

Telematic Schools Project



2022 SUBJECT WORKBOOK Grade 11



HISTORY

A joint initiative between the Western Cape Education Department and Stellenbosch University.



**Western Cape
Government**
Education



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forward together
sonke siya phambili
saam vorentoe



BROADCAST SESSIONS

GR 11

BROADCAST SCHEDULE

Session	Date	Time	Topic
Wednesday	10/08/2022	16h00-17h00	Source-Based Questions
Thursday	13/10/2022	16h00-17h00	Examination preparation



INTRODUCTION

Dear Grade 11 Historian

- Welcome to the Telematics project. The 2022 Gr 11 history programme aims to strengthen your understanding of historiography and focuses on the **basic knowledge and skills** necessary to ace that history exam.
- This booklet is meant to be used in tandem with the telematics programme, and consolidate what was taught in the classroom. The 2022 Telematics lessons will focus on the ability to read, analyse and interpret sources, as well as unpack the arduous skill of penning a stellar history essay all the time, every time. It will also provide some much-needed clarity on what is expected of you at the end of the year.
- This resource works best if used in conjunction with the live video lessons and interacting with the presenter live through SMS, WhatsApp or the Telematics Facebook page.
- Many people often ask: What's the use of studying history? Only this subject can equip you with the soft skills necessary to tackle difficult research topics at university, or arguing your case as a future lawyer! This subject also provides some context as to why the world is the way it is. As the age old saying goes: those who don't know history are doomed to repeat it. This subject will arm you with life skills that can be applied in any circumstance, such as analytical and interpretational abilities, reading for understanding as well as going into depth on ethical conundrums which still plague the world today. **History is not just about dates and numbers, it's about how the world works!**
- ***"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."* Malcolm X**
- All the best.



INTRODUCTION AND TOPICS

HOW TO USE THIS BOOKLET

- This book is divided in FIVE chapters. Each chapter will deal with ONE topic in the grade 11 history syllabus.
- The content is trimmed as per the current curriculum and is suitable for home language learners.
- Please be aware that not all topics will be covered at a particular school. For example, some teachers may choose to do the Case Study on Australia instead of Nazi Germany. In that case, just go to the page number of your chosen topic.
- Pay attention to the pages marked ‘How to Answer Source-Based/Essay Questions’, as no matter what the topic is, these will be useful skills to learn.

Topics	Description
TOPIC 1: Communism in Russia 1900 – 1940	<ul style="list-style-type: none"> • What is Communism? And February and October Revolutions (background) • The Civil War and War Communism • The New Economic Policy • Stalin’s Interpretation of Marxism-Leninism
TOPIC 2: Capitalism in the USA 1900 – 1940	<ul style="list-style-type: none"> • American Dream and Capitalist Boom (background) • Wall Street Crash (1929) • Election of FDR and The New Deal • Analysis of the New Deal • Impact of and responses to crisis of capitalism.
TOPIC 3: Ideas of Race	<ul style="list-style-type: none"> • Theories and practice • Case Study: Australia and Indigenous Australians • Case Study: Nazi Germany and the Holocaust
TOPIC 4: Nationalisms	<ul style="list-style-type: none"> • What is nationalism • Case Study: The Rise of African Nationalism • Case Study: Afrikaner Nationalism • Case Study: Middle East • Case Study: Ghana
TOPIC 5: How Unique was Apartheid in South Africa?	<ul style="list-style-type: none"> • Segregation as a foundation for apartheid • Apartheid as a form of neo-colonialism • Apartheid entrenching ideas of race • The Nature of Resistance to Apartheid



WHAT YOU SHOULD KNOW

TOPIC	BEFORE	DURING	AFTER
COMMUNISM IN RUSSIA		<p>SCAN ME</p> 	 <p>SCAN ME</p>
CAPITALISM IN THE USA		<p>SCAN ME</p> 	 <p>SCAN ME</p>
IDEAS OF RACE	<p>SCAN ME</p> 		 <p>SCAN ME</p>
NATIONALISMS		<p>SCAN ME</p> 	 <p>SCAN ME</p>



WHAT YOU SHOULD KNOW

TOPIC	BEFORE	DURING	AFTER
<p>APARTHEID SOUTH AFRICA</p>		<p>SCAN ME</p> 	
		<p>HOW TO USE: Each QR code deals with one of the subtopics from topic 1 to topic 5.</p>	<p>Scan the QR code using your phone to watch a video or documentary about the topic.</p>



TERMINOLOGY – THE RUSSIAN REVOLUTION 1900 - 1940

Term	Definition
Communism	a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
Bolshevik	a member of the majority faction of the Russian Social Democratic Party which seized power over Russia in 1917
Collectivization	Where agricultural farmers were forced to give up their individual farms in order to join larger collective farms.
Leninism	Marxism and/or a form of communism as interpreted and applied by Vladimir Lenin. This form of communism emphasises dictatorship of the proletariat.
Marxism	The political and economic theories of Karl Marx and Friedrich Engels that was also later developed by their followers to form the basis of communism.
October Revolution	A revolution led by Vladimir Lenin with workers and peasants to overthrow the Dumas Provisional Government
Peasant	A poor labourer with limited land-ownership with a low social status.
Revolution	A complete overthrow of the existing dominant system by the working class for a new alternative system.
Socialism	A political and economic theory of social organization which advocates that the means of production, distribution and exchange should be owned or regulated by the community as a whole.
Duma	This was a Russian assembly which had representatives of the people of Russia designed to give them a voice in the government.
Stalinism	The policies adopted by Joseph Stalin in the pursuit of communism largely based on totalitarianism and centralisation.
War Communism	Economic policies applied by the Bolsheviks during the Russian civil war such as expropriation of private businesses and nationalization of industries.



SESSION 1 | COMMUNISM IN RUSSIA



SUMMARY

WHAT YOU SHOULD KNOW

In this topic, you will examine how conditions in Russia in the 1900s led to a communist revolution, where the ordinary people overthrew their monarch and established a new society based on the ideas of Karl Marx called the Union of Soviet Socialist Republics.

You will also examine some of the challenges that the USSR faced in building up their nation following disastrous events like the Russian Civil War and War Communism; and how Lenin, the leader of the Bolshevik party, worked to undo the damage afterward through a New Economic Policy that combined the ideas of capitalism and communism through his own interpretation of Marxism dubbed Marxist-Leninism.

This topic also studies the rise to power of Joseph Stalin and his own unique interpretation of Marxist-Leninism through the Five Year Plans as well as the purges of those who were deemed to be enemies of the revolution.

TOPIC: WHAT IS COMMUNISM/THE FEBRUARY AND OCTOBER REVOLUTIONS

What is Communism? Communism is an economic system based on the idea of collective or state ownership of the means of production. Many poor people in Russia were tired of being abused due to the monarchy and began to revolt during the February and October Revolutions. In the FEBRUARY REVOLUTION they managed to get the tsar to abdicate and replace him with a temporary government while in the OCTOBER REVOLUTION the temporary government was overthrown by the Bolshevik party in a bloodless coup de tat.

