



SUBJECT and GRADE	SOCIAL SCIENCE – GRADE 9 HISTORY
TERM 3	Week 3
LINK TO TEACHING AND ASSESSMENT PLAN	REVISION LESSON AND CASE STUDY : SOPHIATOWN 1948 National Party and Apartheid <ul style="list-style-type: none"> o Main apartheid laws in broad outline o Case study: Group Areas Act: Sophia town forced removal
AIMS OF LESSON	The learner will be able to use enquiry skills to investigate historical sources and concepts and processes.
INTRODUCTION	<ul style="list-style-type: none"> • Learners already know some knowledge about the impact of Apartheid and the laws applied. • Make a link to a previous lesson or teaching in a previous grade • Explain purpose of lesson (further learning and/or functioning in the world) <div style="border: 1px solid black; padding: 5px;"> <p>1948 National Party and Apartheid: 1948 National Party:</p> <ul style="list-style-type: none"> • The NP introduced a policy of racial discrimination known as Apartheid. • Apartheid was the <i>complete separation</i> of the people of South Africa (SA) based on the colour of their skin. • The NP completely ignored these emerging ideas about human ancestry and race. • They also ignored the spirit of the Universal Declaration of Human Rights, adopted by the UNO. • The NP classified every person in SA according to what they saw as being their race. • Those who were classified as ‘white’ were seen to be superior and received the <i>best education, had access to the best facilities and job opportunities and were the only race allowed to vote in the national elections.</i> • Those who were classified as ‘coloured’, ‘Indian’ or ‘black’ by the white government, were discriminated against in every aspect of their lives. </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Racial segregation before apartheid:</p> <ul style="list-style-type: none"> • Racial segregation in South Africa began during colonial times. • Powerful nations like Britain took control of South Africa and tried to impose (force) British culture and language. </div>



- After the British defeated the Boers in the South African War, **Britain gave the white people complete political control over all other race groups** and **excluded** black South Africans **politically**.
- There were other laws as well such as the **Natives' Land Act** (1913).
- This law allocated **87%** of the land to white people.
- **The Urban Area's Act** (1923) introduced residential segregation.
- **Colour Bar Act** (1926) provided cheap black labour for industries owned by white people and **reserved skilled jobs for white people**.

Main apartheid laws:

Starting in 1948, the Nationalist Government in South Africa enacted laws to define and enforce segregation.

What makes South Africa's apartheid era different to segregation and racial hatred that have occurred in other countries is the systematic way in which the National Party, which came into power in 1948, formalised it through the law. The main laws are described below.

Prohibition of Mixed Marriages Act, Act No 55 of 1949

Prohibited marriages between white people and people of other races. Between 1946 and the enactment of this law, only 75 mixed marriages had been recorded, compared with some 28,000 white marriages.

Immorality Amendment Act, Act No 21 of 1950; amended in 1957 (Act 23)

Prohibited adultery, attempted adultery or related immoral acts (extra-marital sex) between white and black people.




Population Registration Act, Act No 30 of 1950

Led to the creation of a national register in which every person's race was recorded. A Race Classification Board took the final decision on what a person's race was in disputed cases.

Group Areas Act, Act No 41 of 1950

Forced physical separation between races by creating different residential areas for different races. Led to forced removals of people living in "wrong" areas, for example Coloureds living in District Six in Cape Town.

