

Peace, Democracy, and Freedom For All

Apartheid in South Africa

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Grade Level	9th – 12th Grade	**Time Frame**	90 Minutes
Subject	Social Studies	**Duration**	1-2 Periods
Course	World History		

Essential Question

What is the lasting impact of apartheid in South Africa?

Summary

Through an examination of demographic data, a timeline, and a first person account interview, students will analyze the impact that apartheid had on the people of South Africa.

Snapshot

Engage

Students analyze an anti-apartheid poster.

Explore

Students examine socioeconomic data within apartheid.

Explain

Students interact with a timeline about the establishment and dismantling of apartheid.

Extend

Students respond to an interview about a firsthand account of apartheid.

Evaluate

Students complete a Claim, Evidence, Reasoning to demonstrate their understanding.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs

ACT College and Career Readiness Standards - Writing (6-12)

D&S 401: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.5.6: Assess the impact of African independence movements on human rights and the global expansion of democracy including the
WH.5.6C: creation and dismantling of South Africa's apartheid system, including the influence of Nelson Mandela and Desmond Tutu.

Attachments

- Apartheid-Table-Peace-Democracy-and-Freedom-For-All - Spanish.docx
- Apartheid-Table-Peace-Democracy-and-Freedom-For-All - Spanish.pdf
- Apartheid-Table-Peace-Democracy-and-Freedom-For-All.docx
- Apartheid-Table-Peace-Democracy-and-Freedom-For-All.pdf
- Apartheid-Timeline.pdf
- CER-Peace-Democracy-and-Freedom-For-All - Spanish.docx
- CER-Peace-Democracy-and-Freedom-For-All - Spanish.pdf
- CER-Peace-Democracy-and-Freedom-For-All.docx
- CER-Peace-Democracy-and-Freedom-For-All.pdf
- I-Notice-I-Wonder-Peace-Democracy-and-Freedom-For-All - Spanish.docx
- I-Notice-I-Wonder-Peace-Democracy-and-Freedom-For-All - Spanish.pdf
- I-Notice-I-Wonder-Peace-Democracy-and-Freedom-For-All.docx
- I-Notice-I-Wonder-Peace-Democracy-and-Freedom-For-All.pdf
- Lesson-Slides-Peace-Democracy-and-Freedom-For-All.pptx
- Window-Notes-Peace-Democracy-and-Freedom-For-All - Spanish.docx
- Window-Notes-Peace-Democracy-and-Freedom-For-All - Spanish.pdf
- Window-Notes-Peace-Democracy-and-Freedom-For-All.docx
- Window-Notes-Peace-Democracy-and-Freedom-For-All.pdf

Materials

- Lesson Slides (attached)
- I Notice, I Wonder handout (attached; optional; one per student)
- Apartheid Table handout (attached; one per student)
- Apartheid Timeline handout (attached; one per student)
- Window Notes (attached; one per student)
- CER (attached; one per student)
- Student devices with internet (one per pair of students)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Tell students to have a piece of notebook out as you show **slide 3**. Introduce students to the I Notice, I Wonder strategy. Tell students to read the poster on slide 3 and write down two things they notice and two things they wonder about the information on the poster. If preferred, an optional **I Notice, I Wonder** handout attached and can be passed out to students.

After providing time for students to analyze the poster and write their responses, tell students to compare their responses with an Elbow Partner. Ask for volunteers to share their responses. Tell students this poster was created in 1971 by a group that brought awareness of apartheid in South Africa to people in Great Britain.

Possible Student Responses

Students might notice that there are strict rules for Africans such as not being able to own land or have a large birthday party. Students might wonder why these rules existed and what time period this poster is from.

Review the essential question and lesson objective on **slides 4** and **5**.

20 minutes

Explore

Show **slide 6** and introduce students to the WIS-WIM strategy. Pass out the attached **Apartheid Table** handout to students. Tell students to analyze the data in the table with an elbow partner. While students analyze the data, explain that they should write notes on the handout about what the data shows by noting any trends or differences in the table. Then, they should write notes about what the data means. Tell students to think of a title for the table and write it above the table. Lastly, students write their statements of what they see and what it means in a paragraph below the table. Have each pair of students compare their analysis with another pair of students and then ask for volunteers to share their analysis with the class. Tell students this data was collected in South Africa in 1978 and have a class discussion about the differences shown on the table.

Possible Student Responses

Students might observe from the table that white South Africans own 87% of the land even though they are about 20% of the total population. Students might say this would lead to crowded living conditions for non-white people. Students might observe that there are many more doctors for white people compared to black people. Students might say that this means the health and quality of life for black people could lead to lower life expectancies.

30 minutes

Explain

Tell students that in 1978, South Africa was living under the system of apartheid, and they will next learn more about that system. Show **slide 7** and play "Apartheid 46 years in 90 seconds" for students to get a brief overview of apartheid.

Embedded video

https://youtube.com/watch?v=2f2k6iDFCL4

Next, pass out the attached **Apartheid Timeline** and **Window Notes** handouts to students. Show **slide 8** and tell students to read through the timeline with an elbow partner. As they view the events, tell students to take notes on the Window Notes handout in each box of the handout. After students read the timeline, have each pair of students compare their notes with another pair of students. Ask for volunteers to share their notes about the timeline and have a class discussion about the system of apartheid in South Africa. Questions to ask the class are on **slide 9** to guide the conversation.

20 minutes

Extend

Show **slide 10** and play "Trevor Chats with His Grandma About Apartheid and Tours Her Home" for students, a video in which talk host Trevor Noah interviews his grandmother about his childhood in South Africa. If students are unfamiliar with Trevor Noah, explain he is a comedian and host of a talk show. If preferred, stop the video at nine minutes when the topic changes from Trevor Noah's childhood to his show. Tell students to add additional thoughts about apartheid to their Window Notes handout after viewing the video. Ask students to share their thoughts about the video with an elbow partner and then have volunteers to share their thoughts about the video with the class.

Embedded video

https://youtube.com/watch?v=1s5iz6ml-qA

15 minutes

Evaluate

Show **slide 11** and introduce students to the CER strategy. Pass out the attached **CER** handout and tell students to respond to the question by formulating a claim, followed by evidence of their claim, and reasoning for using that evidence.

Possible Student CER Response

Apartheid was used to limit the opportunities of non-white people in South Africa. South Africans were forced to live in certain areas of the country and could not move about freely. This ensured that non-white people were not able to work, attend schools, or be seen at hospitals that white people had access to which resulted in a lower quality of life for non-white South Africans.

Collect completed CER handouts and Window Notes handouts to assess student understanding of the lesson.

Resources

- bbcnews. (2013, December 6). *Apartheid 46 years in 90 seconds - BBC News*. YouTube. https://www.youtube.com/watch?v=2f2k6iDFCL4.
- Djembayz. (2014, April 11). *File: Boycott - Contaminated with apartheid - South African goods.jpg*. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Boycott_-_Contaminated_with_apartheid_-_South_African_goods.jpg.
- YouTube. (2018, December 3). *Trevor chats with his grandma about apartheid and tours her home, "Mtv cribs"-style | the daily show*. YouTube. https://www.youtube.com/watch?v=1s5iz6ml-qA.
- K20 Center. (n.d.). Claim, Evidence, Reasoning (CER). https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). Window notes. Strategies. https://learn.k20center.ou.edu/strategy/189
- K20 Center. (n.d.). WIS-Wim. Strategies. https://learn.k20center.ou.edu/strategy/1201
- K20 Center. (n.d.). I Notice, I Wonder. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Elbow Partners. https://learn.k20center.ou.edu/strategy/116