowledge before attempting the worksheet. Do this by asking questions about the topic. Learners may know more about what happened in their own area than things that happened in other parts of the country. Some suggested questions:

- Why do you think it was school students who started the uprisings in Soweto?
- Do you know of any other area in the country where there were uprisings in that period?

### Step 2: Analysing source material [20 minutes]

- Divide the class into three, six, nine or twelve groups, depending on the size of the class. Hand out one copy of Worksheet 1 to each learner.
- Hand out one copy of Resource Sheet 1, 2 or 3 to each group. If you have six groups, you will need two copies of each Resource Sheet, and so on.

- Give learners time to read the Resource Sheet and discuss it within their groups. They then enter the answers in the column of the Worksheet that corresponds to the topic on their Resource Sheet.

**Optional:** If time allows in the following periods, repeat the activity twice so that all groups have the opportunity to complete the Worksheet on their own.

### **Step 3: Preparing reports [10 minutes]**

- Learners also prepare a report. Groups use the points they have entered on Worksheet 1 to prepare an oral report.

### **Step 4: Report-back [20 minutes]**

- Groups read the reports either directly from their Worksheets or from reports they have written using the information on their Worksheets.
- While learners listen to the reports from other groups who had different topics from their own, they take notes. They use these notes to fill in the answers in the other two columns on their Worksheets.

### **Step 5: Review [5 minutes]**

When learners have completed the Worksheets, close the lesson with a quick oral assessment of what they have learnt about sources. Talk about the different events, all of which led to the same goal. Learners should understand the different roles of the organisations and the people involved in the struggle.

Questions you could ask include:

- Have you noticed anything in common with the uprisings in the three different areas?
- What major differences did you notice about the uprisings in the three different areas?
- Do you think the uprisings in these areas helped to bring about change in South Africa? Give reasons for your answer.

## **Crossovers**

### **Other approaches.**

- You could use the same Resource Sheets to give learners the opportunity to work out the relationships between some or all of these:
  - workers and unions (such as FOSATU, later becoming COSATU);
  - youth movements (such as COSAS);
  - movements such as Black Consciousness;
  - organisations such as the Black People's Convention and the United Democratic Front;
  - church and religious groups; and
  - community organisations.
- They could do this as a table, or in an essay.

### **Application in other grades**

- Grade 10 – different perspectives are analysed in a similar way in Activity 4.
- Grade 11 – different perspectives are analysed in a similar way in Module 5.

## What was the nature of resistance to apartheid in the 1970s and 1980s?

### Worksheet

### TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

- There were uprisings in Soweto, the Vaal, East Rand and Cape Town during the 1970s and 80s. We are going to look at them from the different perspectives of where and why they happened and who was involved. What did they have in common? How did their common experiences contribute to the collapse of apartheid?
- Work in groups.
- Each group investigates one area. Use the Resource Sheet to help you.
- Fill in your group's findings on your own table in the correct column.
- Report your group's findings to the rest of the class.
- When the other groups report their findings to the class, take notes and fill in their findings in the other columns on your table.

	Soweto	Cape Town	Vaal and East Rand
<b>Dates:</b>			
Why did the uprisings start? (At least one reason)			
Who supported them? (The names of organisations involved)			
What happened as a result of the uprisings? (At least one result)			

## What was the nature of resistance to apartheid in the 1970s and 1980s?

### Resource Sheet 1

### TURNING POINTS IN HISTORY

Name:

#### Soweto – June 1976:

By 10:30 on 16 June 1976, thousands of students had gathered in Orlando West to begin a protest march against the imposition of the Afrikaans language as the medium of instruction in Soweto's schools. ... Local police were totally unprepared for a march of this size. Eventually they opened fire, killing Hastings Ndlovu and Hector Peterson. The shootings sparked off days of riots and hundreds of deaths. The Soweto revolt had begun.

The Soweto rebellion was initiated by school children in protest against the use of Afrikaans as a medium of instruction in schools. However, a combustible situation had been developing in Soweto since the mid-1960s as a result of an accumulation of various grievances. The Afrikaans-medium issues provided the spark for the explosion.

Different authors place different emphasis on various factors. Some highlight educational issues; some focus on structural changes in the economy and society; some concentrate on the political changes of 'grand' apartheid; some stress the emergence of new youth subcultures in Soweto's secondary schools in the mid-1970s; some emphasise the role of Black Consciousness ideology and its associated organisations like the South African Students Movement (SASM); still others insist on the autonomous actions of the junior grades at several of Soweto's schools. All of these factors need to be taken into account.

#### What were the final events leading to the uprising?

The struggle began with a boycott of classes in protest against Afrikaans as a medium of instruction, which began in junior secondary and higher primary schools. As examinations approached in mid-year, students and parents became increasingly desperate about the situation. It seems that at this point SASM saw the opportunity to take a leadership role.

... [at a SASM meeting] approval was won for a mass demonstration on 16 June. Tebogo Mohapi recalls that students thought they would have a peaceful demonstration – a surprise for their teachers and the authorities, but peaceful.

Surprise it was, but peaceful it was not. Police violence against the student protestors, as we know now, provided the spark which ignited all the frustrations and grievances that had been building up over the previous ten years. After the 16 and 17 of June 1976, nothing in South Africa would be the same again. An old era was past. A new one was beginning.

Source: Adapted from: Phil Bonner, *Turning Points 5*, Chapter 2: The Soweto Uprising of June 1976.

## What was the nature of resistance to apartheid in the 1970s and 1980s?

### Resource Sheet 2

### TURNING POINTS IN HISTORY

Name:

#### Cape Town, 1980-1985

Anti-apartheid organisations happened in the context of people living in their racial or cultural ghettos, with their own experiences, histories and issues. ...[These issues included] school boycotts of the early 1980s, consumer boycotts and stayaways, which reached a climax in 1985.

...In August 1983 the United Democratic Front was launched in Mitchells Plain. The UDF was a broad front of organisations that included youth, student, women's, civics and other political organisations under its banner. The UDF denied that it was a front for the ANC in exile. In reality, however, that is what it amounted to. The UDF put forward a non-racial strategy of developing alliances across the apartheid-defined communities of African, Coloured, Asian and white people.

Finding ways of drawing links in people's minds between their socio-economic problems (wages, working conditions, housing, water, street maintenance etc) and the broader political context was a source of debate in community organisations, and also among the emerging anti-apartheid or independent trade union movement.

By late 1984 community organisations, especially those under the banner of the UDF, were challenging the apartheid state through various campaigns, widespread publicity and effective mobilisation.

1985 was an important year in the political history of South Africa. Across the country anti-apartheid organisations confronted police, army and government officials. It was the year that people's organisations aimed to make the apartheid state ungovernable.

Four of the most persistent flashpoints in Cape Town were Athlone, Bonteheuwel, Guguletu and Mitchell's Plain. The University of the Western Cape (UWC) was the most militant site of university struggles. People of all ages and across the cultural spectrum participated in these struggles. However, students and youth from the Coloured and African areas of Cape Town constituted the vast majority. They took the biggest risks and often suffered the worst consequences. Images and stories of these hand-to-hand battles were communicated through the global mass media. This resulted in a disinvestment and sanctions campaign by various countries.

Source: Adapted from Sean Field, *Turning Points 5*, Chapter 3: Politics and Consciousness in Cape Town Communities: 1980-1985.



## What was the nature of resistance to apartheid in the 1970s and 1980s?

### Resource Sheet 3

### TURNING POINTS IN HISTORY

Name:

#### Vaal and East Rand, 1984

The turning point in the 1980s insurrection occurred from September to November 1984. At that time the African townships of the Pretoria-Witwatersrand-Vaal (PWV, today known as Gauteng) erupted in mass demonstrations and stay aways against the rapidly deteriorating conditions in the townships and the deepening education crisis. The opening act of the revolutionary drama occurred on September 3 in the Vaal townships of Sebokeng, Sharpeville, Evaton, Boipatong and Bophelong. A one-day stay away was organised to demonstrate against proposed rent increases. Two weeks later a less successful stay away was called in Soweto to support the Vaal residents. On October 22 a successful stay away was organised in the East Rand township of KwaThema. The climax of this mounting revolt was reached on November 5 and 6 when more than a million workers and students embarked on the largest stay away since the early 1960s. It shook the apartheid government and employers to the foundation and injected huge confidence into the oppressed population.