	Suppression of Communism Act, Act No 44 of 1950 Outlawed communism and the Community Party in South Africa. Communism was defined so broadly that it covered any call for radical change. Communists could be banned from participating in a political organisation and restricted to a particular area.	
SKILLS	ask questions and identify issues discuss and listen with interest collect and refer to information (including newspapers books and, where possible, websites use geographical knowledge to solve problems	
ACTIVITIES/ASSESSMENT	<i>Refer learners to activities/assessment they can complete/do in their textbooks. Where there is more than one textbook rather refer to sections instead of specific page numbers. OR if necessary include an activity/assessment</i>	
CONSOLIDATION	<ul style="list-style-type: none"> • <i>Link to lesson aims</i> • <i>Indicate how this will prepare for the next lesson(s)</i> • <i>OR how this lesson consolidates an activity</i> 	
RESOURCES (if necessary)	Paper based resources	Digital resources
	<ul style="list-style-type: none"> • Newspapers • Books • textbooks 	<p>Refer to the relevant digital resources e.g. links on the WCED ePortal</p> <p>https://images.app.goo.gl/C2UbNK7VkBBe1AN1o8</p> <p>https://www.thelearningtrust.org/asp-treasure-box</p>

				NOTES			
SUBJECT		SOCIAL SCIENCE HISTORY		TERM		3	
		GRADE	9	DATE		Week 3	
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support...)		Teaching Methodologies/ Approach (HOW I am going to teach/guide/support...)		Resources / LTSM (WHAT I am going to use to teach/guide/support...)		
	<i>Read through the Notes, and answer the activities.</i>				Worksheet and Notes.		
 PARENT'S ACTIVITIES	Similar to what teachers would teach, etc. as indicated above – this could be a repeat of the teacher's info – just so that parents are aware of content. Keep it simple.		Could include tips to parents, e.g. Help your child search for a map to use with the weather report		Please indicate resources that can be found at home: magazines, newspapers, dictionary, etc.		
 LEARNER'S ACTIVITIES	<p>Learner activities: step by step, practical, keep it simple.</p> <ol style="list-style-type: none"> 1. Study the sources on the revision of Apartheid concepts and answer the questions as per each activity. 2. Study the Case Study of Sophiatown and practice the Essay as per the notes. 						

KEY QUESTION: HOW DID THE APARTHEID LAWS AFFECT THE LIVES OF BLACK PEOPLE SINCE 1948?

SOURCE 1 A : The source consists of a **written and visual source** on the Bantu Education Act and its effects.

WRITTEN SOURCE: This is an extract from a speech made by H.F. Verwoerd, Prime Minister of South Africa, on Bantu Education in 1953.

“Education must train and teach people in accordance with their opportunities in life, according to the sphere in which they live...education should have their roots entirely in Black areas and in the Black environment and Black community... The black’s must be guided to serve their own communities in all aspects. The Blacks will be taught from childhood to realise that equality with Whites is not for them... What is the use of teaching the Blacks mathematics, because they won’t need it in future? The Blacks must be taught in school that one day they will be labourers for the white people” [From: making History, J Pape 1998]

VISUAL SOURCE: The table shows how much money (in rand) the government spends on education for each child according to their racial classification in South Africa.

YEAR	BLACKES	COLOUREDS	INDIAN	WHITE
1953-1954	R17	R40	R40	R128
1969-1970	17	73	81	282
1975-1976	42	140	190	591
1977-1978	54	185	276	657
1980-1981	139	153	513	913
1982-1983	146	498	711	1211

[From: making History, J Pape 1998]

SOURCE 1B : Nanny and Child, Johannesburg, 1956 by Peter Mugabane

This photo is one of the apartheid laws that were enforced on blacks. The caregiver of the white child could not sit on the bench with the child, as it was marked for “Slegs Blankes” (Whites Only).



Taken from: <https://folukeifejola.wordpress.com/2016/08/02/the-study-of-apartheid-is-still-relevant> , March 2018

SOURCE 1C

The following story of how racial classification affected a young girl called Sandra Laing was published in Sunday Times in 2000.

“...In 1966, when I was 10, the police came to take me away from school... Mr van Tonder, the principal, said I was not white and could not stay... In 1976 when there was uprisings against apartheid and the education system, I turned 21 and I thought things would change. I applied for an identity document then, but it took six year before I finally got my first identity document as a coloured. Until then I could not prove who I was or find work, or open an account or do whatever a person has to do. Through those years I longed for my family, just to hear from them. I wrote several letters but they remained unanswered... no one in my family has attempted to contact me”

“...Apartheid has ended, and I would like to shake Mr Mandela’s hand for that, but it is too late for me”



Sandra Laing and her mother.

