Freedom, Justice, and Democracy in South Africa during and after Apartheid

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This curriculum unit is recommended for:
Seventh Grade World History

Keywords: Apartheid, South Africa, Nelson Mandela, Oppression

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: This curriculum unit will examine the system of apartheid in the country of South Africa from 1948-1994. It focuses on how people living in South Africa were classified into different groups and how the treatment of those groups differed. Students will examine life under apartheid by viewing photographs and hearing firsthand accounts of those who lived in South Africa during that time. They will also review discriminatory legislation enacted that enabled the white minority to main power over the black majority. Along with this, students will consider the figure of Nelson Mandela and his influence in bringing about the end of apartheid. Finally, students will create an infographic to share their knowledge gained during the unit.

I plan to teach this unit during the coming year to 130 students in Seventh Grade World History.

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Lisa Modrow

Introduction

What causes people to unify and take action against an oppressive government? What does that action look like and who leads it? What types of actions are effective at instituting change? In South Africa, lives were forever altered with the arrival of Europeans during the Age of Exploration. Radical changes took place in government, economics, and society as the influence of the Europeans grew. As South Africa was slowly recognized for its potential as an economic asset, the lives of native South African people were forever altered as the social structures instituted by the minority population gained more power. This dynamic would develop into apartheid, a system of segregation and discrimination that would dominate South Africa for over forty years. South Africa's evolution as a country was determined by these systems.

As a fellow in the Charlotte Teachers Institute Seminar *The Rise (and Fall) of Democracies Around the World,* I am able to draw direct parallels between the topics discussed in the seminar meetings and the topics covered in my World History class, particularly as I teach the colonization and decolonization of Africa. As discussions unfold around our assigned readings, my understanding of the development of democracy will enhance my teaching of this unit. While the seminar progresses from the advent and success of democratic societies to the struggles of maintaining democracy, these topics directly correspond to the lessons in my unit.

School Demographics

I teach seventh grade social studies at Bailey Middle School in Cornelius, North Carolina, a northern suburb of Charlotte, North Carolina. Our school is part of Charlotte-Mecklenburg Schools, a school district that serves over 145,000 students. Bailey Middle School serves around 1700 students in grades six through eight. Bailey recently received a School Performance Grade of "A."[1]

Demographics
Asian	5%
Black	8%
Hispanic	10%
Two or more ethnicities	5%
Caucasian	76%

In my classroom, I teach 125 seventh grade students per day in four classes of seventh grade social studies. Integrated in those classes are English as a Second Language students as well as Exceptional Children. Differentiated learning strategies are required to efficiently serve our student population.

Bailey Middle School is a one to one technology school, which means that each student has access to a chrome book in every class. Because of this, lessons and student activities frequently involve technology.

Our school is involved in the North Star Learning Initiative developed by Charlotte-Mecklenburg Schools. Each school is tasked with integrating literacy skills and objectives into all four core content areas. In Social Studies, we concentrate on analyzing and annotating complex texts for improved comprehension and deeper understanding.

For students who need either remediation or enrichment, we offer a time at the start of every day named Bronco Block. During this time, students engage in differentiated assignments in math and language arts as well as remediation in areas with which they need assistance. For high-performing students, this time is used for enrichment. The rigor of student assignments can be increased as appropriate.

Rationale

This unit will be designed for Seventh Grade Social Studies. In seventh grade, the focus of study for the students is World History from the Renaissance through the modern world. Because we cover over 500 years of history at an accelerated pace, it is important that students consider the personal impact of the major eras of history, as this enables them to make deeper connections with the material. This unit will focus on the system of apartheid in South Africa and how it affected the people of South Africa.

Prior to seventh grade, much of students' knowledge of the past is rooted in American history. Because it is the history of the country in which we live, topics discussed, particularly the exploitation of any particular group, can take on a personal meaning for many students. When history becomes too personal among students in the classroom, emotions can interfere with rationality. By discussing sensitive topics like discrimination in the context of another place, my hope is that students will feel more comfortable in analyzing the effects of the segregation of certain groups of people in a comparative context.

Sometimes students can feel disconnected to the history we study. One of the goals of this unit is to humanize the impact of apartheid in South Africa. Through our study, students should be able to draw parallels between the treatment of certain groups in South Africa and other groups we have studied throughout the school year. Students should also be able to realize more developed ideas about freedom, justice, and democracy.

By the end of seventh grade, students must demonstrate competency in reading and analyzing historical texts, including documents, and propaganda. This unit complements those skills as students would be able to practice their close reading of historical information. Not only would they have to realize the meaning of these texts, but they would be required to delve into the text to discover how it impacted South Africa during the particular time period.

Since we cover so much history at such an accelerated pace, my hope is that by delving deeper into specific content, students will gain a fuller understanding of the information. When they begin to make connections between the different world events and their impact, I hope that students will look for those same patterns emerging as they continue their study of history and become global citizens.

Unit Goals

The seventh grade course of study in North Carolina requires students to examine the implications of increased global interaction as they study the world from the Age of Exploration to contemporary times. The standards are organized around the five strands of social studies: history, geography, and environmental literacy, economics and financial literacy, civics and governance and culture. These strands are integrated to enhance student understanding of the world in which we live.