An important feature in these struggles was the growing unity in action between township organisations – students and civics – and trade unions. The unity that was forged between workers and youth took many years to develop, but once it was achieved it was a formidable force for change. Workers and students were at the heart of this alliance. Their respective organisations – the Federation of South African Trade Unions (FOSATU) and the Congress of South African Students (COSAS) – organised and led these successful struggles.

The state responded to the PWV uprising with even more repression. The state's clampdown merely added fuel to the flames of resistance. Rent and consumer boycotts and forced resignation of local authority councillors made the townships ungovernable from the perspective of the authorities. Communities across the country set up street committees to run the townships. By the end of 1985 virtually every urban township had become part of the insurrection.

Source: Adapted from: Noor Nieftagodien, *Turning Points 5*, Chapter 4: The Township Uprising, September-November 1984

## ACTIVITY 4

### What was the cause of the *Mfecane*?

Grade 10, Terms 2 & 3: Transformations in southern Africa after 1750. Political changes from 1750 – 1820.

#### Teacher's Notes

#### Background

#### Summary

Learners look at two different perspectives about the *Mfecane* and analyse these perspectives in one table, and then compare them in another. They find out in this way why there are often two different interpretations of the same historical event.

#### Content

#### Turning Points

- *Turning Points Teacher's Book*, pages 32-33.
- *Turning Points 3*, Chapter 1, pages 18, 19 and 21.

*Turning Points 3*, Chapter 1, contains two perspectives about the *Mfecane* which have dominated historical debates in South Africa for the last two decades.

#### CAPS Skills

- 4: Recognise that there is often more than one perspective of an historical event.
- 5: Explain why there are different interpretations of historical events and people's actions.
- 6: Explain why there are different interpretations of historical events and people's actions.
- 7: Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing.

#### Approach

- This worksheet offers an opportunity for learners to involve themselves in the debate about different historical interpretations.
- The two perspectives can be analysed (Table 1) and contrasted (Table 2).
- This process will provide an explanation of why there are different interpretations of the historical events.

#### Learners should already be familiar with

- The term *Mfecane*, and understand some of the events believed to have led to it before completing this worksheet.

- At least some of the leaders of the time associated with the *Mfecane*.
- The geography of the area.

### Words you might need to explain

- **perspective** – a particular way of looking at something
- **militaristic** – based on fighting and making war
- **disrupt** – to upset
- **campaign** – a planned journey, or battle, or programme of action
- **incorporate** – to pull into one structure, to bring together into one state
- **analyse** – to examine (an event) and come to a conclusion about it
- **contrast** – to compare different events or different ideas about one event

### You will need

- Worksheet 1: one copy for each learner.
- Worksheet 2: one copy for each learner.
- A copy of *Turning Points 3*, pages 18, 19 and 21 for each learner, or for each group of learners.

### What to do

#### Step 1: What do they already know [5 minutes]

Find out by preliminary questioning just how much learners already know about the *Mfecane*.

- What do you think the *Mfecane* was?
- Who do you think was involved in the movement of people?
- Where did this take place?

#### Step 2: Examine the perspectives [15 minutes]

- Hand out a copy of the two perspectives (*Turning Points 3*, pages 18-20). Give learners time to read them and talk about them in pairs.

#### Step 3: Analyse and contrast [35 minutes]

- Hand out a copy of Worksheets 1 and 2 to each learner.
- Talk about the difference between analysis and contrast. Explain that to analyse is to examine the different aspects of the event and come to some conclusion, and that to contrast is to show or compare two different views on the same topic or event.
- Learners fill in the Worksheets in pairs.

#### Step 4: Review [5 minutes]

Before learners hand in their Worksheets, ask them about the differences between the Zulu-centric approach and the anti-Afrocentric approach to the *Mfecane*. Some questions you might ask them are:

- Is there a clear difference between the two approaches?
- Do the approaches overlap anywhere? If they do, where?

- Which approach do you prefer? Why?
- Did completing the tables help you to understand what it means to have different perspectives about an event in history?
- If not, can you suggest a different way of doing it?

## Crossovers

### Other approaches.

- Use the same topic as an essay-writing exercise. Use a writing frame to provide a skeleton outline. This gives learners a structure within which they are able to write a paragraph on a particular given topic. Writing frames provide the beginning words of each paragraph as a way to get learners started and to guide them into how to write an essay
- For example: the topic 'Discuss the view that the Mfecane came about as a result of the European influence in southern Africa' is given to the learners.
- They are then provided with a way to start each paragraph.

*There are two perspectives about ...*

*The people who agree with the idea that the Mfecane came about as a result of the European influence argue that ...*

*A further point they make is...*

*However, there are strong arguments against this view ...*

*They point out that ...*

*Furthermore, they say ...*

*After considering both perspectives, my view is ...*

### Application in other grades

- Use the analysis and contrast of perspectives in other suitable topics in Grade 11 and 12. You could reproduce the tables with the appropriate headings for the chosen topic.
- Topics that would be suitable could include:
  - Are there different analyses of the Soweto uprising of June 1976 (Activity 3)?
  - Which turning point can be identified as the one which kick-started the transformation process in 1989 (Activity 8)?

## What was the cause of the *Mfecane*?

### Worksheet 1

### TURNING POINTS IN HISTORY

Name:

Historians don't always agree. They often have different interpretations of the same topic or event. The *Mfecane* is an event in South African history which is the subject of on going debate by historians.

Working in pairs, you are going to look at two different perspectives about the *Mfecane* which have dominated historical debate in South Africa for the last two decades. When you have analysed (Table 1) and contrasted (Table 2) the two perspectives you will have an explanation of why there are different interpretations of the same historical event.

- In groups, read through the two different perspectives.
- Complete the tables, adding in additional questions in Table 1 and additional events or people involved in Table 2, if you feel it would be helpful.

**Table 1: Analysis of the perspectives**

	Zulu-centric: (Zulu kingdom at the heart of the <i>Mfecane</i> )	Slave trade and anti-Afrocentric (other forces at the heart of the <i>Mfecane</i> )
Where did the <i>Mfecane</i> start?		
Why did it start?		
What was the role of the Zulu?		
What were the results?		
What role did the slave trade play?		
What role did European activities play?		

## What was the cause of the *Mfecane*?

### Worksheet 2

### TURNING POINTS IN HISTORY

Name:

**TABLE 2: Contrasts between the perspectives on the events of the *Mfecane***

What did they think of ...	Zulu-centric historians	Cobbing's view
... Shaka?		
... slave trading?		
... Mzilikazi and the Ndebele?		
... European traders and missionaries?		
... Zwide of the Ndwandwe?		
... The rise of the Zulu state?		

# ACTIVITY 5

## How does one explain different viewpoints on land and labour?

Grade 10, Term 4: The South African War and Union – the precursor of the apartheid pattern.

### Teacher's Notes

### Background

#### Summary

In this activity learners are asked to describe land and labour changes between 1910 and 1950 from two perspectives. They use specified pages from *Turning Points 4* as sources of information.

#### Content

##### *Turning Points*

- *Turning Points Book 4*.
- *Teacher's Guide*, page 43.
- The things people did because of the land and labour changes between 1910 and 1950 are seen differently by historians with different approaches.
- *Turning Points 4* explores this period and offers examples of the way these changes affected people in South Africa at the time.

#### CAPS Skills

- 2: Extract and interpret information from a number of sources.
- 4: Recognise that there is often more than one perspective of an historical event.
- 5: Explain why there are different interpretations of historical events and peoples' actions.

#### Approach

Learners study the land and labour changes between 1910 and 1950. Using this topic, they look at two different interpretations of events during that period. This gives them an opportunity to study different perspectives and work out how historians would see events differently from a capitalist and Marxist viewpoint.