TOPIC: THE RUSSIAN CIVIL WAR AND WAR COMMUNISM

The Russian Civil War broke out after the Bolsheviks took control of government between the Red Army and the White Army. This war absolutely destroyed the country and left millions to starve in favour of gearing the economy toward war through a policy called War Communism. Many industries were nationalised, and soldiers were prioritised over ordinary citizens. This policy left the country in shambles and a New Economic Policy was needed.

TOPIC: THE NEW ECONOMIC POLICY

The New Economic Policy was implemented after the failure of War Communism. It was meant to reintroduce some elements of capitalism into the communist system, e.g., private ownership. The NEP was successful in reversing some of the damages caused by War Communism, but many hardliner Communists hated the policy as it created a new class differentiation through the “NEP men” – people who became rich due to the NEP.

TOPIC: STALIN’S INTERPRETATION OF MARXISM-LENINISM

After Lenin passed away, Stalin took over the running of the Soviet Union. He had a unique interpretation of Marxism-Leninism, believing that they should first enforce communism in their own country before trying to make other countries communist. He did this first by collectivising farms and eliminated the kulaks who were against this. Following this, he focused on expanding industrial production through the five-year-plans. He was very successful. Within 15 years, the USSR was able to defend against the German invasion of WW2. Unfortunately, Stalin was a very harsh ruler and purged (killed) anyone who stood in opposition to him.



HOW TO ANSWER SOURCE-BASED QUESTIONS

- Every source-based section is guided by a **KEY QUESTION**.
- This KEY QUESTION guides you as to what the sources will be about, and usually will need to be answered at the end as a paragraph question.
- Remember it while reading the sources and answering the other questions!



KEY QUESTION:
TO WHAT EXTENT DID THE RUSSIAN CIVIL WAR AND WAR COMMUNISM DESTROY THE RUSSIAN ECONOMY BETWEEN 1918 AND 1921

- All questions that follow will be geared toward answering this key question.

Example:

“1.4.1. Why does the source describe the effect War Communism on the Russian economy as terrible?”

- This question shows that the effect of War Communism was ‘terrible’, and you are going to give reasons for it in your answer.
- These reasons can then be used again to answer the paragraph question.

Example:

“1.6. Using the information in the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) to explain the extent of how Civil War and War Communism destroyed the Russian economy between 1918 and 1921.”

- In this answer you could say “The effect was terrible on the economy because of X, Y and Z (1D).”
- Always reference the sources used in the paragraph, as it will show the examiner that you have engaged with the sources, analysed and interpreted them.
- Don’t be nervous to underline or **highlight** information in the sources which you think could help you answer the key question at the end.



TOPIC 1: COMMUNISM IN RUSSIA 1900 - 1940

SOURCE 1A

This source depicts the philosophy surrounding Marxist-Leninism.

Capitalism is a system in which those who own wealth e.g., financiers and industrialists have political and economic power. Communism is a system in which different classes are abolished (ended) and the state (government) controls all aspects of life. The idea that the working class would overthrow capitalism and create a communist society was developed by the German philosopher and writer, Karl Marx, in the 19th century. The first successful communist revolution took place in Russia, under the leadership of Lenin (in October 1917).

Lenin believed that only a strong and powerful central Communist Party could bring about revolution. But (...) the position of the Communist was not secure. Many groups, both inside and outside Russia, opposed the Communist Regime (of Vladimir Lenin). The reason for this was that it had destroyed the democratically elected parliament, imposed a one-party dictatorship, and wanted to introduce a radical new social and economic system (communism in the place of capitalism).

From 1918 to 1921 there was a bitter civil war, when opponents of the Communist fought to overthrow the new government. During the Civil War the government introduced an economic policy called War Communism, to help win the war. With the War Communism economic policy the Communist government took control of all private property and industry. The government confiscated (took) factories, mines, businesses, farms, hospitals, schools, shops, the transport industry and private property (homes) away from people who owned it. Everything in society was now owned by the state/ government. Nobody was allowed to inherit property.

(Adapted from In Search of History, Grade 11, Jean Bottaro, Pippa Visser & Nigel Worden)

- 1.1.1. Use the source and your own knowledge and explain the following historical terminology in your own words.
- (a) Capitalism
- (b) Communism (2x2) (4)
- 1.1.2. Explain in your own words, what the German philosopher, Karl Marx's viewpoint was on capitalism. (1x2) (2)
- 1.1.3. List TWO reasons why groups inside and outside Russia opposed Lenin's communist regime. (2x1) (2)
- 1.1.4. Use information from the source and explain how War Communism changed the ownership of property and businesses. (1x2) (2)



TERMINOLOGY – CAPITALISM IN THE USA 1900 - 1940

Term	Definition
Alphabet agencies	The alphabet agencies were the U.S. federal government agencies created as part of the New Deal of President Franklin D. Roosevelt.
Black Tuesday	October 29, 1929, when panicked sellers traded nearly 16 million shares on the New York Stock Exchange (four times the normal volume at the time), and the Dow Jones Industrial Average fell -12%. Black Tuesday is often cited as the beginning of the Great Depression
Capitalism (NB)	an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
Democrats	The Democratic Party is one of the two major contemporary political parties in the United States, along with the Republican Party.
Hoovervilles	A "Hooverville" was a shanty town built during the Great Depression by the homeless in the United States of America. They were named after Herbert Hoover, who was President of the United States of America during the onset of the Depression and was widely blamed for it.
Laissez-faire	an economic system in which transactions between private parties are free from government intervention such as regulation, privileges, tariffs and subsidies. 'Let things alone'
Monopolies	the exclusive possession or control of the supply of or trade in a commodity or service.
Relief, Recovery, Reform	immediate, temporary or permanent actions and reforms and were collectively known as FDR's New Deal. The many Relief, Recovery and Reform programs were initiated by a series of laws that were passed between 1933 and 1938.
Wall Street	a street in New York where the Stock Exchange and important banks are. Wall Street is often used to refer to the financial business carried out there and to the people who work there.



SESSION 2 | CAPITALISM IN THE USA 1900 - 1940

**SUMMARY****WHAT YOU SHOULD KNOW**

In this topic, you will examine how conditions in America in the 1900s led an economic depression after a major stock market crash in 1929 that affected the entire world.

You will also examine the effects of the Great Depression on ordinary Americans, as well as how the Republican government at the time failed to deal with the issue in a satisfactory way due to their policies such as laissez-faire.

This topic also studies how Franklin D. Roosevelt was elected to solve the crisis, and how his policy of the 'New Deal' combined elements of communism and socialism to support the American people. Some people argue that the New Deal did nothing to help America, and it was World War 2 that actually got the economy going again; others argue that the New Deal provided some much needed social security measures that are still in place today.

Regardless, the impact of the Great Depression in America also affected other countries around the globe, most significantly being Nazi Germany.

TOPIC : AMERICAN DREAM AND CAPITALIST BOOM

What is Capitalism? It is an economic system based on private ownership and profit. During the 1920s, America was experiencing a post-war boom in their economy and was very prosperous. However, this prosperity was based on unsound economic principles and eventually led to the Wall Street Crash.