    The North Carolina Essential Standards demand that students investigate the various factors that shape the development of regions and nations. This unit addresses this need by focusing on the following Essential Standards in the Seventh Grade Social Studies Course:

7.H.1	Use historical thinking to analyze various modern societies.
7.H.2	Understand the implications of global interactions.
7.G.1	Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
7.C&G.1	Understand the development of government in modern societies and regions.
7.C.1	Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions

    In addition to specific Social Studies standards, teachers are expected to address Common Core Reading anchor standards in literacy to ensure that students are college and career ready. This unit will focus on the following Common Core Reading Standards for Social Studies:

Key Ideas and Details	Cite specific textual evidence to support analysis of primary and secondary sources.
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Integration of Knowledge and Ideas	Analyze the relationship between a primary and secondary source on the same topic.

Content Background

General Information about South Africa

South Africa is located at the southern tip of Africa. It is almost twice the size of Texas and has a population of just under fifty-five million people. The government of South Africa is a parliamentary republic with an executive, legislative, and judicial branch. South Africa is rich in natural resources which makes mining one of its main industries. The country is considered an emerging market, but struggles to overcome issues of unemployment, poverty, and inequality that are a result of its history.[2]

Early History of South Africa

Early South Africans developed into three distinct groups based on how they managed the geography and resources available to them. Each group developed with its own language, group organization, and methods for adapting to the land.

The first group became hunter-gatherers. Many hunter-gatherer communities were isolated from each other due to the geography of the region. Some lived along the coast and were skilled fishermen while others lived in the grasslands and were known for their hunting skills. Still other groups survived in the more arid interior of the country. [3]The organization of these groups centered around traditional nuclear families which often bonded with other families to create large bands of people to aid in survival. Women tended to stay near the living spaces and gathered edible plants, while men traditionally did most of the hunting and fishing. Because this method of life is based almost entirely on survival rather than the accumulation of wealth, no ruling class developed among these groups. [4]

The second group to develop in South Africa were pastoralists. These groups of people lived a similar existence to the first group and were dependent on hunting and gathering, but this group differentiated themselves by finding conditions that were adequate for herding animals such as sheep and cattle. This group rapidly evolves to the third group with the development of iron.[5]

The last group to develop in South Africa before the arrival of the Europeans were mixed farmers who worked the land and became herders of animals. Archeological evidence suggests that these groups were skilled in developing iron tools to aid in farming and survival. The success of farming allowed for a more settled, permanent way of life which in turn allowed for the development of a more complex society. These Bantu-speaking people became the ancestors of many modern South Africans.[6]

When the Europeans arrive in South Africa, they refer to these three South African groups in a derogatory manner. "The Europeans called the hunter-gathers Bushmen, the pastoralists Hottentots, and the mixed farmers Kaffirs."[7] With the advent of European rule in South Africa, these terms were callously applied as the small white minority sought political dominance of the large black majority.

Europeans in South Africa

In the late fifteenth century many of Europe's most powerful countries became captivated by finding a sea route to the riches of India and China. The development of new technologies in sailing and navigation propelled this new age of exploration. Bartholomeu Dias of Portugal was the first European to round the Cape of Good Hope in South Africa before his return to Portugal. Vasco de Gama's successful trip around the Cape to India precipitated this path as the preferred trading route. In order to facilitate and ease this difficult journey, the Dutch East India Company, a trading powerhouse which dominated the trade on this route, wanted to create an outpost in South Africa where sailors could get fresh supplies before continuing on to Asia.

In 1651, the Dutch tasked a merchant named Jan Van Riebeeck with creating a permanent Dutch settlement in South Africa.[8] Relations between the Dutch and the native population, known as Khoekhoe, was cordial at first as trade between the groups was mutually beneficial. As the Dutch expanded their presence, however, tensions rose as the Dutch encroached on the water sources and pastures of the Khoekhoe. From the beginning the Dutch saw their own way of life as superior to that of the Khoekhoe, with one Dutch writer noting that "All the Kaffirs or Hottentots are people bereft of all science and literature, very uncouth, and in intellect more like beasts than men".[9]

By the mid to late 1700's, disease, war, and discrimination led to a social decline for the Khoekhoe. This resulted in lack of opportunities for meaningful employment, intermarriage, and social acceptance.[10] This social dynamic created by the Dutch continued for centuries.

As British wealth and power grew in the eighteenth century, the British began to show interest in South Africa, primarily as a stepping stone to the riches of Asia. However, once the mineral wealth of the area was revealed, British interest intensified.[11] As the British sent small groups of colonizers to South Africa, they did not necessarily assimilate with the people already living there, even the Dutch. The British negatively referred to the Dutch settlers as Boers, while the Dutch preferred the term Afrikaners.