#### Learners should already be familiar with

Land and labour changes between 1910 and 1950, including:

- The Land Act of 1913.

- The effect on South Africa's economy of the Depression.
- The effect on the economy of the end of World War 2.

### Words you might need to explain

- **Marxism** – view based on the writings of Karl Marx, that capitalism oppresses working class people and that they need to stand together and work towards a society where wealth is shared
- **Capitalism** – a view that individual people should be able to possess and expand capital (money/wealth/property) with as little restriction as possible
- **Socialism** – a view that the ideal society is one where wealth is shared
- **Sharecroppers** – tenant farmers who were given farmland to work and in return they paid 'rent' by giving the owner of the land part of their crop
- **Affirmative action** – a system which gives preferential rights to work and jobs to one section of the community to change the balance of work opportunities
- **Urbanisation** – becoming city dwellers instead of rural farmers

### You will need

- Resource Sheet: one copy for each learner
- Worksheet 1: one copy for each learner
- Worksheet 2: one copy for each learner
- Copies of the following pages of *Turning Points 4*, for reference:
  - The Land Act – page 14
  - The Depression – page 49
  - World War 2 – page 29
  - The Conclusion of Chapter 1 – page 22

### What to do

#### Step 1: What do they already know [5 minutes]

- Informally assess their prior knowledge (see questions above) before attempting the Worksheet. Ask questions such as:
  - What effect did the Land Act of 1913 have on black farmers?
  - What effect did the depression have in rural communities?
  - How did the end of World War II boost the South African economy?
- Introduce learners to words and concepts that they are not familiar with.

#### Step 2: Definitions of Capitalism and Marxism [10 minutes]

- Hand out Worksheet 1.
- Let learners complete the Worksheet, working in pairs.
- Hold a class discussion to make sure learners understand the definitions of capitalism and Marxism as set out on their Worksheets.



**Step 3: Analysing perspectives [30 minutes]**

- Give each learner a copy of the Resource Sheet and Worksheet 2, as well as the *Turning Points* pages for reference.
- Talk about the different aspects of history set out in the table on their Worksheet.
- Learners use the Resource Sheet to help them complete the table on Worksheet 2.

**Step 4: Review [5 minutes]**

Before learners hand in their Worksheets, ask them some questions to make sure they understand the terms ‘perspective/viewpoint’ and ‘explanation/interpretation’ and that they understand that no perspectives or interpretations necessarily stay the same. Marxism and socialism were once much more popular than they are now, but perhaps there will come a time when they become popular again. Some questions you could ask are:

- In this sentence, what does the word ‘viewpoint’ mean: ‘We do not agree with the capitalist viewpoint put forward’? (Their particular way of looking at it)
- In this sentence, what does the word ‘perspective’ mean: ‘We study the different perspectives of historians who have written about these events’? (Their opinions about different events)
- In this sentence, what does the word ‘interpretation’ mean: ‘These historians have written different interpretations of the event’? (They have described the same event in different ways)
- How do you think the word ‘interpretation’ differs from the word ‘explanation’? (To interpret is to describe what you think it is. To explain is to say what happened.)

**Crossovers****Other approaches**

Learners could complete this lesson by:

- working at it on their own;
- working in pairs, each taking a different view; or
- working in groups and at the end of the group discussion each filling in his or her own table.

**Application in other grades**

- Learners could investigate different points of view about a number of events in South African history and approach the lesson in the same way. For example:
- Grade 9 – There are three specific perspectives in Activity 3. They are the experiences of people in three different places – Soweto (Chapter 2), Cape Town (Chapter 3) and the Vaal and East Rand townships (Chapter 4). Use them to make a comparison (see Teacher’s Guide, pages 48-49).

## How does one explain different viewpoints on land and labour?

### Worksheet 1

### TURNING POINTS IN HISTORY

Name:

Historians don't all look at events from the same point of view. They interpret different issues and events in different ways.

#### Two important areas for debate and interpretation are:

- How do changes on the land help to explain what people did?
- How do changes to people's labour (such as the formation of a black working class) help to explain what people did?

A historian who uses a **capitalist** view to explain and interpret history will have a different approach from one who favours a **Marxist** view, for example

**Capitalism:** A view that, among other things, individual people should be able to possess capital (money/wealth/property) and that they should be able to expand their capital with as little restriction as possible.

**Marxism:** A view based on the writings of Karl Marx, that capitalism oppresses working class people and that they need to stand together and work towards a society where wealth is shared (socialism).

Identify these sentences as being closer to a capitalist or a Marxist viewpoint, or if can't decide. Put a tick in the capitalist, Marxist or 'Can't decide' column for each sentence.

		Capitalist	Marxist	Can't decide
1	Rural farmers produce goods which can be resold at a profit in the cities, thus keeping the economy healthy.			
2	Migration to the cities helped to create a black working class.			
3	Affirmative action schemes enabled poor whites to contribute to the economy of the country.			
4	Working people in the cities should demand better living conditions.			
5	Working people's associations should be formed for their own support.			
6	Job opportunities opened in cities after World War 2 and the economy boomed.			
7	Apartheid was good in one way, because it united black communities and encouraged them to fight for a socialist state.			

## How does one explain different viewpoints on land and labour?

### Resource Sheet

### TURNING POINTS IN HISTORY

Name:

Many important events affected people's lives in South Africa between 1910 and 1950. People responded in various ways to these events. The events caused people to change the way they lived, or acted.

#### Some of these events were:

- The Land Act
- The Depression
- World War 2

#### Facts about the Land Act

The 1913 Natives Land Act was passed by the whites-only Parliament. It was resisted by a number of people and communities in different parts of the country. Many believed that it served the interests only of the farmers, mine owners and other wealthy landowners. The Natives Land Act of 1913 laid the foundation for segregation and apartheid. The land that was identified for African occupation was not ideal for either settlement or agricultural purposes.

As the Act became law, its effects were felt very harshly. The status of many African people started changing from that of independent producers to that of servants or labourers. Eventually, the white minority would occupy 87 percent of the land while the black majority would occupy 13 percent. No land was available for sale to individuals or groups of Africans who wished to buy outside of the reserves. No financial facilities were available to provide funding for Africans to develop their land. The reserves became over-populated. Scores of people left the rural areas to search for job opportunities in the cities. The supply of cheap labour became a key feature for the survival of many farms, industries and corporations in South Africa.

Source: Adapted from *Turning Points 4*, Chapter 1

#### Facts about the Depression

Agriculture received state assistance and many farms were mechanised. Many Afrikaners could not eke out a living on the land because large sums of money were needed to mechanise farms. Non-mechanised farmers could not compete so they went to the cities in large numbers. This created a situation where they competed with unskilled and semi-skilled blacks in the cities. At this time about one fifth of the Afrikaner population were loosely classified as 'poor whites'.

Source: Adapted from *Turning Points 4*, Chapter 1

#### Facts about the effect of World War 2 on the South African economy

World War 2 opened job opportunities in the cities. Mining, industry and manufacturing absorbed a number of the migrants who flocked to the urban areas. The farming sector suffered a great deal, as wages in the cities were higher than those in the rural areas. The migration of thousands of people brought with it social and political challenges to the state. Attempts to control urbanisation did not work because the state denied the majority of people the right to sink roots in the cities. Whites feared the urbanisation of blacks. The National Party, with its slogan of apartheid, was able to work on these fears, and win the 1948 election.

Source: Adapted from *Turning Points 4*, Chapter 1

## How does one explain different viewpoints on land and labour?

### Worksheet 2

### TURNING POINTS IN HISTORY

Name:

Before you complete the table, make sure you have read the information about changes in land and labour between 1910 and 1950.

Think about the following aspects of the history of South Africa between 1910 and 1950 and imagine someone who supports capitalism and someone who supports Marxism. How important would each event be to the two people, and why, ...