TOPIC : WALL STREET CRASH (1929)

After decades of prosperity, the Republican government failed to see the Wall Street Crash coming. In 1929 many shares in companies had been inflated far beyond their actual value, and share prices began to fall rapidly. This had a knock-on effect on banks, as people had bought shares 'on-the-margin' and were now unable to pay back loans. This in turn caused many banks to fail, and people who had not even invested in the stock market lost everything as they could not pay back their mortgages (bond) and lost their homes. Many people were forced to set up Hoovervilles and live on the road, relying on soup-kitchens for food as the widespread unemployment left people unable to provide for their families. This period was called 'The Great Depression.'

TOPIC : ELECTION OF FDR AND THE NEW DEAL/ANALYSIS OF THE NEW DEAL

Following the failure of President Herbert Hoover to deal with the crisis, Americans elected democrat Franklin D. Roosevelt to the presidency on promises of a new deal. FDR introduced the alphabet agencies and a bank holiday to help mitigate some of the effects of the great depression. It was meant to bring relief to those suffering during the Great Depression, but it was also meant to help the economy recover. FDR also wanted to ensure that the system was reformed. The effect this had on ordinary Americans is negotiable, however, it assisted in establishing some much-needed laws regarding business that still exist today to prevent another Great Depression.

TOPIC : IMPACT OF AND RESPONSES TO CRISIS OF CAPITALISM.

To help solve the economic crisis at home, the USA pulled back all their loans sent to Europe. This had a devastating impact on the European economy, leading to a rise in unemployment and poverty. Germany was very badly affected. Hitler used the opportunity to rise to power based on promises to restore Germany. The Soviet Union was the most unaffected by the Great Depression as they had been focused on the idea of 'socialism in one country' and did not rely on exports/imports from other countries; and the Soviet Union gained in terms of their economy during this time.



HOW TO ANSWER SOURCE-BASED QUESTIONS

- You will usually get **FOUR** sources in your addendum, labelled according to question number and source number.
- There is an order to these sources:
 - SOURCE A** – Gives you the origin, context and background to the key question
 - SOURCE B** – Provides an example or case study which shows what happened
 - SOURCE C** – Gives the results/effects of the event
 - SOURCE D** – A visual source (e.g. cartoon, photograph, poster) depicting the event
- Sometimes SOURCE C can be the visual and SOURCE D can give the result.



VISUAL SOURCES NEED TO BE ANALYSED BY LISTING ALL THE THINGS YOU CAN SEE IN THE SOURCE, AND THEN THINKING ABOUT HOW THAT CAN BE USED TO ANSWER THE QUESTION POSED.

- The first question of every source will usually be a **LEVEL ONE** question.
- This means that the answer is either in the source, or was something you had to study such as a definition.

EXAMPLE:

“2.4.1. State the problems that African Americans faced when they arrived in the northern states.”

- The answer to this would therefore be in the source, as it is a LEVEL ONE question.
- Take note of the **MARK ALLOCATION**, which guides you as to how much or how little to write:
 - (1 x 1) = ONE response for ONE mark. Usually only requires a name, phrase, a word or a quote.
 - (1 x 2) = ONE response for TWO marks. Usually needs to be a sentence showing understanding.
 - (2 x 1) = TWO responses for ONE mark each. Usually only requires a phrase, a word or a quote.
 - (2 x 2) = TWO responses for TWO marks. You need to write a full explanation of events or give TWO reasons in your answer.



CAPITALISM IN THE USA 1900 - 1940

SOURCE 2 D

This source depicts an African American family migrating to the north (northern industrialized states of the USA) with all their possessions.

In the Southern States pre-dominantly rural areas they faced segregation and discrimination. When they reached the northern states, many African Americans could only get the worst-paying jobs because of their lack of education. The competitions (between whites and blacks) over jobs lead to increase racial tension in the north.



- What do you see in the image?
- What does this reveal about conditions for African Americans during the Great Depression?



TERMINOLOGY – IDEAS OF RACE IN THE 20TH CENTURY

Term	Definition
Führer	This is a political title which means leader in German and is associated with the Nazi dictator Adolf Hitler.
Gestapo	This was the official secret state police of Nazi Germany
Positive eugenics	Refers to efforts which are directed and expanding desirable traits
Negative eugenics	refers to effort which are directed to eliminate through sterilisation, segregation or other means those who are perceived or deemed to be physically, mentally or morally ‘undesirable’
Nuremburg Laws	These were anti-Semitic and racist laws that were enacted in Germany by the Nazi Party.
Kristallnacht	An event where violent, state-mandated actions against Jewish shops, businesses and homes occurred in November 1938
Holocaust	This was the genocide or systematic killing of European Jews during WWII. Other ‘undesirables’ were also killed during this time such as black people, homosexuals, Jehovah’s Witnesses etc.
Pseudoscientific	falsely or mistakenly claimed or regarded as being based on scientific method. E.g. “fake science”
Aboriginal	Native/Indigenous people of the Australian mainland.
Eugenics	a set of beliefs and practices that aim to improve the genetic quality of a human population, historically by excluding people and groups judged to be inferior or promoting those judged to be superior.
Genocide	the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
Social Darwinism	Social Darwinists believe in “survival of the fittest”—the idea that certain people become powerful in society because they are innately better.

SESSION 3 | IDEAS OF RACE IN THE 20TH CENTURY**SUMMARY****WHAT YOU SHOULD KNOW**

In this topic, you will examine how ideas of race based on Social Darwinism began to become popular in the early 20th century and were used to harm people who were deemed 'inferior'.

You will have the option of engaging with one of two case studies: either Nazi Germany or Australia.

This topic also studies how pseudoscientific race theories were applied to effectively eliminate people who didn't fit the mould of what their countries wanted them to be, as well as the effect this had on the victims. It will examine how people's lives were restricted and altered, and in some cases, ended.

TOPIC: THEORIES AND PRACTICE

In the early 20th century, various pseudo-scientific (fake) race theories regarding people began to gain traction. Some people believed in concepts such as Social Darwinism—which proposed that some people are naturally superior to others—and Eugenics—which stated that those of 'good birth' should be allowed to breed, while the 'undesirables' should die off. This was then used to commit large-scale atrocities against those deemed 'undesirable'.

TOPIC: CASE STUDY: AUSTRALIA AND INDIGENOUS AUSTRALIANS

The Australian government came up with a 'white Australia policy'. They wanted to completely restrict immigration into the country and control who would be allowed to live in certain areas. As a result, they came up with the idea of 'breeding out the blackness' by taking indigenous children away from their parents and putting them in white homes, with the hope they would eventually lose all their heritage and become 'white' in a few generations—this was referred to as 'the Stolen Generation'. In addition, indigenous Australians slowly had their rights eroded by the Australian government, who controlled where they were allowed to live or who they were allowed to marry etc.

OR**TOPIC: CASE STUDY: NAZI GERMANY AND THE HOLOCAUST**

Meanwhile in Germany, Adolf Hitler used the Jewish people as a scape-goat for all the problems faced in the country at the time. He promoted his idea of the 'Aryan Race', which excluded almost everyone who was not blonde haired, blue-eyed and physically fit. The Nazi government gave rewards to German women who had lots of children, while systematically restricting the rights of the 'undesirables' through the Nuremburg Laws. This eventually led to a situation where a 'Final Solution' was proposed to the 'Jewish Question'—the Nazi government believed in eliminating all the undesirables by sending them to concentration camps and labour camps, and killed millions during an event known as the 'Holocaust'.