After the discovery of gold and diamonds, desire for control of the region and its riches resulted in the Boer Wars. While these conflicts created much animosity between the Dutch and the British, "it also forged a commitment to white supremacy".[12]

Beginning of Apartheid

The rise of European dominance in South Africa precipitated a series of laws and regulations that would ensure that the white minority maintained power in the country and eventually paved the way for apartheid. The 1910 Act of Union in South Africa made whites the only true citizens. Black Africans, coloreds (those of mixed race), and Indians were not granted citizenship under this new government. Laws discriminating against black South Africans were soon passed including the 1913 Native Lands Act, which severely restricted the land available to black South Africans.[13]

Other discriminatory laws soon followed, including the requirement of passbooks for all but the white South Africans. The passage of these inequitable laws engendered the rise of early resistance groups including the African Political Organization and the Natal Indian Congress. Although the protests of these groups did little to overturn these laws, they created a foundation for resistance that would last for years.[14]

In the election of 1948, the National Party ran on the platform of apartheid, or separateness. In response to rising tensions between groups and fear about maintaining political control, this newly proposed system of racial segregation held mass appeal for white South African voters. The National Party won the election and began officially instituting a series of laws and regulations that would keep the white minority in power for almost fifty years.

South Africa during Apartheid

Apartheid is an Afrikaans word meaning apartness. This segregation of the races of South Africa dominated the political and social landscape of the country from 1948-1994. The newly elected National Party extended previous land acts and created ten African homelands where Black South Africans held a minimal amount of power. The rationale for this was that with Black citizenship assigned to the "homelands," South Africa itself would be a white majority nation.[15]

Under apartheid, the South African government recognized four official racial groups – white, African, colored (of mixed race), and Indian. They system gave limited rights and freedoms to all but the white South Africans. In fact, black South Africans were further divided into nine different subgroups to limit their power and ability to organize.

Soon after the election of 1948, laws were passed that had a detrimental effect on the lives of all but the white South Africans. Laws such as the Prohibition of Mixed Marriages Act (1949) and the Immorality Act (1950) prohibited inter-racial relations. The Population Registration Act (1950) was passed to classify everyone into the different racial categories defined by the government and The Group Areas Act (1950) defined where people were allowed to live depending on classification.[16]

Not only were non-white South Africans limited as to where they could live, but where they could work and travel as well. The Abolition of Passes and Consolidation of Documents Act (1962) required that all non-whites carry books with fingerprints, photographs, and personal histories that would have to be surrendered to policemen by request.[17] Many citizens protested this and other laws, but the protests themselves were deemed illegal by the government.

Protest movements, however, grew in response to the increasingly worsening conditions for non-white South Africans. By the mid-1950s, the African National Congress (ANC) was successfully implementing the Defiance Campaign, which utilized methods of non-violent resistance previously employed by Mohandas Gandhi. Under the leadership of individuals such as Nelson Mandela and Walter Sisulu, the ANC thrived, despite the passage of laws such as the Suppression of Communism Act (1950) which sought to suppress all resistance to the government. In spite of this, protests reached a fever pitch by the late 1950s, culminating with the protest of passbook laws at Sharpeville.

On March 21, 1960, a group of about five thousand Africans left their passbooks at home and gathered to surrender themselves to the police at Sharpeville. As the crowd surged forward, the police began to open fire. According to one eyewitness, "The police have claimed that they were in desperate danger because the crowd was stoning them. Yet only three policemen were reported to have been hit by stones – and more than 200 Africans were shot down."[18] Response to Sharpeville by fearful white South Africans spurred the government to take the step of banning the ANC, a move which caused the ANC to become an underground organization with an increasing tolerance for violence.

In the 1960s, government reaction to revolutionary violence by the ANC and other groups resulted in the arrest and imprisonment of several key organizers and champions of the protest movement including Nelson Mandela, who would remain in prison for twenty-seven years.

Reaction to Apartheid (Internal and External)

The international response to apartheid was a factor that helped to bring about the end of apartheid in South Africa. As other nations around the world were made aware of the discrimination, destruction, and violence committed in the name of apartheid, they began to put social, political, and economic pressure on the country.

As early as the 1950s, South Africa began to feel repercussions in international sporting event participation due to its policy of apartheid. South Africa was banned from the 1964 and 1968 Olympics. This sporting ban gained momentum in virtually every international governing body for major sports, including soccer, swimming, and track and field.[19] South Africa worked to convince the world that their sports teams were integrated, but the United Nations determined that the sports bans would stay in place until apartheid ended in South Africa. Although this social pressure was not enough to bring about the end of apartheid, it was a contributing factor.

Political pressure was applied to South Africa because it was essentially "swimming against the current of universal values."[20] As racism was being declared evil throughout the world, South Africa was espousing the necessity of white dominance. Rule by a small minority seemed out of step with pro-democratic sentiment after World War II.

Along with social and political pressure, the United States and other countries, began to exert economic pressure to change the situation in South Africa. In 1986, the United States passed a bill imposing sanctions, which prohibited new loans and many South African imports. "Under this pressure, many large companies such as General Motors, General Electric, IBM, and Coca-Cola began closing down their South African subsidiaries."[21] As economic conditions declined, due in part to these sanctions, some international companies began disinvesting in South African enterprises.

End of Apartheid

Apartheid did not end all at once. Small changes and reactions to events slowly eroded the power of apartheid. Throughout the 1970s and early 1980s, violent clashes took place between

protesters and South African authorities. In Soweto, these clashes even involved schoolchildren. In response to the escalating violence, the South African government decided to appease the protesters somewhat, so they lifted or altered some of the apartheid laws, but they did nothing to eliminate or lessen apartheid itself.