	... to someone with a Capitalist view?	... to someone with a Marxist view?
The Land Act		
The Depression		
The effect of World War 2		

## ACTIVITY 6

### Can Afrikaner nationalism and African nationalism between 1910 and 1950 be compared?

Grade 11, Term 3: Nationalisms – South Africa, the Middle East and Africa – the rise of African nationalism; the rise of Afrikaner nationalism.

#### Teacher's Notes

#### Background

#### Summary

Learners examine Afrikaner and African nationalism in South Africa between 1910 and 1950. They use a table to apportion characteristics of nationalism to the two groups. Then they examine their findings and decide whether they are similar or not.

#### Content

#### Turning Points

- *Turning Points Teacher's Guide* page 41
- *Turning Points 4*, chapters 2 and 3.

#### CAPS Skills

- 4: Recognise that there is often more than one perspective of an historical event.  
 7: Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing.

#### Approach

- Learners identify the characteristics of nationalism by using source material from *Turning Points 4*, chapter 2. They use these characteristics to find similarities or differences between Afrikaner and African nationalism of the period.

#### Learners should already be familiar with

- The period in South Africa between 1910 and 1950.
- The concept of nationalism.
- The formation of the ANC.
- The events leading up to the 1948 general election.

## Words you might need to explain

- **nationalism** – the view that the nation, or cultural/language/religious group of people, should share a common political aim and, often, a common state.
- **volk** – a nation or people. In South Africa it refers particularly to the Afrikaner people.
- **Ossewabrandwag** – the ox wagon sentinel – a movement with its emphasis on the cultural heritage all Afrikaners were supposed to have shared.
- **weaned** – drawn away from; removed from dependence on something
- **jukskei** – a throwing game played with parts of an ox wagon

## You will need

- Resource Sheet: one copy for each learner.
- Worksheet: one copy for each learner.

## What to do

### Step 1: What do they already know? [5 minutes]

Informally assess their prior knowledge before attempting the worksheet. Go through the list of words above, discussing their meanings. Talk about the 1940s as a turning point for both African and Afrikaner nationalism, from the point of view of political organisation and social and cultural attitudes.

### Step 2: Examining resources [10 minutes]

Hand out the Resource Sheet. Give learners time to read through the Resource Sheet and ask questions or make comments about words or events they don't understand.

### Step 3: Comparing Afrikaner and African nationalism [20 minutes]

- Hand out a Worksheet to each learner.
- If learners find the table difficult to understand, work through the first row of answers with them. You will find a completed table with suggested answers below.
- Learners use the Resource Sheet to fill in the rest of the table on their own.

### Step 4: Review [10 minutes]

When learners have completed the Worksheets, close the lesson with a quick oral assessment of what they have learnt about both nationalism as a concept, and African and Afrikaner characteristics of nationalism. Questions you could ask include:

- Were most of the characteristics of nationalism found in African nationalism the same as those found in Afrikaner nationalism?
- Could you explain where there were similarities and give reasons for your explanation?
- Could you explain where there were differences, and give reasons for your explanation?

## Crossovers

### Other approaches

- You could use the same table to compare nationalism in South Africa with the Middle East, Ghana and Africa. Or you could use the same table and make a similar comparison with nationalism in Nazi Germany.
- Ask key questions – or have learners make up key questions from their tables. Example: “Why did the African National Congress grow strong?” The answer to the question will help to define what part nationalism had to play in the growth of the ANC. Other questions that could be asked are: “Who is a South African?” and “Who is an African South African?”

### Application in other grades

Other applications for which you could use a similar table are:

- Grade 12 – A study of the global trends and South Africa at a given period, comparing two different countries (*Turning Points 6*, chapter 4).

## Can Afrikaner nationalism and African nationalism between 1910 and 1950 be compared?

### Worksheet 1

### TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

Read Resource Sheet 1.

Use what you find in the Resource Sheet and what you know about nationalism to fill in the table. Copy a short extract from a source that persuaded you to answer Yes or No in columns 2 and 3, if you can find one.

Characteristics of nationalism	Is it a characteristic of African nationalism?	Is it a characteristic of Afrikaner nationalism	Are they similar or not?
Is based on people speaking the same language			
Is based on a common religion and heritage			
Focuses on a particular land or country			
Emphasises traditional values			
Develops in response to outside pressures			
Draws people together by beliefs that are shared by everyone			
Gives new hope to people who have suffered			
Always puts itself above other nations			



## Can Afrikaner nationalism and African nationalism between 1910 and 1950 be compared?

### Resource Sheet 1

### TURNING POINTS IN HISTORY

Name:

'... Afrikaner nationalism can be seen in general terms as a broad social and political response to the uneven development of capitalism. Certain groups, including many Afrikaners, were left behind.

... Many leading middle-class Afrikaners in the 1930s and 1940s belonged to a secret organisation called the Afrikaner Broederbond, which worked ceaselessly to promote the exclusive interests of 'true' Afrikaners on behalf of the volk. To unite rural and urban people, rich and poor ... under the banner of Afrikaner nationalism called for long-term political promotion ... over a number of years.

... Through group identification and co-operation, it was hoped that the position of Afrikaans speakers could be improved.

... A complex network of Afrikaner organisations was established during the 1930s. ... Financial institutions ... youth movements ... organisations which bore an Afrikaner imprint came into existence. ... *The Federasie van Afrikaanse Kultuurverenigings* ... saw to it that all Afrikaner cultural forms took a decidedly nationalistic turn

... Afrikaner workers had to be organised within a nationalist context and had to be weaned from the existing trade unions which were dominated by English speakers.

... A marked feature of the way in which Afrikaner nationalism was constructed was the emphasis placed on history. ... Events of importance to Afrikaners (Great Trek, Day of the Covenant, Anglo-Boer War etc) were cast in near-religious terms, with Afrikaners as God's chosen people, destined to bring civilisation and Christianity to the southern tip of Africa.'

Source of extracts: Taken from Albert Grundlingh *Turning Points 4* Chapter 3: Afrikaner nationalism in the 1930s and 1940s.

'The [*Ossewabrandwag*]...succeeded because it seemed to offer to every man – and at first also to every woman – the chance of an individual ... contribution to the great task of unifying the Afrikaner nation. At *braaivleis-aande* and *jukskei* meetings, at the local kultuurvereniging and even on occasion at church, Afrikaners could meet in that Trekker dress which was to be the uniform of the movement and feel a sense of community of culture, of common heritage, of organised progress towards a great goal ...

Source: Michael Roberts and A.E.G. Trollip, *The South African Opposition*. London, Longman, 1947, p.74. Taken from *Turning Points 4* page 54.

... The Programme of Action was adopted as official ANC policy at its 1949 conference. It marks a turning point in both the history of the ANC and of black politics as a whole. This document rejects any form of white privilege, asserts the desire of African people for 'national freedom' and demands full political representation for African people. ... The emphasis on the need for economic, educational and cultural advancement indicates that it saw the struggle as broader than merely winning political rights.

... Africanists rejected both the overtures of white liberals and the class analysis of communists. They argued instead that Africans were oppressed as a race and that Africans themselves needed to break the chains of their racial oppression. Africans, they asserted, needed to overcome their psychological

inhibitions and achieve self-determination as a people, and could thus not rely on other groups to fight on their behalf.

...During the 1940s the ideology of Africanism found its main expression in the ANC Youth League. ... [which] was to be the driving force behind the conversion of the ANC from a moderate, elitist organisation to a mass movement for national liberation.

Source of extracts: Taken from: Mohamed Adhikari Turning Points 4 Chapter 2: Industrialisation and the Revitalisation of Black Politics in the 1940s.

'The fundamental principles of the programme of action of the African National Congress are inspired by the desire to achieve National freedom. ...

... 5. Education

...to devise ways and means for:

- a. Raising the standard of Africans in the commercial, industrial and other enterprises and workers in their workers' organisations by providing a common educational forum wherein intellectuals, peasants and workers participate for the common good.
  - b. Establishment of national centres of education for the purpose of training and educating African youth and provision of large-scale scholarships tenable in various overseas countries.
6. Cultural
- a. To unite the cultural with the educational and national struggle.
  - b. The establishment of a national academy of arts and sciences.
7. Congress realises that ultimately the people will be brought together by inspired leadership, under the banner of African Nationalism, with courage and determination.