<http://www.nytimes.com/2000/06/10/world/tsakane-journal-apartheid-still-burdens-a-girl-who-didn-t-fit.html>, March 2017

Study the Sources 1A, 1B and 1C to answer the following questions

1.1 Refer to Source 1A

1.1.1 Define the concept, Apartheid.

(1 x 2) (2)

1.1.2 Identify the racial group that received the least money allocated for education according to the visual source. (1 x 1) (1)

1.1.3 Use the information in Source M to explain why this racial group (question 1.1.2) received the least money. (1 x 2) (2)

1.2 Refer to Source 1B

1.2.1 Which Apartheid law is depicted in the visual source? (1 x 2) (2)

1.2.2 What message does the photographer wants to portray? (1 x 2) (2)

1.2.3 Name any other public facility (amenity) that was also segregated. (1 x 1) (1)

1.3 Study Source 1C

1.3.1 What Apartheid law is reflected in the story? (1 x 1) (1)

1.3.2 Explain how her human rights were disregarded. (2 x 2) (4)

1.4. Use the information in the sources and your own knowledge to write a paragraph of at least 5 lines (50 words) on how the Apartheid affected the lives of black people. (5)

Case Study: Group Areas Act: Sophiatown - ESSAY !!!

Key question: How was the Group Areas Act of 1950 enforced in a place called Sophiatown in 1955.

Apartheid and the Group Areas Act had a negative and traumatic effect on people. The National Party apartheid government introduced laws that violated the human rights of millions of South Africans. Apartheid as a system was obsessed with separating the citizens of South Africa on a racial basis. This was done to promote White superiority at the expense of the Black majority.

Sophiatown – established in 1904 – was originally planned as a suburb for whites. But before 1913 blacks had freehold rights and they bought properties here. After 1913, blacks lost their smallholdings and farms in the country, and flooded cities like Johannesburg. By the 1920s, most whites had moved out, leaving behind a vibrant community of blacks, coloureds, Indians and Chinese. Sophiatown mainly thrived as a creative, multicultural community, known for its musicians, writers and artists.

Pressure on Sophiatown

However the suburbs facilities couldn't cope with the influx of people. By the 1940s Sophiatown was a ghetto with overcrowding and desperate poverty. And as in any ghetto, gangsters emerged, taking in titles like the Americans, the Russians, and the Vultures, which they'd seen in the American movies. The streets of Sophia town were the scene of fierce fighting, with many young men dying by knife or gun.

White demands

The neighboring white suburbs of Westerner and Auckland Park were expanding, and demands were made on the government to extend white residential use into Sophiatown. They wanted to take over this 'black spot'. In 1950, the NP government passed the Group Areas Act, which designated specific areas for particular race groups. All black people living in so-called white areas had to be resettled in areas set aside for black occupation. In 1953 the NP government created the Native Residential Board (NRB), which was responsible for the removal and resettlement of Sophiatown

residents. The NP also passed the Native Resettlement Act of 1954 which 'allowed' them to 'legally' remove 58 000 African people from the western areas of Johannesburg (Sophiatown) to the Meadowlands.

Forced removals start

Two days before the removals were scheduled to take place, 2 000 police armed with automatic rifles invaded Sophiatown and started moving the first families. That first night, in the pouring rain, 110 families were moved out of Sophiatown in the new township of Meadowlands in Soweto.

When the removals began in 1953, the community pulled together with slogans like 'Ons dak nie, ons phola hierso', which means 'We are not moving, we are staying here'.

The entire Sophiatown community had been removed by the end of 1963 and the suburb was renamed Triomf (meaning triumph), a triumph for the apartheid government's Group Area Act. Working-class whites were moved into squat, newly built houses.

***** REMEMBER NO HEADINGS IN ESSAYS**