HOW TO ANSWER SOURCE-BASED QUESTIONS.



There are many different TYPES OF QUESTIONS in a history source-based section. Here are some examples:

- **Give evidence** ? Evidence is proof/ 'to make the statement true'. You must interpret and explain the information in the source.
- **Explain why** ? provide a detailed REASON based on facts. You must interpret and explain the information in the source. You MAY NOT copy from the source.
- **Comment on** ? (similar to explain) provide a detailed RESPONSE based on facts. It is important to bring in your own analysis of the information given.
- **According to the source** ? use the information from the source to answer the question. Extract directly from the source, but try to use your own words and show your own insight where required.
- **Why, according to the source** ? use the information from the source to answer the question. Extract directly from the source. This question asks WHY- so you must provide a REASON from the source.
- **Quote** ? you must copy out words from the source to answer the question. Extract directly from the source. Don't forget your quotation marks!
- **Identify/ List/ Name** ? write down brief answers with no explanation. The answer can be extracted directly from the sources.



REWRITING THE SOURCE AS AN ANSWER WILL DISADVANTAGE YOU ON INTERPRETATION QUESTIONS SUCH AS 'EXPLAIN' OR 'COMMENT ON'.

COMPARISON QUESTIONS:

- o Could ask for similarities or differences
- o Read Source 1B and 1D and look for similarities
- o Gather information from both sources which correspond to each other.
- o For example, you will say "Source 1B says..." and "Source 1D confirms this by saying...". ✓ ✓
- o Alternatively, you can write "Both sources say that ..." ✓ ✓
- o Remember: find a link in both sources to compare. This means it should be the SAME in some way or another. Look out for similar words or phrases used in both sources.
- o If the mark allocation is (2x2) (4) then you must compare the sources TWICE



SESSION 3 | IDEAS OF RACE IN THE 20TH CENTURY



WORKSHEET

TOPIC: NAZI GERMANY

Refer to the sources on the following page and answer the questions.

Time Allocation: 20 minutes

Question 01

List TWO racist names the Germans gave to the offspring of white German women and black men.

Answer 01

Question 02

Why would you agree or disagree with the name-calling used for the offspring of black men and white German women?

Answer 02

Question 03

Why, in your opinion, would you consider this Nazi propaganda poster to be racist?

Answer 03

Question 04

Compare Source 3B and Source 3C. Explain how these sources support each other with regard to the racist attitudes Germans displayed towards black people

Answer 04



WORKSHEET – ADDENDUM – NAZI GERMANY

SOURCE 3B

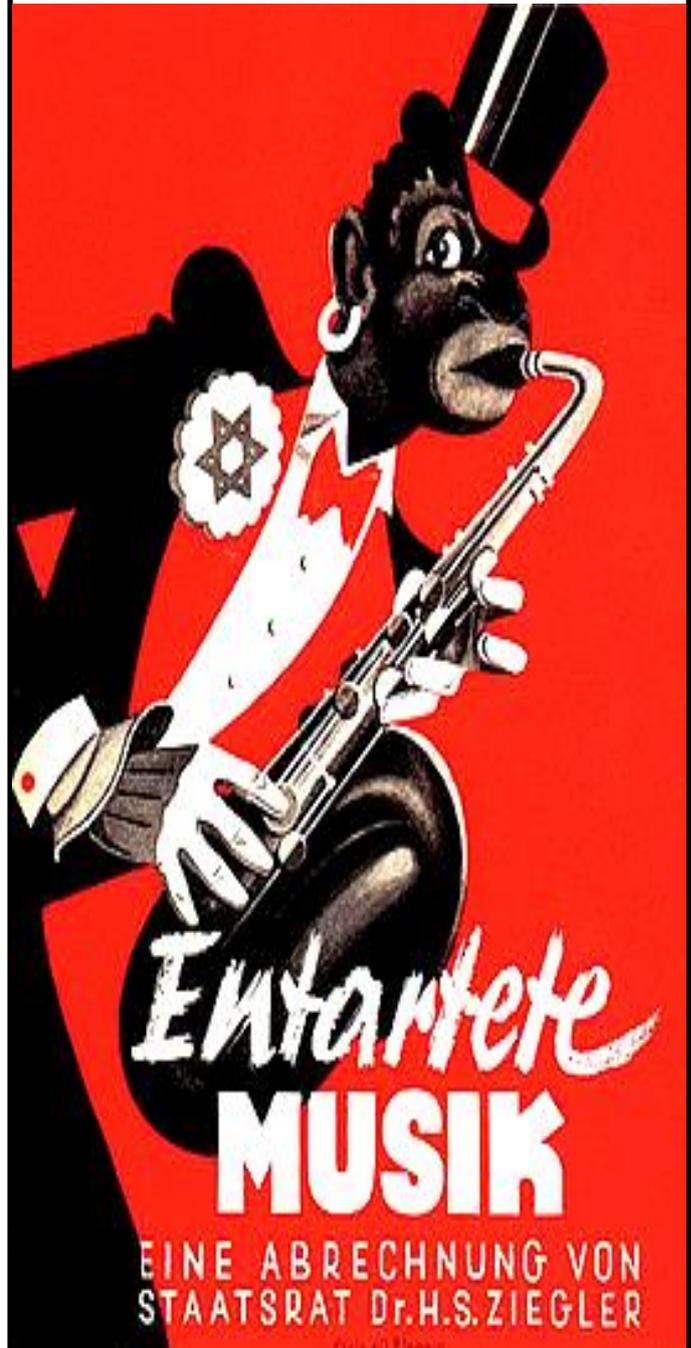
This extract depicts the Nazi Party views about the relationships between blacks men and white German women.

"The Nazis, at the time a small political movement, viewed them (blacks) as a threat to the purity of the Germanic race," according to the United States Holocaust Memorial Museum." More black people immigrated to Germany after World War I from former German colonies (such as Southwest Africa/ today Namibia). They came to Germany as colonial officers, students, artisans, performing artists and former soldiers. Soon enough, black men and German women admired one another, some fell in love, some got married... "The German government kept officially silent about these children for several reasons. First, the voluntary liaison of a German woman with a black soldier did not fit into the national concept of German womanhood." The children of black men (particularly black soldiers occupying Rhineland) and German women were called "Rhineland Bastards" or the "Black Disgrace" or "Rhineland Mischlingers" (mixing their blood with "alien" races).

From Chika Oduah: The Afro-German Experience under Hitler.

SOURCE 3C

This source depicts the racist attitude the Nazi's had about black people and jazz (jungle) music.



*Images.Huffington
Post.com/Jazzmusicnazigermany.jpg*

**WORKSHEET - AUSTRALIA****INSTRUCTIONS**

Refer to **SOURCE 3B** and **SOURCE 3C** to answer the questions that follow.