Source: Extracts taken from the Programme of Action: Statement of policy adopted at the ANC Annual Conference, 17 December 1949. Taken from Turning Points 4 pages 42-43.

# ACTIVITY 7

## What were the dynamics of power in South Africa in the 1990s?

Grade 12, Term 3: The coming of democracy in South Africa and coming to terms with the past. The negotiated settlement and the Government of National Unity.

### Teacher's Notes

### Background

#### Summary

In this activity learners comment on questions about negotiation, transition and freedom in political and economic power relations in the 1990s. They also make up a question about the period and comment on it. They compare their comments with those of other learners.

#### Turning Points

- *Turning Points Teacher's Book* page 54
- *Turning Points 6*, chapters 2 and 3

#### Skills

- 2: Extract and interpret information from a number of sources.
- 5: Explain why there are different interpretations of historical events and peoples' actions.
- 7: Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing.

### Approach

Learners comment on questions, including one question of their own. They work in pairs or groups so that there is some discussion about the possible answers or comments. Groups comment on the questions, rather than try to answer them, as there is no single correct answer.

Other groups may have different ideas, and their comments may differ. Circulating the Worksheets so that groups read each other's comments, as well as the general report-backs, helps learners to understand that there are different ways of looking at issues.

### Learners should already be familiar with

- Events leading up to the release of Mandela.
- The negotiation process.
- The South African Constitution.

- The Truth and Reconciliation Commission and its work.
- Affirmative action and its effect on economic power relations.
- Definitions of democracy.

### Words you might need to explain

- **option** – choice
- **short-sighted** – not able to see into the distance (or into the future, politically)
- **promote** – put forward, help something to happen
- **affirmative action** – a system for redressing an imbalance and correcting it

### You will need

- Worksheets 1, 2, 3 and 4: one copy of one of the Worksheets for each group
- Worksheet 5: one copy for each group or one copy for each learner, if you want them to fill it in individually afterwards
- A copy of *Turning Points 6* available in the classroom for reference
- Textbooks with information on the negotiation, transition and freedom period of the 1990s

### What to do

#### Step 1: What do they already know [5 minutes]

Informally assess their prior knowledge before attempting the Worksheet. You could use these questions to help you:

- What events led up to the release of Mandela?
- Which parties were involved in the negotiation process after that?
- Why is it important to have a constitution?
- What did the Truth and Reconciliation Committee do?
- What do you understand by the term 'affirmative action'?
- Can you define the term 'democracy'?

#### Step 2: Questions and comments [5 minutes]

- Divide the class into four, eight or 12 groups.
- Hand out one copy of Worksheet 1, 2, 3 or 4 to each group. Worksheets will be passed from group to group, but a group "owns" the worksheet it starts with. Students should write their names on this worksheet.
- Explain to learners that there are no fixed answers to these questions – they are still being debated. They should comment, rather than try to give a 'correct' answer.
- The group decides on a question relevant to 'the dynamics of power in the 1990s' and enters it on to the Worksheet.
- Groups decide on appropriate comments for all three questions.

**Step 3: Gathering more points of view [25 minutes]**

- The Worksheets are passed on to the next group. That group writes comments in at (b) using a different coloured pen, if they have one.
- The Worksheet is then passed to a third group, which writes comments in at (c) using a different coloured pen or pencil, if possible. The Worksheet is then returned to the original group.
- Try to ensure that each group comments on at least three of the four Worksheets.

**Step 4 Report-back [25 minutes]**

- Groups report-back on the comments on their Worksheets. There should be plenty of discussion about the answers, particularly where they differed.
- There could also be discussion about the quality of the questions the groups made up themselves.

**Step 5: Review [5 minutes]**

Review the lesson by asking learners to compare the different comments about the questions and decide whether there were substantial differences between the comments, or whether most of the comments were similar. If there were substantial differences, what were they? Do you, or the learners, think the differences are important enough to explore further?

**Crossovers****Other approaches**

- Learners could use the same questions, and answer them in groups in mind-map form. They could write the question in the centre circle of the mind map, and then draw lines outward with many different possible answers or comments on them.
- Learners could also use the same topic and make up their own questions in mind-map form and pass them to other groups to answer.
- Focus on the question that groups made up and have a report-back on that question from each group
- Suggest a particular question that all groups fill into the blank space, and use it to emphasise a point you consider needs to be dealt with in more detail.

**Application in other grades**

- Grade 10: Use this question/comment activity with questions about the causes of the Mfecane.
- Grade 11: Use this question/comment activity with questions about different kinds of nationalism.

# What were the dynamics of power in South Africa in the 1990s?

## Worksheet 1

## TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

There are many questions that can be asked about the changing political and economic power relations in South Africa in the 1990s. Many of the questions do not have right or wrong answers. Some are still being argued about today.

Work in groups of four or five. Discuss the two questions below and then write your comments about them. Then formulate a question of your own and write your answer to it.

Pass them on to the group on your left. They will pass them on to one more group after they have added their comments to the question.

When you get your questions back, give a report-back to the class about some of the comments made about the questions asked.

### **Q1: Did De Klerk really want reform, or did he have no other option?**

Comments on the question:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

### **Q2: Were Mandela and the ANC short-sighted in negotiating a solution that did not remove the old government officials from power?**

Comments on the question:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

### **Insert your group's own question here:**

Comments/possible answers:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

## What were the dynamics of power in South Africa in the 1990s?

### Worksheet 2

### TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

There are many questions that can be asked about the changing political and economic power relations in South Africa in the 1990s. Many of the questions do not have right or wrong answers. Some are still being argued about today.

Work in groups of four or five. Discuss the two questions below and then write your comments on them. Then, formulate a question of your own and write your answer to it.

Pass them to the group on your left. They will pass them on to one more group after they have added their comments to the question.

When you get your questions back, give a report-back to the class about some of the comments made about the questions asked.

#### Q3: Has the Constitution promoted peace in South Africa?

Comments on the question:

- (a) \_\_\_\_\_  
 \_\_\_\_\_
- (b) \_\_\_\_\_  
 \_\_\_\_\_
- (c) \_\_\_\_\_  
 \_\_\_\_\_

#### Q4: Was it necessary to have a Truth and Reconciliation Commission?

Comments on the question:

- (a) \_\_\_\_\_  
 \_\_\_\_\_
- (b) \_\_\_\_\_  
 \_\_\_\_\_
- (c) \_\_\_\_\_  
 \_\_\_\_\_

**Insert your group's own question here:**

Comments/possible answers:

- (a) \_\_\_\_\_  
 \_\_\_\_\_
- (b) \_\_\_\_\_  
 \_\_\_\_\_
- (c) \_\_\_\_\_  
 \_\_\_\_\_

# What were the dynamics of power in South Africa in the 1990s?

## Worksheet 3

## TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

There are many questions that can be asked about the changing political and economic power relations in South Africa in the 1990s. Many of the questions do not have right or wrong answers. Some are still being argued about today.

Work in groups of four or five. Discuss the two questions below and then write your comments on them. Then, formulate a question of your own and write your answer to it.

Pass them to the group on your left. They will pass them on to one more group after they have added their comments to the question.

When you get your questions back, give a report-back to the class about some of the comments made about the questions asked.

### **Q5: Is affirmative action important in changing economic power relations?**

Comments on the question:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

### **Q6: Does democracy in South Africa advantage the rich or the poor, or both?**

Comments on the question:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

### **Insert your group's own question here**

Comments on the question:

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_



## What were the dynamics of power in South Africa in the 1990s?

### Worksheet 4

### TURNING POINTS IN HISTORY

Name: \_\_\_\_\_

There are many questions that can be asked about the changing political and economic power relations in South Africa in the 1990s. Many of the questions do not have right or wrong answers. Some are still being argued about today.