In 1989, the heart attack of P.W. Botha and the ascension to the presidency of F.W. de Klerk created the opportunity for a breakthrough. De Klerk realized that apartheid could not continue and began to put plans in place that would attempt to stabilize South Africa and not completely relinquish all the power of the white South Africans. In a move to begin negotiations and indicate his determination to change the government of South Africa, de Klerk released political prisoners Walter Sisulu and Govan Mbeki. He also lifted the ban on the ANC and began to make preparations for the release of Nelson Mandela. De Klerk did not envision a true majority rule government for South Africa, but rather a power-sharing coalition.[22]

Nelson Mandela, after years of fierce opposition and resistance to the South African government, began to realize the benefits of negotiating with that government for a better future. He wrote in his autobiography
> I . . .concluded that the time had come when the struggle could best be pushed forward through negotiations. If we did not start a dialogue soon, both sides would be plunged into a dark night of oppression, violence, and war. . . It was clear to me that a military victory was a distant if not impossible dream. It simply did not make sense for both sides to lose thousands if not millions of lives in a conflict that was unnecessary. They must have known this as well. It was time to talk.[23]

On February 11, 1990, seventy-one-year-old Nelson Mandela was freed. Negotiations began for a new democratic constitution. These negotiations lasted for almost four years with the constant threat of implosion from people involved in the negotiations and outside forces. Ultimately, a new constitution was written and a general election was held.

In 1994, Nelson Mandela became the first black president of South Africa with 62.6 percent of the vote. According to previous arrangement to facilitate power sharing, F.W. de Klerk became deputy vice president.[24] Nelson Mandela faced the daunting task of trying to heal a country and bring its citizens together. Among the various attempts he made at reaching this goal were the development of the South African national anthem and rally around the South African rugby team.

Instruction Implementation

Teaching Strategies

Document Analysis – Say- Mean- Matter

The Say-Mean-Matter strategy is used to enable students to garner a deeper understanding of a text. It encourages students to question a text, search for deeper meanings in the text, and recognize connections that can be made with the text. In order to utilize this strategy, students should create a chart of three equal columns. The words "Say," "Mean," and "Matter" should be

written at the top of each column respectively. In the first column, students will look for a few meaningful direct quotes from the text and record them. What does it say? The responses in the first column should answer this question. In the second column, students will complete an interpretation of the direct quotes. What does it mean? This question should be answered in the student responses in the second column. Students should be able to defend why they think or how they know that is the correct interpretation of the material. In the third column, students are asked to consider the implications of what the text says. What does it matter? That is the central focus question for student responses in the third column. Students should consider its importance or significance, particularly how it relates to the concept as a whole. This practice will help students scrutinize the connections that are required for deeper understanding of a text.

If desired, this strategy can serve as a prewriting activity for student analysis of a text. If students have successfully completed the Say-Mean-Matter chart, they can utilize their response from the Matter column to craft an effective thesis statement about the material. To support the thesis, students can employ quotes from the text recorded in the Say column. In effect, they have already found required textual evidence for their thesis statements. Finally, they will use the information recorded in the Mean column to explain their text evidence and how it relates to their thesis statements.

Visual Analysis - OPTIC

This strategy is used to analyze visual texts, including paintings, drawings, photographs, and other visual media. OPTIC is an acronym for Overview, Parts, Title, Interrelationships, and Conclusion. As students complete each aspect of the strategy, they will gain a deeper understanding of the meaning of such texts.

The first step of the strategy is the Overview. In this part, students are asked to describe what is happening in the picture. They should not look for any meaning, only to write with enough detail so that someone who could not see the picture would get a clear image. The second step is to consider the Parts of the picture. Students should note any details that seem important, including but not limited to shading, numbers, size, placement, and movement. Next, students will analyze the Title. Does the title add to the understanding of the visual? What does the title suggest about the image? The next step of the strategy is to scrutinize the Interrelationships in the image. How do the parts relate to one another? How do the parts come together to create tone or meaning in the picture? Finally, students should draw a Conclusion based on the previous steps of the strategy. What was the creator of this image trying to convey?

Text Analysis - SOAPSTone

This strategy is used to strengthen readers' interaction and comprehension of a text. It requires students to view a text through different lenses in order to facilitate a complex analysis of the text. SOAPSTone is an acronym that stands for Speaker, Occasion, Audience, Purpose, Subject, and Tone. It is particularly in the analysis of historical texts as it requires students to consider the context and reliability of a given source. In order to use this strategy, students should first read and annotate the text. Annotations should include main ideas and questions and should

reflect meaningful student interaction with the document. When annotations have been completed, students will employ the SOAPSTone strategy.

Students should first consider the Speaker. Who wrote the text? What role did this writer play in the historical context of the event? The second consideration in the strategy is the Occasion. In what time and place was this text created? Students should be encouraged to keep in mind both the immediate events that may have precipitated this document as well as how it fits in to the larger historical event. When this analysis has been completed, students will move on to contemplate the Audience for this particular piece of writing. Who is the particular group of readers to whom this piece is written? This step is not always explicit, which means students will have to utilize higher order thinking skills to complete this analysis. Next, they will be asked to identify the Purpose of the document. Why was it written? In further consideration, students should think about what action or response the writer intended as a result of reading this piece. The next step in the analysis will be to succinctly state the Subject of the text. What is it mostly about? Finally, students should examine the Tone of the text. In order to do this, diction, imagery, and syntax should be considered and regarded for how they point to the general feelings of the author of the document. If this document was read aloud by its creator, what tone of voice would be used?