3.2 Study **SOURCE 3B.**

- 3.2.1 Using the information in the source and your own knowledge explain the meaning of the term 'Stolen Generation'. (1 x 2) (2)
- 3.2.2 Identify THREE institutions used to assimilate Aboriginal children into the white society. (3 x 1) (3)
- 3.2.3 Explain how the Australian government tried to assimilate Aboriginal Australian children into the white culture. (2 x 2) (4)
- 3.2.4 Comment on why it was very difficult for the abducted Aboriginal Australian children to go back to their own families. (2 x 2) (4)
- 3.2.5 Explain, to what extent you would agree with the statement "the Stolen generation are the lasting evidence of attempted wholesale genocide at the hands of the settler state". (1 x 2) (2)

AND

3.3 Use **SOURCE 3C.**

- 3.3.1 What messages are conveyed in this cartoon regarding "Stolen Generation" of Australia? (2 x 2) (4)
- 3.3.2 Explain the attitude of the white couple, to the Aboriginal Australian child as portrayed in the cartoon. (1 x 2) (2)
- 3.3.3. Explain the usefulness of this source to a historian researching the "Stolen Generation" of Australia. (2 x 2) (4)
- 3.4. Refer to Sources 3B and 3C. Explain how the cartoon in Source 3C supports the information in Source 3B about the "Stolen Generation" of Australia (2 x 2) (4)

**HINT:**

The word 'convey' means to 'show'



WORKSHEET – ADDENDUM - AUSTRALIA

SOURCE 3B

This extract describes the forcibly removal of “half caste” Aboriginal Australian children from their families, who became known as the “Stolen Generation”

From the beginning of the 20th century until the 1970s, police and welfare agencies raided Indigenous communities throughout the country, on instructions from government appointed Chief Protectors to take away “half” and “quarter caste” children. Assimilation was the official policy by which the Australian State intended to destroy all trace of the continent’s first nations.

Between 1910 and 1970, about 100,000 Indigenous children were removed to missions, orphanages and children’s homes. Most were under five years old. Between ten and thirty percent of all Indigenous children were removed. They were forbidden to speak their languages or practice their ceremonies. Told that they were orphans and their families unable to trace them, they became separated from their people and cultures forever.

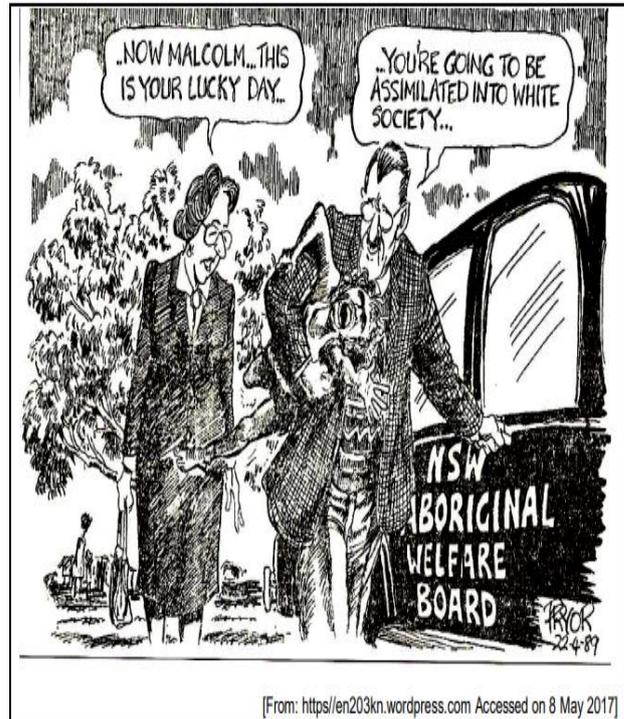
Michael Anderson, whose grandmother was taken away in 1914, explains: “In 1937, state and federal governments convened a conference in Canberra to decide on a policy of what to do with ‘the Aborigines’ — the resulting policy objective was for the complete annihilation (total destruction) of a race of peoples. The principal method to achieve this was to remove Indigenous children from their parents and from the influence of customs, traditions and the Law/Lore.

The primary objectives were to de-Indigenise these children and to expunge (erase/wipe out) their colour, because Australia was working towards an Aryan (‘pure white’) race. Most of the children grew up in church or state institutions, many physically and sexually abused. With little or no education, they were trained for their role as unpaid or underpaid labour, mainly for pastoralist and mining companies. The Stolen Generations are lasting evidence of attempted wholesale genocide at the hands of the Settler State, whose origins go back to 1788

From: <https://www.socialism.com> Accessed on 10 May 2017

SOURCE 3C

The cartoon below depicts how the Aboriginal Australian children were abducted from their homes.



- What do the words ‘You’re going to be assimilated into white society’ imply?
- Comment on the expression of ‘Malcolm’ as he is taken by the Aboriginal Welfare Board
- What do you think is the message of this cartoon?



TERMINOLOGY – NATIONALISMS

Term	Definition		
Nationalism	a feeling of belonging to a nation which then leads to loyalty or in some ways, patriotism.	Volkskapitalisme	It is the nationalist term for Afrikaner capital. E.g. an Afrikaner buying from an Afrikaner business and investing in an Afrikaans bank.
Natives Land Act	Africans despite being more in number were confined to ownership of 7% South Africa’s land. This was later increased to 13.5%.	Broederbond	This was a South African secret society exclusively reserved for Afrikaans speaking Protestant men who were over the age of 25. Aimed to promote Afrikaner Nationalism.
African People’s Organisation	The African Political Organization, later known as the African People’s Organization (APO), was a coloured political organisation in early-20th-century South Africa.	Reddingdaadbond	The Reddingdaadbond was an organisation formed by Afrikaner businessmen who strongly encouraged Afrikaner people to shop only in Afrikaner shops, invest in Afrikaner banks as well as use Afrikaner insurance companies
Natal Indian Congress	an organisation that aimed to fight discrimination against Indians in South Africa.	Bantu education	This was a South African segregation law which legislated the segregation of racially separate educational facilities which disadvantaged black children.
South African Natives National Congress	An organisation developed out of a situation of racial exclusion and discrimination under the new Union of South Africa. Renamed to ANC in 1923.	The Zionists	People who believe in the development and protection of a Jewish nation in what is now Israel
Industrial and Commercial Workers Union	The Industrial and Commercial Union was a trade union and mass-based popular political movement in southern Africa	Haganah	This was a Zionist military organisation which represented the majority of Jews in Palestine from 1920 to 1948
Freedom Charter	A document drawn up by the Congress Alliance that stipulated that “the land belongs to all those who live in it, black and white”.	An-Nakba	This was a war which is also known as the Palestinian catastrophe which saw the destruction of Palestinian society homeland in 1948 which saw more than 700000 of Arabs getting killed or chased away from their homeland
Pan Africanist Congress	Breakaway from the ANC, formed in opposition to the non-racialism of the ANC. Promoted Africanism.	Hamas	Hamas is a Palestinian Sunni-Islamic fundamentalist, militant, and nationalist organization



SESSION 4 | NATIONALISMS



SUMMARY

WHAT YOU SHOULD KNOW

In this topic, you will examine how nationalist ideals shaped many different nations in both positive and negative ways.

You will learn the different between inclusive and exclusive nationalism, and see how nationalism could either be a force for uniting a group of people or dividing them.

You will have the option of picking one case study as an essay and another as a source-based section; so check with your teacher to know which aspects of the topic you will be covering.

TOPIC: WHAT IS NATIONALISM

Nationalism is the idea of being proud of your nation. Many people have created national identities for themselves based on things such as a shared culture, language, history or religion. Nationalism can be a positive and uniting force; however, it can also cause divisiveness, negativity and create an 'us vs. them' as people value their own nation over everyone else.