Work in groups of four or five. Discuss the two questions below and then write your comments on them. Then, formulate a question of your own and write your answer to it.

Pass them to the group on your left. They will pass them on to one more group after they have added their comments to the question.

When you get your questions back, give a report-back to the class about some of the comments made about the questions asked.

#### Q7 What influence did political violence have on the period of transition?

Comments on the question:

- (a) \_\_\_\_\_
- \_\_\_\_\_
- (b) \_\_\_\_\_
- \_\_\_\_\_
- (c) \_\_\_\_\_
- \_\_\_\_\_

#### Q8 Who has the greater power: the President and cabinet or the Constitutional Court?

Comments on the question:

- (a) \_\_\_\_\_
- \_\_\_\_\_
- (b) \_\_\_\_\_
- \_\_\_\_\_
- (c) \_\_\_\_\_
- \_\_\_\_\_

#### Insert your group's own question here

Comments on the question:

- (a) \_\_\_\_\_
- \_\_\_\_\_
- (b) \_\_\_\_\_
- \_\_\_\_\_
- (c) \_\_\_\_\_
- \_\_\_\_\_

## What were the dynamics of power in South Africa in the 1990s?

### Worksheet 5

### TURNING POINTS IN HISTORY

**Name:**

Read the comments from the other groups on the previous worksheet. Now rewrite the three questions from the worksheet, and your answers, including the comments that you thought were useful.

First question: (Write the question)

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---

New answer to the question, including the useful comments received:

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Second question: (Write the question)

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---

New answer to the question, including the useful comments received:

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---

Our own question: (Write the question)

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New answer to the question, including the useful comments received:

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# ACTIVITY 8

## Which were the major turning points in the 1980s-1990s?

Grade 12, Term 3: The coming of democracy in South Africa and coming to terms with the past. The negotiated settlement and the Government of National Unity.

### Teacher's Notes

### Background

#### Summary

The writers of *Turning Points 6* each have their own idea about what the turning point in South African history in the 1990s was. In this activity learners have an opportunity to look at different events which could be described as turning points in South African history in the 1990s, and to decide which events they think were the major turning points. They then rank them in order from the ones they think were the most important, to the least important, and give reasons for their choices.

### Content

#### *Turning Points*

- *Turning Points Teacher's Guide*, page 54
- *Turning Points 6*, chapters 1-4

### Skills

- 2: Extract and interpret information from a number of sources.
- 7: Organise evidence to substantiate an argument in order to create an original, coherent and balanced piece of historical writing.

### Approach

Ranking is a good way of encouraging learners to look at different events and debate their importance. Learners work in pairs and when they have completed the ranking activity other pairs are given a chance to compare their rankings and question each other's reasons for high or low rankings, of particular events. Learners then explain their perspective on the importance of certain events over others.

### Learners should already be familiar with

Events that took place in South Africa in the 1990s:

- Mandela's release and inauguration as President.
- Events around the negotiations between the government and the ANC from 1990.
- The Truth and Reconciliation Commission.

- The first democratic election.
- The Interim Constitution and the new Constitution of 1996.

### Words you might need to explain

- **ranking** – a system of putting events into order from most important to least important
- **turning point** – a point in history which had a profound effect on the future of the country

### You will need

- Worksheet: one copy for each learner.
- Resource Sheet: one copy for each pair of learners.
- A copy of *Turning Points Book 6* for classroom reference.

### What to do

#### Step 1: What do they already know [5 minutes]

- Check the list of events given in the Resource Sheet and make sure learners are familiar with the events listed.
- Informally assess their prior knowledge by asking questions about the events given in the Resource Sheet before attempting the worksheet.

#### Step 2 Introduce ranking [5 minutes]

- This activity should be done in pairs, to encourage the exchange of ideas.
- Hand out the Worksheet to each learner, and a copy of the Resource Sheet to each pair of learners.
- Explain the system of ranking.

#### Step 3 Ranking events [25 minutes]

- There is a block for each choice. Learners write their choices in the blocks according to their preference.
- When they have completed the ranking activity, they give reasons for the top three rankings, and the last one. They write these in the space given below the ranking activity. Each learner completes a whole worksheet individually, even though the information is gathered in pairs.

#### Step 4: Review [5 minutes]

When learners have completed the Worksheets, close the lesson with a quick oral assessment of what they have learnt about the importance of events in the 1990s. Questions you could ask include:

- Which event did most learners rank as the most important? (Find out by a show of hands)
- Why did you consider that event the most important?
- Are there any other events in that period that you consider should have been included in the list?

## Crossovers

### Other approaches

Have a group debate.

- Divide the class into groups. Give each group a different event on the list.
- The groups write an explanation of why their event was the most important turning point in South African history in the 1990s.
- They read this to the class and try to persuade them to agree.
- When all the groups' events have been discussed, the class can vote for the event which they were persuaded was the most important turning point of the period.

Write an essay. Here are two suggestions:

- More difficult question:  
“FW de Klerk should be honoured because he was responsible for the new South Africa.” Do you agree? Support your answer by discussing what you think the most important events were in achieving democracy in the 1990s.
- Easier question:  
Write an essay describing all the important steps towards achieving a new democracy in South Africa in the 1990s.

### Application in other grades

Use the ranking matrix with a different list of events for key topics, such as the world wars.

## Which were the major turning points in the 1990s?

### Resource Sheet 1

### TURNING POINTS IN HISTORY

Name:

#### Turning points:

- the inauguration of Mandela as President in 1994
- 2 February 1990
- the creation of the Interim Constitution
- the new Constitution of 1996
- Mandela's memorandum to Botha in 1989
- the beginning of formal negotiations in May 1990
- the end of the Truth and Reconciliation Commission
- the meeting in Dakar in 1987
- the release of Mandela from prison; and
- the election on 27 April 1994

#### Some helpful information:

'In July 1987 a group of 60 mainly Afrikaans opinion formers had a week-long meeting with the exiled ANC leadership in Dakar, Senegal. The Botha government reacted angrily, accusing the group of making common cause with "terrorists".

...The group said in an unpublished statement issued in Dakar after the talks had taken place:

We share a common belief that serious discussions with the ANC must form part of the search for the resolution of conflict and the transition towards a peaceful and just future.'

Source: *Turning Points Book 6* page 25

'In March 1989 Mandela presented a memorandum to State President Botha, laying the foundation for negotiations. He said that both majority rule and peace were very important, and that they had to be achieved. The leaders of the liberation movement would never submit to conditions "which are essentially terms of surrender". Many see this document by Mandela as the actual beginning of the negotiations which eventually led to a negotiated settlement.

Source: *Turning Points Book 6* pages 27-8

'On 2 February 1990 De Klerk opened the new session of Parliament. It was expected that he would announce major reforms, but few expected him to go as far as he did. He announced the unbanning of the African National Congress, the South African Communist Party and the Pan Africanist Congress, the scrapping of the Separate Amenities Act, the lifting of the emergency media regulations and a moratorium on the death penalty. But most sensational of all, he announced that Nelson Mandela and other political prisoners would be released soon with no preconditions.'

Source: *Turning Points Book 6* pages 31-2.

'Then on 2 May 1990, the ANC and the government met at Groote Schuur, the former official residence of South Africa's prime ministers in Cape Town. The formal negotiations towards democracy in a unified South Africa had started.

Source: *Turning Points Book 6* page 3

## Which were the major turning points in the 1990s?

**Worksheet**

**TURNING POINTS IN HISTORY**

**Names:**

- Work in pairs.
- Read the following list of possible major turning points and rank them in order (your most important = 1, your least important = 10).
- Write your reasons for your choice of the first three and the last one below the ranking.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

1. I chose this event as the first most important turning point because ...
2. I chose this event as the second most important turning point because ...
3. I chose this event as the third most important turning point because ...
10. I chose this event as the least important of the ten given turning points because ...