Collaborative Groups

In this strategy, the teacher will select student groups based on ability. Sometimes teachers may choose to group students by high, average, and low ability so that students will work with other students on their level. This fosters appropriate academic conversations at the level of each student. At other times, the teacher may group students by varying abilities so that students will have the chance to interact with other students at different levels. This encourages the higher students to explain material, which facilitates a deeper understanding when they are required to teach it to peers and it allows the lower students to view the thought processes of those students who are not struggling with the material. This strategy satisfies the 21st century global competency skills requirements that call for students to work collaboratively.

Think Pair Share

This strategy is used to foster individual student responses for which they receive immediate feedback from a peer. The teacher will present a question or topic for students to consider. The teacher will then allow up to two minutes of think time in order to students to produce their own individual response. After the two minutes, students will be paired with another student in the classroom. When the pairing has been completed, student A will present their response to the prompt with student B. Student B should not interrupt student A, but should listen fully. Then student B will share while student A listens fully. After both students have shared, they will each provide feedback about the other's response. This enables students to receive immediate feedback. Together, each pair will be asked to share out with the class.

Bio-Poem

The creation of a bio-poem is a tool that students can use to analyze historical figures at a deeper level. The construction of the poem requires that students think about a person as more than just the obvious biographical details. It provides a structure for deeper thinking. Although a bio-poem can take different formats, a recommended structure is below[25]:

(Line 1) First Name
(Line 2) Three or four adjectives that describe the person
(Line 3) Important relationship
(Line 4) Two or three things, persons, or ideas that this person loves
(Line 5) Three feelings this person has experienced
(Line 6) Three fears this person has
(Line 7) Accomplishments
(Line 8) Two or three things this person wants to happen or wants to experience
(Line 9) The residence of the person
(Line 10) Last Name

Sensory Figures Assessment Activity

Sensory Figures are created by students to force them to think about a topic with depth, rather than a surface level analysis. In order to create a sensory figure, students should create a simple drawing of an assigned figure. Around that figure, students will write about "what that person might be seeing, hearing, saying, feeling, or doing – to convey significant thoughts feelings, and experiences."[26] Students should be assessed on accuracy and depth of historical understanding.

Infographics

Infographics are a visual representation of information in a succinct format. Information should be captured and presented in a format that is easy to understand that will include minimal text and visually captivating images. When students are asked to use this format, they are using the skills of summarization, understanding of themes, and design principles. Teachers may provide a template for students to use when creating an infographic or students may design one on their own from scratch.

Classroom Activities

Day One – Introduction to Apartheid

Guiding Question: What is oppression? What is apartheid?

Activities
Think Pair Share
Collaborative Grouping

Procedure
Warm Up

Show students the word 'apartheid'. Ask students to think, pair, share what they think the word might mean. Does it remind them of any words they already know? What word do they see within the word? Next, show students the word 'oppression'. With their groups have them explain the meaning of the word and give examples of when we have talked about oppression in previous units. Explain that we will be talking about oppression and apartheid in the nation of South Africa.

Activity One
Using devices, or printouts from the website if necessary, direct students to a basic information page for students that contains a definition of apartheid. Ducksters is a highly recommended site for this activity.[27] In their collaborative groups, students should put the website's definition of apartheid in their own words and create a visual definition. When all groups have finished, students should conduct a gallery walk to see how other student groups interpreted the word. At the conclusion of the gallery walk, ask students why they think apartheid existed. Who benefitted from this system?

Activity Two
Explain to students that during apartheid in South Africa, people were classified by race. Three main categories used were white, black, and colored. Explain that colored often meant of mixed race. Tell students that they will be viewing a clip from someone from South Africa whose family fit into all three of these racial categories. His mother was black, his father was white, and he was considered colored. In the clip, he explains how his family managed during apartheid.

Show students the clip from Jerry Seinfeld's interview with Trevor Noah from *Comedians in Cars Getting Coffee*[28]. Begin clip at 15:30. Noah discusses what his parents had to do in order to be together. When finished viewing clip, ask students what surprised them about this information. Let them discuss in their groups. Teacher could also use excerpts from Trevor Noah's autobiography for this purpose rather than video clip if preferred.

Conclusion
Now that students have an understanding of the definition of apartheid and a preview of apartheid conditions, ask students to make some predictions of what they think life was like for each of the different classification of people under this system.

Day Two – Life under Apartheid

Guiding Question: *What were conditions like under apartheid?*

Activities
OPTIC strategy

Procedure
Warm Up
Ask students to make a three column chart. At the top of each column, students should write three of the racial classifications in South Africa during apartheid – white, black, and colored.

At the conclusion of yesterday's class, students were asked to make predictions about what life was like under apartheid for people of each of these three groups. Ask students to write their predictions at the top of the columns.