TOPIC: CASE STUDY - RISE OF AFRIKANER NATIONALISM

Afrikaner Nationalism was born out of the South African War. As many Afrikaners felt brutalised by the British, they began to stick more closely together. They strove to legitimise their language through an Afrikaans language movement, and thereafter began working for the social upliftment of Afrikaners through organisations like the Broederbond and the FAK. This culminated in the Afrikaners seizing power in the 1948 elections and implementing a policy meant to divide South Africa based on race. This can be seen as creating a negative or exclusive nationalism.

AND/OR

TOPIC CASE STUDY - RISE OF AFRICAN NATIONALISM

African Nationalism in South Africa arose as a direct response to the oppression of people of colour after the formation of the Union of South Africa. The APO, SANNC, SAIC, ICU all strove to unite all South Africans under one banner and create a rainbow nation, where the country belonged to all who live in it. This can be seen as a force of positive and inclusive nationalism.

AND/OR

TOPIC: CASE STUDY – THE MIDDLE EAST

After the holocaust in Europe, many Jewish people felt that they needed a homeland where they would be free from persecution—these people became known as 'Zionists'. As Palestine had recently been given over to the British after the fall of the Ottoman Empire, The British granted the Jewish people permission to settle there without the permission of the local Palestinians. This led to nationalist tension between the two groups, ending with numerous wars and the Palestinians fleeing their homeland as refugees during an event known as the *An Nakba* (The Catastrophe).

AND/OR

TOPIC: CASE STUDY – GHANA

Kwame Nkrumah was a Ghanaian activist who pushed for the independence of Ghana during the 1940s to the 1957 with an emphasis on Pan-Africanism. He planned to pursue an African culture without tribalism, democratic within a socialist system and joining traditional aspects with modern thinking; and hoped to achieve this through non-violent means. He formed a group called The Circle to lead the way to West African independence and unity. Nkrumah had gained popularity as a political leader and was a crucial force in Ghana achieving their independence.



HOW TO ANSWER SOURCE-BASED QUESTIONS



Many learners find the paragraph question very daunting, but they've been answering it all along as they were going through the paper!

How to write a paragraph:

- The paragraph question is linked to the KEY QUESTION.
- Read the sources (addendum) with understanding and see what information you can use to answer the question
- Bear the key question in mind as you read and analyse each source while you answer the other questions in the Source Based section
- Either **highlight** or underline information in one colour or write-up information in the margin of the source that can be used to answer the paragraph question
- When you construct your paragraph, you will evaluate the evidence you gathered and select the most appropriate information
- Refer to the sources you obtained your information from e.g. According to Source 1C ...
- 'Own knowledge' should be used to help you elaborate on the information that the source gives
- Remember: Focus on the key question not the TOPIC
- Learners only get 2 out of 6 (max) if they answer the paragraph by using bullet points.
- Also, if they split the paragraph, i.e. writing two paragraphs. The marker only marks the first part.
- Remember to use the P.E.E.L system to write your paragraph!

POINT	One sentence that explains the main idea of the paragraph
EXPLAIN	An explanation of the main idea.
EXAMPLE	Provide some examples to prove your main idea Remember to specify which sources you got them from!
LINK	Link the paragraph back to the question.



ADDENDUM – AFRICAN NATIONALISM

SOURCE 1A

This source focuses on the influence of the ANC Youth League (ANCYL) on the transformation of the ANC into a revolutionary mass movement.

The African National Congress Youth League (ANCYL) was established on 2 April 1944, by Anton Lembede (who became the League's first President), Nelson Mandela, Ashley Mda, Walter Sisulu and Oliver Tambo. They were joined by, Duma Nokwe, B Masekela, Ida Mtwa, Lillian Ngoyi, James Njongweni, William Nkomo and Dan Tloome. The aim of the Youth League was to galvanise (motivate) the youth to step up the fight against segregation within the country. At the time the ANCYL was established, political circumstances in South Africa were tenuous (weak) as the ruling United Party was divided about South Africa's participation in World War II. Four years after the establishment of the Youth League, the United Party's rule came to an end and the country was subsequently (thereafter) governed by the National Party.

The Youth League's Manifesto was launched at the Bantu (Black African) Men's Social Centre in Johannesburg in March 1944 ahead of its inaugural (first) meeting. It stated, amongst others, that Africanism should be promoted (i.e. Africans should struggle for development, progress and national liberation so as to occupy their rightful and honourable place among nations of the world); and that the African youth should be united, consolidated, trained and disciplined, because from their ranks, future leaders would be recruited. Their motto was: "Africa's cause must triumph". To strengthen its fight for liberation, the Youth League developed a Programme of Action which involved different methods like boycotts, strikes and other defiance (resistance) tactics. In 1949, the ANC adopted this programme, which represented a radical (total) departure from the ineffective strategies of the past, and a transformation of the organisation into a revolutionary mass movement. In the next decade, this change of policy would lead to the Defiance Campaign and the Congress of the People.

[From <https://www.sahistory.org.za/topic/african-national-congress-youth-league-ancyl>]

SOURCE 1B

This source explains the consequences of the African Mine Workers' Union (AMU) strike in 1946 on African nationalism.

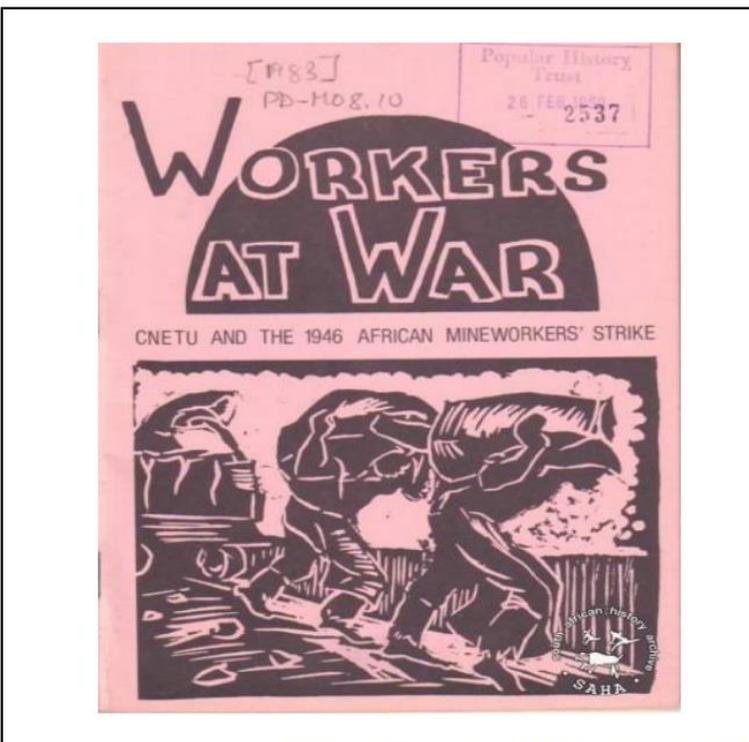
Despite African Mine Workers' Union officials being arrested in 1944 at a meeting in Witwatersrand and in Springs, a conference was held in May 1946 which decided to approach the government with demands for a ten shillings (one Rand) a day wage and other improvements – or to take strike action. In August 1946 an open air conference was held in Newtown Market Square as no hall where Africans could hold meetings was big enough to accommodate those present and the decision to strike was taken.