# Model Answers

## ACTIVITY 1: What was it like to be a slave?

### Guidelines for assessment

1. Some of the questions learners ask and answer will not have clear-cut answers.
2. Some of the actions of the people in the picture could be interpreted in more than one way.
3. You should allow for this by giving credit for reasonable, carefully thought-out questions and answers that are backed up by sound reasoning.
4. If learners have worked in groups for the first part of the activity, each group member should have the same number of marks (or other criteria used) as the other members of his or her group.
5. Worksheet 3 can be assessed for each individual.

### Worksheet 2

Learners will have different answers and will have read different meanings into parts of the picture. The answers given below are suggestions only.

1. The artist seems to be showing the misery that slaves experienced when separated from their families. One man is trying to prevent a slave from going to his wife, while another man is trying to hit him. The artist appears to have sympathy for the slaves.
2. The slave being taken away from his family is the 'poor captive'. The slave has been sold by slave traders in Africa (see small figure in the middle of the picture) to European slave buyers.
3. The 'dear partner' is his wife, who together with their child is being taken to another boat by a different buyer.
4. The 'different captain' is a second ship's captain who has bought the wife and child. He is not an army captain, as he is not in army uniform.
5. No, I still think the artist is against slavery because the caption shows that he pities the slaves.  
Or:  
Yes, I thought he was simply recording an event, but now I see that he feels pity for the slaves.
6. If the artist had been in favour of slavery, he might have painted the ships' captains as the heroes of the picture and the slaves as rough people who deserved their fate. The ships captain might have been beating a slave who was trying to escape, or the slaves would be smiling and not handcuffed.
7. The artist painted the picture from the point of view of one who was against slavery. He showed up the cruelty of slavery, from the tiny figures in the background who looked as if their hands were bound and they were no longer in control of their lives, to the family being cruelly split up in the foreground. He also showed the ships' captains trying to get the slaves they wanted, no matter how cruelly they were acting, and the small boy in the foreground is playing games while all around him people's lives are being blown apart.



## ACTIVITY 2: What changes were caused by the mining revolution?

### Worksheet

Influence	Situation before 1870	Situation by 1900
Personal	<p>Settled family life.</p> <p>Close family unit, children brought up under a strict code of behaviour. Fathers were the head of the family. Children grew up on the farm and took over many farming duties as they grew older</p>	<p>Family life broken up by migrant labour system.</p> <p>Breakdown of marriages, with children's behaviour patterns changing. Fathers were strangers to their children. At age 18 sons were compelled to pay the same tax as their fathers, and so left home to work on the mines as well.</p>
Material	<p>Worked for own gain – produced crops and farmed cattle by which wealth was judged. Very little cash needed.</p> <p>No government taxes to pay.</p>	<p>Miners earned low wages. Much of this went on taxes, and living costs at the mine. The family at home was left to cope as best they could.</p> <p>Government imposed taxes which meant that farmers had to go to the mines to earn the cash to pay the taxes.</p>
Physical	<p>Healthy lifestyle – producing food and eating well. Normal resistance to disease.</p> <p>Consumed home-produced liquor.</p>	<p>Unhealthy living conditions on mines, exposure to different social conditions, exposure to new strains of disease, such as tuberculosis, which were taken home.</p> <p>Exposure to shebeen liquor which was not nutritious and had a high alcohol content.</p>
Philosophical	<p>Isolated lives, surrounded by own tribes and people of own ethnic origin and language.</p> <p>No contact with modern ideas and developments.</p>	<p>Bound to fellow-sufferers by poor conditions and misery, bonds were formed across the ethnic barrier. A new language – Fanakalo – was formed to aid communication across the language barrier.</p> <p>Exposure to ideas and machinery changed the way people thought and acted, and formed a new society.</p>
Environmental	<p>Extended families worked on farms and were self-sufficient. The farms were well tended and successful.</p>	<p>Men were away at the mines, leaving women with children and old men to produce enough food for the family and provide for clothing and education for the children. They were unable to keep the farms going, and the land was subject to erosion and over-grazing as a result.</p>

## ACTIVITY 3: What was the nature of resistance to apartheid in the 1970s and 1980s?

### Worksheet

	Soweto	Cape Town	Vaal and East Rand
Dates:	1976	1980-1985	1984
Why did the uprising start? (Give at least one reason)	Students were against the imposition of the Afrikaans language as the medium of instruction in Soweto's schools.	School boycotts, consumer boycotts and stay aways. The formation of the UDF.	A one-day stay away was organised to protest against rent increases.
Who supported them? (Give the names of organisations involved)	SASM.	The UDF and community organisations.	FOSATU and COSAS
Dates:	1976	1980-1985	1984
What happened as a result of the uprisings? (At least one result)	Uprisings started in other parts of South Africa. It was a spark.	People of all ages got involved. Global publicity. Disinvestment and sanctions.	People of all ages and situations became involved. Spread to rural areas. Launch of COSATU.

## ACTIVITY 4: What was the cause of the *Mfecane*?

### Worksheet 1

**TABLE 1: Analysis of the perspectives**

	<b>Zulu-centric: (Zulu kingdom at the heart of the <i>Mfecane</i>)</b>	<b>Slave trade and anti-Afrocentric (other forces at the heart of the <i>Mfecane</i>)</b>
Where did the <i>Mfecane</i> start?	With the rise of the Zulu state in the Thukela-Pongola region	Delagoa Bay and Thukela corridor
Why did it start?	Groups that could not live under Shaka fled northwards, fighting other groups as they went.	The external slave trade from Delagoa bay inland disrupted the people living in the area. The Ndwandwe mounted aggressive slave-raiding campaigns into the south where they defeated the Mthethwa.
What was the role of the Zulu?	Shaka built a centralised and militaristic kingdom.	The Zulu state was able to rise, given the opportunity by the defeat of the Mthethwa.
What were the results?	Shaka conquered most of present-day KwaZulu-Natal and drove the Ndwandwe north of the Pongola River. He conquered and incorporated most of the Nguni people between the Thukela River and Delagoa Bay.	Shaka conquered most of present-day KwaZulu-Natal and drove the Ndwandwe north of the Pongola River. He conquered and incorporated most of the Nguni people between the Thukela River and Delagoa Bay.
What role did the slave trade play?	None	The slave trade caused the disruptions which led to the <i>Mfecane</i> .
What role did European activities play ?	None	White penetration into southern Africa was driven by the need to supply the demand for slaves for the Cape Colony. European traders, officials and missionaries organised raiding parties to capture Africans for sale as slaves in the Cape.

## Worksheet 2

TABLE 2: Contrasts between the perspectives on the events of the Mfecane

What did they think of ...	Zulu-centric historians	Cobbing's view
... Shaka?	A leader who perfected military and political strategies to lead the Zulu into a centralised and militaristic kingdom. Some accounts present him as menacing yet magnanimous, bullying his adversaries into submission and convincing remnants of chiefdoms to join his kingdom.	The rise of the Zulu state is seen as a defensive reaction against the slave-trading activities of the Ndwandwe.
... slave trading?		The wars and migrations of the 1820s and 1830s were caused primarily by an increasing demand for African slaves by European traders and settlers.
... Mzilikazi and the Ndebele?	Historians agree that the movement of militarised communities, including the Ndebele, did take place.	Historians agree that the movement of militarised communities, including the Ndebele, did take place.
... European traders and missionaries?		Traders and missionaries were involved in the organisation of raiding parties to capture Africans for sale as slaves
... Zwide of the Ndwandwe?	The conflict between the Mthethwa, the Ndwandwe and the Ngwane intensified at the beginning of the nineteenth century. The Ndwandwe put much pressure on the Mthethwa, resulting in the death of Dingiswayo and the scattering of his forces	Zwide of the Ndwandwe responded to the demand for slaves by mounting aggressive slave-raiding campaigns into the south.
... The rise of the Zulu state?	The rise of the Zulu state was the driving force behind the events called the Mfecane.	The rise of the Zulu state is seen as a defensive reaction against the slave-trading activities of the Ndwandwe.