Activity One
Explain to students that today they will be viewing a series of photographs of what life was like under apartheid. As they view the photographs in the gallery, they should record information about what life was like for people in each group. Stress that they will have to make inferences based on what they see. Two resources to use for photographs for the apartheid gallery are http://all-that-is-interesting.com/apartheid-south-africa[29] and http://www.gettyimages.com/photos/apartheid?excludenudity=true&sort=mostpopular&mediaty pe=photography&phrase=apartheid[30]. Both contain images of signs for separate facilities and rules for the different classifications of people. Both sites also contain photographs of how people began protesting apartheid. Be sure to preview the photographs before showing to students as not all photographs may be appropriate for all students.

Activity Two
Students should choose two photographs from the apartheid gallery that they found to be the most impactful. Using those photographs, students should use the OPTIC strategy for analysis. Students should consider a basic overview of the images, parts of the images and the interrelationship of the parts of the pictures. It is recommended that students complete this analysis individually and then be allowed to share their findings with a group. Did students choose similar images? Have them explain how they determined which photographs were chosen.

Conclusion
If time permits, allow students to discuss how they might have responded to apartheid if they would have been living in South Africa during that time.

Day Three – Response to Apartheid

Guiding Question: How did the South African government maintain apartheid and how did South Africans respond?

Activities
Say, Mean, Matter
Sensory Figure

Procedure
Warm Up
Explain that in South Africa during apartheid, the minority held power for almost fifty years. Ask students how they think the minority in South Africa held power over the majority of South Africans for so long. What laws would they imagine needed to be enacted by the minority in order to hold on to power?

Activity One
Explain to students that today they will review the legislation that made apartheid possible. Divide students into groups of three or four students. Around the perimeter of the room, the teacher should post information sheets about the following legislation passed during apartheid: Group Areas Act of 1950, Population Registration Act of 1950, Bantu Authorities Act of 1951, Natives Act of 1952, Public Safety Act of 1953, Bantu Education Act of 1953, and Prohibition of Mixed Marriages Amendment Act 1968[31]. Students should create a chart with three columns. The first column should be labeled SAY, the second MEAN, and the third MATTER. As students rotate around the room to read the information about the legislation, they should discuss and record as a group what each law says, what it means, and why it matters.

Activity Two
After students have reviewed legislation during apartheid that kept the white minority in power, students should imagine that they are one of the groups without power during apartheid. Individually, students should create sensory figures as they imagine this. To create this figure, they will draw a basic figure of a person. Next to the head, students will write what a person in South Africa might have been thinking during this time. Near the mouth of their figure, students should write what they might have said. Near the ears, students should write the kinds of statements South Africans may have heard. By the heart, they should write about what they may have been feeling. Near the hands, what they might have done in response to this legislation, etc. Students should be given liberty to be creative with how they use and decorate their sensory figures.

Conclusion
Allow students to place their sensory figures on their desks for other students to view. Students should conduct a gallery walk in order to see other students' sensory figures and how they created them.

Day Four – International Response to Apartheid

Guiding Question: What was the international response to apartheid?

Activities
Student Research
Visual Arts

Procedure
Warm Up
Students should make a prediction about how the rest of the world reacted to apartheid. What was their response? Teacher should facilitate a discussion about student predictions.

Activity One
Divide students into three groups. Explain that today they will be doing research in their groups to determine the international response to apartheid in South Africa. Assign each group one of the following categories: Political, Social, Economic. As a group, students should research how other countries responded to apartheid either politically, socially, or economically, depending on

their assigned category. Political responses should focus on diplomatic pressure to end apartheid. Economic responses should focus on sanctions and economic pressure on companies doing business in South Africa. Social responses may focus on many different areas including the exclusion of South Africa from international sporting events. Teacher may need to review the meaning of those terms. When groups finish researching, they should share their findings with the rest of the class.

Activity Two
After student groups present findings, students should create an anti-apartheid poster. They can base it on any political, social, or economic responses that have just been discussed by the groups that presented. When students are finished, posters should be hung around the classroom.

Conclusion
To conclude the lesson, show students the United Artists against Apartheid – Sun City[32]. This music video was made by popular artists of the 1980s about the South African resort Sun City. The song discusses their refusal to perform at this resort while apartheid existed in South Africa.

Day Five – Mandela and the End of Apartheid

Guiding Question: What role did Nelson Mandela play in ending apartheid? What was his role after the end of apartheid?

Activities
Bio-Poem

Procedure
Warm Up
Teacher should choose ten quotes from Nelson Mandela and hang them around the room on large paper. Students will walk around the room and respond to the quotes by using the following sentence stems: I'm thinking . . ., I'm feeling . . ., I wonder . . .. Students should write these sentences on the large paper around the quotes. As class finishes, students should be chosen to share what they wrote around the quotes.

Activity One
Have students read a short biography of Nelson Mandela. An option for this is Ducksters[33]. After reading the information, have students work with a partner to create a bio-poem about Mandela. In order to do this, students should consider the descriptions, feelings, fears and hopes of Nelson Mandela. Encourage students to be creative in this process. As students finish, ask them to share their poems.

Activity Two
One of the major accomplishments of Nelson Mandela was his attempt to unify the country of South Africa after the end of apartheid. After years of racial division and oppression, fear and anger were prevalent. Two symbols of unity in South Africa after apartheid were the flag and national anthem. Show the flag of South Africa to students and ask them how they think this could have been a symbol of unity. Point out that the shapes and colors in the flag are symbolic

of the different groups in South Africa, particularly those groups who had been underrepresented during apartheid.