On August 12, 1946, more than 60,000 workers in the Witwatersrand refused to continue working for the existing wages. Within a week police were deployed and incorporated brutal tactics in an effort to break the strike. Officially 9 died and more than 1,248 workers were injured, and many regarded the strike as a failure. Although the initial demands were ignored and the workers returned to the mines after only a week, the strike was viewed as a crucial (important) moment in South Africa's development. Ultimately this initial protest later influenced political realignments (progress), and has been associated with increased labour conscience and social change. By addressing the conditions necessary to maintain cheap migrant (unskilled) labour, this movement provided insight into the manner in which Apartheid serves as a vehicle for perpetuating (continuing) pre-capitalist modes of production. Methods such as the 'compound system', which essentially restrained (prevented) workers from having any contact with Union organisers, were direct results of the initial failed Union Strike of 1946.

[From https://en.wikipedia.org/wiki/1946_African_Mine_Workers%27_Union_strike]

SOURCE 1C

This source shows the involvement of The Transvaal Council of Non-European Trade Unions (CONETU) in the 1946 Mine Workers' strike.



[From <https://www.sahistory.org.za/article/1946-african-mineworkers-strike>]

SOURCE 1D

This source deals with the regeneration (revival) of the ANC that led to the formation of the ANC Youth League (ANCYL).

Throughout the 1940s, the revival of the ANC was fueled by the rise of workers' class discontent (dissatisfaction). The leadership of the ANC was simultaneously (all together) challenged and impressed by the relative success achieved through working class activism, especially by the trade union movement. Although the organisation was still elitist (snobbish) in outlook, the militancy of the working class was rubbing off on the ANC, but it was still limited, as shown by evidence from the delegation's report after visiting the Justice Minister in 1941.

The re-awakening of the ANC did not occur without internal barriers. The main problem was the increasing tension between the mainstream of ANC leaders wishing to bring about a broad multiracial opposition movement and a minority faction referred to as the Africanists, who believed that black people had to organise themselves separately. This tension eventually became so fierce that the Africanists under Robert Sobukwe eventually broke away from the ANC in 1958 and created the Pan-Africanist Congress. During the 1940s, however, the ideology of Africanism found its main component in the ANC Youth League, which was founded in April 1944. The Youth League was still an initiative of Xuma and was established because the executive committee wanted to involve the smart, young talent from the black intelligentsia (intellectuals) in the ANC.

[From Book 4. *Turning Points in History: Industrialisation, Rural change and Nationalism* by A. Grundlingh]



HOW TO ANSWER ESSAY QUESTIONS

“Explain to what extent the role played by Kwame Nkrumah led to independence in Ghana’s struggle for freedom.”



IN HISTORY, ESSAY QUESTIONS ARE ASKED IN ONE OF THREE WAYS:

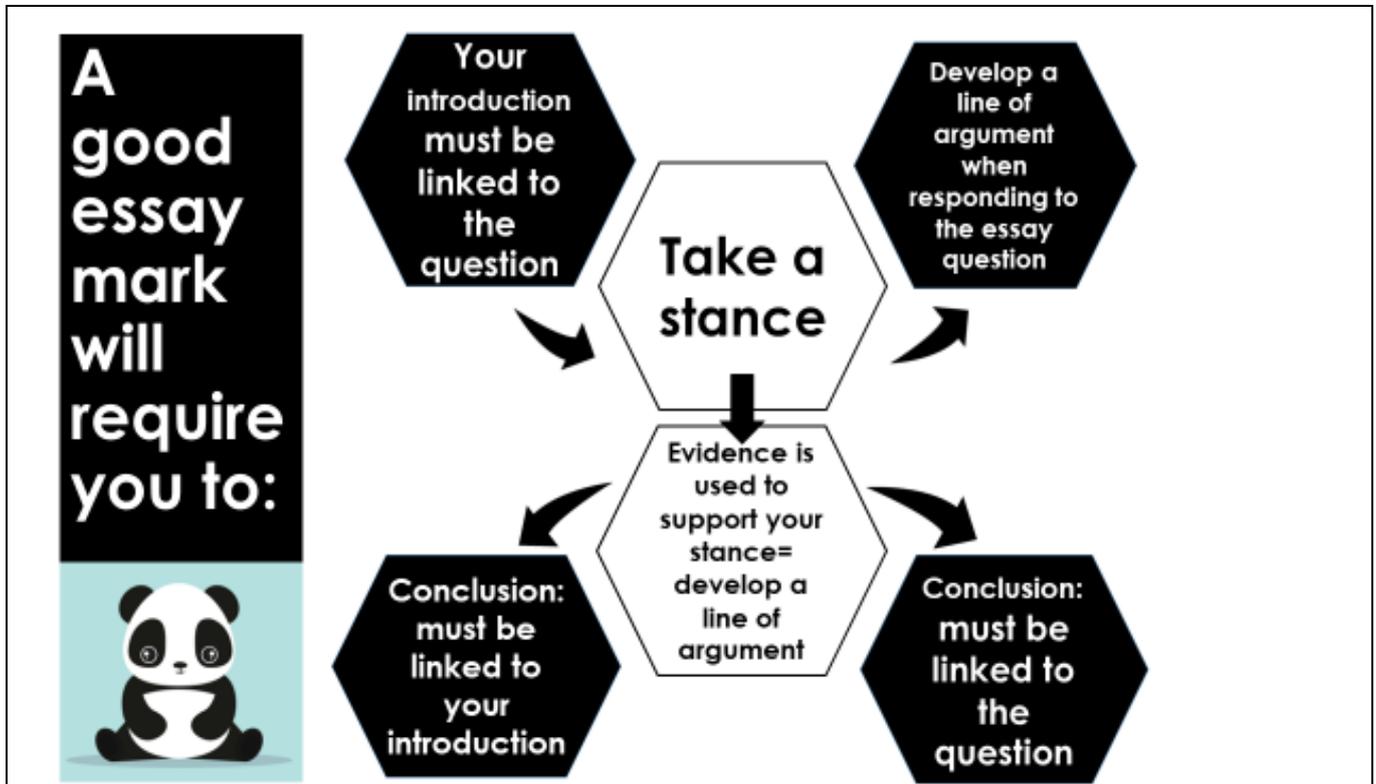
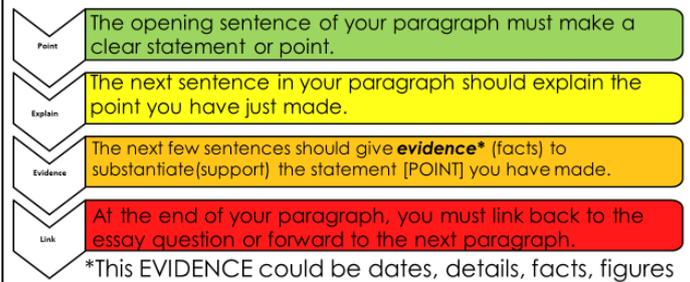
- Critically discuss...
- To what extent...
- Do you agree...