## **ACTIVITY 5: How does one explain different viewpoints on land and labour?**

### **Worksheet 1**

Worksheet 1 is a very sound activity for raising a debate about perspectives. There are no right or wrong answers.

For example: The explanation of an answer might be –

1. That re-selling at a profit is a capitalist principle, but farmers get exploited by capitalism, which is a Marxist view.
2. That Marxists favoured the growth of a strong black working class which could be unionised, but that capitalists needed a pool of working class labour in their industries.
3. That capitalists enjoyed the boost to the economy caused by schemes for creating jobs for poor whites, enabling them to become independent earners, while Marxists would see that one sector of the population was being given access to wealth – wealth was not being shared equally.
4. That Marxists would like to see working people standing together and demanding better working and living conditions, while capitalists might expect working people to use their earnings to increase their personal wealth by investing in property.
5. That capitalists would consider the aim of worker associations to be to improve the economy while Marxists would consider the aim of worker associations to be to assist workers to stand together and better their remuneration and working conditions.
6. That capitalists would consider a booming economy as a means for people to increase their personal wealth and capital, while Marxists might see urban workers benefiting from the improved economy but find many black urban workers excluded from employment by job reservation after 1948.
7. That Marxists would consider united communities becoming drawn to socialism having been excluded from the capitalist apartheid system, while capitalists might see a restriction on economic growth because many black workers were prevented from being trained as skilled workers under apartheid laws.

## Worksheet 2

How important would each aspect of history be ...

	... to someone with a Capitalist view?	... to someone with a Marxist view?
The Land Act ( <i>Turning Points 4</i> , page 14)	Very important, because it took away from sharecroppers and peasant farmers the right to make a living and to contribute to the economy of the country, leaving them in poverty.	Very important, because it increased migration to the cities which helped lead to the creation of a black working class.
The Depression ( <i>Turning Points 4</i> , pages 20, 21, 49)	Important, because the Afrikaner nationalist government introduced affirmative action schemes to employ poor whites who had moved into the cities, which contributed to the economy of the country.	Important, because living conditions in the cities were so bad that people reached a point where they had nothing to lose by demanding better conditions. To do this they had to form associations to support the working people.
The effect of World War 2 ( <i>Turning Points 4</i> , page 29)	Very important. It opened job opportunities in the cities and the economy boomed.	Very important, because migrants flocked to the cities in large numbers, and whites feared the urbanisation of blacks. The National Party used these fears to come to power in 1948 and introduce apartheid. The determination to abolish apartheid united black communities and encouraged them to fight for a socialist state.

## ACTIVITY 6: Can Afrikaner nationalism and African nationalism between 1910 and 1950 be compared?

### Worksheet

Characteristics of nationalism	Is it a characteristic of African nationalism?	Is it a characteristic of Afrikaner nationalism	Are they similar or not?
Is based on people speaking the same language	No No evidence. Many different African languages. General knowledge	Yes. 'It was hoped that the position of Afrikaans speakers would be improved.'	No
Is based on a common religion and heritage	No No evidence. Many different religions. General knowledge	Yes. 'God's chosen people, destined to bring civilisation and Christianity to the southern tip of Africa.'	No
Focuses on a particular land or country	Yes. Africa, particularly South Africa. See the ANC Programme of Action Turning Points 4 page 42	Yes. We know the Afrikaners lived in South Africa General knowledge	Yes
Emphasises traditional values	Yes. '6. Cultural a. To unite the cultural with the educational and national struggle.'	Yes. 'Events of importance to Afrikaners were cast in near-religious terms.'	Yes
Develops in response to outside pressures	Yes. 'Africans themselves needed to break the chains of their racial oppression.'	Yes. '... response to the uneven development of capitalism. Certain groups, including many Afrikaners, were left behind.'	Yes
Draws people together by beliefs that are shared by everyone	Yes. '... people will be brought together by inspired leadership, under the banner of African Nationalism'	Yes. '... feel a sense of community of culture, of common heritage, of organised progress towards a great goal'	Yes
Gives new hope to people who have suffered	Yes '... asserts the desire of African people for 'national freedom'	Yes. '... Through group identification and co-operation, it was hoped that the position of Afrikaans speakers could be improved.'	Yes
Always puts itself above other nations	Yes 'could thus not rely on other groups to fight on their behalf.'	Yes 'Certain groups, including many Afrikaners, were left behind.'	Yes

## **ACTIVITY 7: What were the dynamics of power in SA in the 1990s**

### **Worksheets 1-4**

There are no model answers for these questions, as they are all big questions that have a wide range of answers. You must accept any answers that show insight and understanding. These are only suggestions.

**Q1: Did De Klerk really want reform, or did he have no other option?** (See *Turning Points 6* page 32)

Possible comments:

- The South African economy would probably have been destroyed if he had not negotiated a settlement.
- The low-intensity civil war might well have escalated considerably.
- Some people thought De Klerk was trying to create a system of power sharing that would ensure minority power for the white group.
- De Klerk did not back down when P.W. Botha resigned from the party or when the AWB threatened a white counter revolution, which shows that he was intent on real reform.

**Q2: Were Mandela and the ANC short sighted in negotiating a solution that did not remove the old government officials from power?** (See *Turning Points 6* page 35)

Possible comments:

- The Record of Understanding, where the ANC accepted a two-phase process - the interim constitution and then an election – was a turnaround which enabled the negotiations to progress more successfully.
- The negotiations were able to survive Chris Hani's assassination and the AWB attack on the negotiating chambers probably because both the ANC and the old government officials were on board.
- Transformation of the public service was much slower than it would have been otherwise.

**Q3: Did the Constitution promote peace in South Africa?** (See *Turning Points 6* page 44-5)

Possible comments:

- The Constitution gives all citizens rights and a sense of security. That should lead to the promotion of peace.
- The Constitution gives the groundwork for peace promotion but it is up to the citizens of the country to use it to promote peace.

**Q4: Was it necessary to have a Truth and Reconciliation Commission?** (See *Turning Points 6* page 57)

Possible comments:

- Yes – people needed to confess and to forgive before they would be able to start to build a new nation.
- Yes – it broke the conspiracy of silence about the atrocities of apartheid.
- Yes – it enabled South Africans to look honestly at the events of the past and open dialogue to finding ways to face the future.



**Q5: Is affirmative action important in changing economic power relations?** (See *Turning Points 6*, page 59)

Possible comments:

- Supporters of the policy of black economic empowerment and affirmative action claim that it reduces inequality in business ownership and control.
- Critics argue that the policies have only served to enrich a very small percentage of Africans and that there has been very little enrichment of the poorest of the poor.

**Q6: Does democracy in South Africa advantage the rich or the poor, or both?**

Possible comments:

- The Bill of Rights in the constitution guarantees many basic rights that the poor did not previously have, so democracy has been a big advantage to them.
- South Africa is not a rich country and the government only has limited money available to help poor and unemployed people. So it seems that the rich have all the benefits, because they don't depend on the government to do things for them.

**Q7 What influence did political violence have on the period of transition?**

Possible comments:

- It caused much uncertainty as people were not sure if or when the violence would end and the rest of the world was also uncertain about what was happening in South Africa.
- But it did not stop the transformation process – it slowed it down, but did not stop it.

**Q8 Who has the greater power: the president and cabinet or the Constitutional Court?**

Possible comments:

- The president and the cabinet have the power to govern the country and to make decisions about what must be done, but they cannot make laws on their own.
- The Constitutional Court does not have the power to govern, but it can tell the government when its decisions are against the constitution and other laws. It acts as a policeman over the government in this way.

## **ACTIVITY 8: Which were the major turning points in the 1990s?**

As each learner may give the events a different ranking order, each worksheet will have to be assessed on its own merit. The reasons for their ranking order are important. If they have given well-thought-out reasons for choosing a particular interpretation, they will have succeeded, even if you may not agree with their choice.

An example of a learner's answer may be:

### **1. The new Constitution of 1996**

Reason: I think this was the most important turning point in South Africa in the 1990s because the constitution is something that remains even if governments change, giving stability for the future of the country.