Conclusion
Play the national anthem of South Africa for students. Choose a clip that contains the lyrics to the song. After playing the video, ask students how this song could be a symbol of unity for the country. Students should notice that the anthem contains many of the languages spoken in South Africa.

Day Six – Assessment

To assess student learning, students should work as a group to create an infographic, a visual representation of an idea. Ask students to choose a key word and create an infographic about South Africa under apartheid about that key word. Recommended words are "Freedom", "Justice", and "Democracy". They might show how these concepts either did or did not exist under South Africa's system of apartheid by using text, pictures and words.

Appendix 1: Implementing Teaching Standards

The seventh grade course of study in North Carolina requires students to examine the implications of increased global interaction as they study the world from the Age of Exploration to contemporary times. The standards are organized around the five strands of social studies: history, geography, and environmental literacy, economics and financial literacy, civics and governance and culture. These strands are integrated to enhance student understanding of the world in which we live.

The North Carolina Essential Standards demand that students investigate the various factors that shape the development of regions and nations. This unit addresses this need by focusing on the following Essential Standards in the Seventh Grade Social Studies Course:

7.H.1	Use historical thinking to analyze various modern societies.
7.H.2	Understand the implications of global interactions.
7.G.1	Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
7.C&G.1	Understand the development of government in modern societies and regions.

7.C.1	Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions

In addition to specific Social Studies standards, teachers are expected to address Common Core Reading anchor standards in literacy to ensure that students are college and career ready. This unit will focus on the following Common Core Reading Standards for Social Studies:

Key Ideas and Details	Cite specific textual evidence to support analysis of primary and secondary sources.
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Integration of Knowledge and Ideas	Analyze the relationship between a primary and secondary source on the same topic.

Student Resources

Anonymous. "Apartheid Legislation 1850s-1970s." South African History Online. April 11, 2016. Accessed October 25, 2017. http://www.sahistory.org.za/article/apartheid-legislation-1850s-1970s.

This site contains a thorough documentation of apartheid in South Africa. It includes many primary sources and would be a resource for both students and teachers studying the time period.

"History for Kids." World and US. Accessed October 23, 2017. http://www.ducksters.com/history/.

The Ducksters site is an extremely valuable tool for students and teachers. It presents historical information at the appropriate reading level and density for middle school students.

Mandela, Nelson. *Long Walk to Freedom the Autobiography of Nelson Mandela*. Abacus, 2011. Mandela's autobiography is a lengthy, but interesting recording of the events of his life. It is accessible for students as well as teachers and could easily be used as a resource in class. Because of its length, a teacher may want to consider using only excerpts from this text.

Teacher Resources

Anonymous. "Apartheid Legislation 1850s-1970s." South African History Online. April 11, 2016. Accessed October 25, 2017. http://www.sahistory.org.za/article/apartheid-legislation-1850s-1970s.

This site contains a thorough documentation of apartheid in South Africa. It includes many primary sources and would be a resource for both students and teachers studying the time period.

Beck, Roger B. *The History of South Africa*. Greenwood, 2014.
This is an accessible text about the history of South Africa that would serve as a valuable resource for teachers and students alike. It contains an overview of early South Africa up through apartheid and beyond.

Berger, Iris. *South Africa in World History*. Oxford University Press, 2009.
Berger's account of the history of South Africa is a resource for teachers and higher level students. It contains a synopsis of South African history from its early development up to the modern day.

"Bio-poem: Connecting Identity and Poetry." Facing History and Ourselves. Accessed October 25, 2017. https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry.

This site serves as a valuable resource for a way in which students can process historical information.

Mandela, Nelson. *Long Walk to Freedom the Autobiography of Nelson Mandela*. Abacus, 2011.
Mandela's autobiography is a lengthy, but interesting recording of the events of his life. It is accessible for students as well as teachers and could easily be used as a resource in class. Because of its length, a teacher may want to consider using only excerpts from this text.

[1] http://schools.cms.k12.nc.us/baileyMS/SiteAssets/Pages/BaileyDocumentsPolicies/Bailey%20RC%20snapshot.pdf

[2] "The World Factbook: SOUTH AFRICA." Central Intelligence Agency. Accessed October 23, 2017. https://www.cia.gov/library/publications/the-world-factbook/geos/cu.html.

[3] Thompson, L.M. *A History of South Africa*. Yale University Press, 1995, 7.

[4] Berger, Iris. *South Africa in World History*. Oxford University Press, 2009, 17.

[5] *Ibid*., 18.

[6] Thompson, L.M. *A History of South Africa*. Yale University Press, 1995, 10.

[7] *Ibid*., 10.

[8] Berger, Iris. *South Africa in World History*. Oxford University Press, 2009, 28.

[9] *Ibid*., 30.

[10] *Ibid*., 34.

[11] Thompson, L.M. *A History of South Africa*. Yale University Press, 1995, 53.

[12] Berger, Iris. *South Africa in World History*. Oxford University Press, 2009, 75.

[13] *Ibid*., 80.