3 Step Introduction

Contextualise the question (relate the question directly to the topic) and establish your line of argument

- **Step 1:** respond immediately to the question → take a **stance** (To a greater/lesser extent OR Agree/ Disagree)
- **Step 2:** Explain **why** you've chosen a particular standpoint (because)
- **Step 3:** Identify how you will prove your answer. **(This essay examines)**

How to write a well-structured paragraph using PEEL





TERMINOLOGY – APARTHEID SOUTH AFRICA

Term	Definition
Apartheid	a policy or system of segregation or discrimination on grounds of race
Segregation	the action or state of setting someone or something apart from others.
uMkhonto we Sizwe (MK) and Poqo	armed military wings of ANC and PAC.
State of emergency	an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
The Defiance Campaign	A program of civil disobedience where large groups of people would peacefully but deliberately break the law.
The Freedom Charter	Volunteers travelled around the country to collect the demands of ordinary South Africans for a just and free society. This document became known as the Freedom Charter.
The Treason Trial	The Congress Alliance was accused of plotting to overthrow the government (treason). However, the state could not prove this, so everyone was declared not guilty.
Women's March	1956 march against extending pass laws to include women. 20 000 women marched to the Union Buildings.
The Sharpeville Massacre	PAC planned a protest against the pass system. Police opened fire on the crowd and killed 69 people, as well as wounding 180 people.
Rivonia Trial	Main leaders of MK were arrested and charged with sabotage and guerrilla warfare. 8 were found guilty and sent to life imprisonment.

**SESSION 5 | HOW UNIQUE WAS APARTHEID IN SOUTH AFRICA?****SUMMARY****WHAT YOU SHOULD KNOW**

In this topic, you will examine how the concept of segregation was not unique to South Africa, but how Apartheid took it a step further through legalising discrimination through almost all facets of life.

You will study how the various apartheid laws entrenched racial discrimination and destroyed the lives of ordinary people of colour – breaking up marriages, splitting families, destroying homes and even disenfranchising almost the majority of the country etc.

You will get to see how people resisted apartheid, first through petitions and delegations; and then gradually becoming more militant in scope and larger in scale.

TOPIC: SEGREGATION AS A FOUNDATION FOR APARTHEID

During the 1920s and 1930s, there were discriminatory policies in different parts of the world. These were mostly in European countries like Britain and European colonies like South Africa. These discriminatory policies were mostly on basis of Race and were often in favour of white people's interests. Black and white people were not allowed contact in different social domains. For instance, in schools, white people had well-resourced schools with better facilities, while Black people had inadequate facilities like overcrowded schools with poor teaching and learning resources.

TOPIC: APARTHEID AS A FORM OF NEO-COLONIALISM

In basic principles, apartheid did not differ that much from the policy of segregation of the governments existing before the Afrikaner Nationalist Party came to power in 1948. The main difference is that apartheid made segregation part of the law. Apartheid cruelly and forcibly separated people and punished those who disagreed. Another reason why apartheid was seen as much worse than segregation, was that apartheid was introduced in a period when other countries were moving away from racist policies.

TOPIC: APARTHEID ENTRENCHING IDEAS OF RACE

Numerous laws were passed in the creation of the apartheid state. Here are a few of the pillars on which it rested: Population Registration Act, 1950, Group Areas Act, 1950, Promotion of Bantu Self-Government Act, 1959, Prohibition of Mixed Marriages Act, 1949, Immorality Amendment Act, 1950 and Separate Representation of Voters Act, 1951. The purpose of these laws was to completely segregate South African society from top to bottom.

TOPIC: THE NATURE OF RESISTANCE TO APARTHEID

The history of resistance goes through three phases. The first was dialogue and petition; the second direct opposition and the last the period of exiled armed struggle. In 1949, the ANC started on a more militant path, with the Youth League playing an important role. The ANC introduced their Programme of Action, supporting strike action, protests and other forms of non-violent resistance. The ANC continued along the same path during the rest of the 1950s, until in 1959 some members broke away and formed the PAC. These members wanted to follow a more violent and militant route and felt that success could not be reached through the ANC's method. Thus began the more violent resistance that began after the Sharpeville Massacre, with the ANC and the PAC forming their military wings. It ended with the Rivonia Treason Trial, where prominent members of the ANC were jailed for life.



SESSION 5 | HOW UNIQUE WAS APARTHEID IN SOUTH AFRICA



WORKSHEET

TOPIC: APARTHEID

Refer to the source on the following page and answer the questions.

Time Allocation: 15 minutes

Question 01

Answer 01

Why, according to the information in the source, Sandra Laing had to leave school?

Question 02

Answer 02

Identify the basic human rights in the source, Sandra Laing was deprived of.

Question 03

Answer 03

Comment on what you think Sandra Laing implied by the statement "...it is too late for me".

**ADDENDUM - APARTHEID****SOURCE 3D**

The following is an extract from the story of how racial classification affected a young girl called Sandra Laing. It was published in the Sunday Times in 2000.

Sandra Laing was born in 1955 in Piet Retief, a town in the eastern Transvaal (now Mpumalanga). Her parents and two brothers were all regarded as white. However, because of her dark skin and curly hair, she was not accepted as white by the local community. At school and in the hostel she was taunted (teased) by the white children who constantly asked why she was attending their school. In this January 2000 article from the *Sunday Times* she takes up the story of what happened next:

“... In 1966, when I was 10, the police came to take me away from the school. Mr van Tonder, the principal, said I was not white and could not stay ... I stayed at home for two years.” Being reclassified white did not stop the pain of rejection by white people and Sandra eventually married Petrus Zwane, a black man. She explains:

“ ... I turned 18 and applied for an identity document. The officials said if they were to give me the white identity document they would have to take my two children away from me because they were not white. I could apply for a coloured ID, but that required the consent (permission) of my father, and he refused. I had to wait until I was 21 ... In 1976 when there were 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 years 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.”

[From *Top Class History Grade 11* by P. Ellis et al]



EXAMINATION PREPARATION



Use this guideline to prepare for the examinations. It contains helpful tips that will help you ace that history paper!

BEFORE THE EXAM

- History is a content subject, so start studying at least a week before you need to write your paper. As you study take note of: terminology, key concepts, why things happen, how things happen, what are the results of the event, who was involved etc.
- It may be helpful to study one topic in depth (both essay and source-based sections) and focus on a specific aspect of another topic (to ensure that you have at least 3 questions prepared)
- Draw up an essay outline that contains the main points, as well as the explanations and examples to prove it. It doesn't have to be super detailed, it's just to help you remember what has to be in the essay.

DURING THE EXAM

- Read your sources carefully. You will have 2 hours or 3 hours to complete the paper (depending if you are writing the trimmed curriculum or not), use your time effectively!
- Read your questions AFTER you have read the sources, they will make a lot more sense that way.
- Make sure to **highlight** or underline key terms in both the sources and the essay question. Focus on dates, names, content focus, question focus etc.
- If you complete the exam early, read over your answers and make sure you've given the appropriate response based on the mark allocation. Many learners lose out on marks unnecessarily because they only write one response instead of two for a (2 x 2) question.

AFTER THE EXAM

- Take a deep breath and relax!