[14] *Ibid*., 81.

[15] Beck, Roger B. *The History of South Africa*. Greenwood, 2014, 126.

[16] *Ibid*., 127.

[17] *Ibid*., 129.

[18] Berger, Iris. *South Africa in World History*. Oxford University Press, 2009, 104.

[19] Grundy, Kenneth W. South Africa: Domestic Crisis and Global Challenge. Westview Press, 1991, 8.

[20] *Ibid*., 9.

[21] Berger, Iris. *South Africa in World History*. Oxford University Press, 2009, 122.

[22] *Ibid*., 123.

[23] Mandela, Nelson. Long Walk to Freedom the Autobiography of Nelson Mandela. Abacus, 2011, 457.

[24] Berger, Iris. *South Africa in World History*. Oxford University Press, 2009, 126.

[25] "Bio-poem: Connecting Identity and Poetry." Facing History and Ourselves. Accessed October 25, 2017. https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry.

[26] https://www.teachtci.com/pdf/webinar_handouts/Interactive_Student_Notebook_Getting_Started.pdf

[27] "Civil Rights." Ducksters Educational Site. Accessed October 25, 2017. http://www.ducksters.com/history/civil_rights/apartheid.php.

[28] Jramjee. "Comedians In Cars Getting Coffee - Trevor Noah (2015)." Vimeo. October 25, 2017. Accessed October 25, 2017. https://vimeo.com/132475524.

[29] Susan Sims on January 28, 2015. "24 Startling Photos That Explain Apartheid In South Africa." All That Is Interesting. January 28, 2015. Accessed October 25, 2017. http://all-that-is-interesting.com/apartheid-south-africa.

[30] "Video." Apartheid Stock Photos and Pictures | Getty Images. Accessed October 25, 2017. http://www.gettyimages.com/photos/apartheid?excludenudity=true&mediatype=photography&phrase=apartheid&sort=mostpopular.

[31] Anonymous. "Apartheid Legislation 1850s-1970s." South African History Online. April 11, 2016. Accessed October 25, 2017. http://www.sahistory.org.za/article/apartheid-legislation-1850s-1970s.

[32] RIPStuNov22. "Artists United Against Apartheid - Sun City (Official Video)." YouTube. March 26, 2013. Accessed October 25, 2017. https://www.youtube.com/watch?v=TlMdYpnVOGQ.

[33] "Nelson Mandela." Ducksters Educational Site. Accessed October 25, 2017. http://www.ducksters.com/biography/nelson_mandela.php.

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Anonymous. "Apartheid Legislation 1850s-1970s." South African History Online. April 11, 2016. Accessed October 25, 2017. http://www.sahistory.org.za/article/apartheid-legislation-1850s-1970s.

This site contains a thorough documentation of apartheid in South Africa. It includes many primary sources and would be a resource for both students and teachers studying the time period.

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"Bio-poem: Connecting Identity and Poetry." Facing History and Ourselves. Accessed October 25, 2017. https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry.

This site serves as a valuable resource for a way in which students can process historical information.

Grundy, Kenneth W. South Africa: Domestic Crisis and Global Challenge. Westview Press, 1991.

This complicated text would be appropriate for teachers who are interested in learning more about the oppression of apartheid and the rest of the world's response to it. Notice that is was written during apartheid so it does not discuss the resolution of these issues. This text would be inappropriate for middle school students.

"History for Kids." World and US. Accessed October 23, 2017. http://www.ducksters.com/history/.

The Ducksters site is an extremely valuable tool for students and teachers. It presents historical information at the appropriate reading level and density for middle school students.

Jramjee. "Comedians In Cars Getting Coffee - Trevor Noah (2015)." Vimeo. October 25, 2017. Accessed October 25, 2017. https://vimeo.com/132475524.

In this series, Jerry Seinfeld interviews comedians. This particular episode focuses on Seinfeld's interview of Trevor Noah, who grew up with a black mother and a white father in South Africa.

Mandela, Nelson. *Long Walk to Freedom the Autobiography of Nelson Mandela*. Abacus, 2011.

Mandela's autobiography is a lengthy, but interesting recording of the events of his life. It is accessible for students as well as teachers and could easily be used as a resource in class. Because of its length, a teacher may want to consider using only excerpts from this text.

RIPStuNov22. "Artists United Against Apartheid - Sun City (Official Video)." YouTube. March 26, 2013. Accessed October 25, 2017. https://www.youtube.com/watch?v=TlMdYpnVOGQ.

This music video recorded during the time of apartheid in South Africa includes various artists from the 1980s who refuse to perform at the South African resort Sun City until apartheid ends in South Africa.

Susan Sims on January 28, 2015. "24 Startling Photos That Explain Apartheid In South Africa." All That Is Interesting. January 28, 2015. Accessed October 25, 2017. http://all-that-is-interesting.com/apartheid-south-africa.

This is a collection of photographs from South Africa during apartheid. This is impactful for students, but should be previewed by teachers to see if it is appropriate for all students.

Thompson, L.M. *A History of South Africa*. Yale University Press, 1995.

This text is valuable for the early history of South Africa, but because of its publication date, it is not the best resource for the time period of apartheid. This is a resource that would be more useful for teachers than students.