

# 2023 SUBJECT WORKBOOK

## Grade 11



# HISTORY

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



## BROADCAST SESSIONS

GRADE 11

HISTORY

Session	Date	Time	Topic
One	01/11/2023	16h00-17h00	Revision P1
Two	08/11/2023	15h00-16h00	Revision P2



## INTRODUCTION

Dear Grade 11 Historian

Welcome to the Telematics project. The 2023 Gr 11 history programme aims to promote your understanding of historiography and delves into the basic knowledge and skills necessary to ace that history exam that serves as your passport to grade 12!

This booklet is meant to be used in tandem with the telematics programme and consolidate what was taught in the classroom. The 2023 Telematics lessons will focus on the ability to read, analyse and interpret sources, as well as unpack the crucial skill of penning an excellent 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!

**“Anyone who has never made a mistake has never tried anything new.” - Albert Einstein**

All the best.



## INTRODUCTION AND TOPICS

### INTRODUCTION -- 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.





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



## WHAT YOU SHOULD KNOW

CODE	EXPLANATION
	<p>This QR code will take you to a video which demonstrates how to analyse sources and contains useful tips and tricks for tackling your source-based questions.</p>
	<p>This QR code will take you to a video which shows you how to write an essay. You can adapt these techniques to any topic.</p>
	<p>This QR code will take you to a video which outlines all the topics you will cover for this year.</p>
	<p>This QR code will take you to a video which explains how to study effectively.</p>



## TERMINOLOGY

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.
Capitalism	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.
Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.
Nationalism	Identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.
Apartheid	Apartheid was a system of institutionalised racial segregation that existed in South Africa from 1948 – 1994.
Oppression	Prolonged cruel or unjust treatment

**TAKE NOTE****HINTS: When preparing for any assessment you must:**

- Know the content
- Understand the story - use mind maps to make sure you know the order (chronology) of the story
- Know the definitions of the topics you are studying
- Practice answering the questions from past papers
- Familiarise yourself with the way questions will be phrased
- Analyse / understand the questions so that you know what to do
- Use a pencil or **highlighter** and work through the sources to understand it
- Look for **definitions, reasons, opinions, similarities**, etc. to highlight
- Do the above and you will be ready to write and enjoy the paper!

**KNOW YOUR QUESTION WORDS!****STUDY METHODS****SLIGHTLY EFFECTIVE**

1. **Summarising** – write 8 to 10 lines on the topic.
2. **Highlighting** – categorise information as “important” or “not”
3. **Mnemonic Devices** – helps to store information in your brain’s memory.
4. **Creating an Image** – mind-map, diagrams, graphic organizers.
5. **Re-Reading** – builds recall.

**MODERATELY EFFECTIVE**


1. **Elaborative Interrogation** – ask “why” and “how” questions
2. **Self-explanation** – explain a concept in your own words
3. **Interleaved Practice** – answer activities on one topic before moving to the next topic.

**HIGHLY EFFECTIVE**

1. **Distributed Practice** – don’t “cram!”. Space your study time out.
2. **Practice Tests** – get familiar with how questions are asked.



## QUESTION WORDS

ACTION VERBS	MEANING
<b>SOURCE-BASED QUESTIONS</b>	
List, mention, ... according to the source...  Quote evidence from the source  Definition the concept ...	The answers are in the source  – use ‘quotation marks...’ when extracting the answer from the source  If the question says ‘ <b>in the context of</b> ’ you need to relate it to the topic (background) 
Explain in your own words...	Use the information and explain it how you understand it. Do not rewrite the information in the source
Compare similarities / differences  Compare how the sources support each other regarding...	Identify the similarities/differences between two sources in response to the question.  Please note the mark allocation (2x2) means two similarities/differences must be given. Your response should be:  Source A indicates... and Source B ... } √√  Both sources indicate that... } √√ <b>(2x2)</b>
Comment on    Comment on the usefulness of the source regarding...	Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge <b>(2 x 2)</b>   The source is useful because... } √√  The source is also useful because... } √√ <b>(2 x 2)</b>
<b>PARAGRAPH WRITING</b>	
Using the information in the relevant sources and your own knowledge, write a paragraph...	You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from. E.g. According to Source 1A ... (8)





## SESSION 1 | CONTENT SUMMARY



### SUMMARY

#### WHAT YOU SHOULD KNOW

There are five topics that you will examine this year. In **Term 1**, your teacher will cover the first two topics: Communism in Russia and Capitalism in the USA.

In **Term 2**, you will do the ideas of race and then pick one case study for source-based and the other will be used as an essay.

In **Term 3**, your teacher will likely choose **TWO** out of the four case studies on Nationalism. One will be extended writing and the other will be a source-based question.

In **Term 4**, your teacher will cover Apartheid from the origins to the Rivonia Trial. This will then directly feed into what you need to know for paper 2 in grade 12.

#### TOPIC – COMMUNISM IN RUSSIA

In this topic, you will examine how conditions in Russia in the 1900s led to a communist revolution and the consequences thereof. 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, War Communism, the New Economic Policy and Stalin's five-year plans. This topic lays the groundwork for the Cold War which will be examined in Grade 12.

#### TOPIC – CAPITALISM IN THE USA

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 learn how the US president tried to reverse the damage through a New Deal. This topic also builds a solid foundation for the Cold War in Grade 12.

#### TOPIC – IDEAS OF RACE IN THE 20<sup>TH</sup> CENTURY

In this topic, you will examine how ideas of race based on Social Darwinism began to become popular in the early 20<sup>th</sup> century and were used to harm people who were deemed 'inferior'. The focus can either be on Nazi Germany or Australia. This topic creates an understanding about ideas of "racism" had devastating consequences.

#### TOPIC - NATIONALISMS

In this topic, you will examine how nationalist ideals shaped many different nations in both positive and negative ways. You will learn the difference between inclusive and exclusive nationalism and see how nationalism could either be a force for uniting a group of people or dividing them. Your teacher will focus on at least two of the following sub-topics (case studies): Ghana, The Middle East, Afrikaner and/or African Nationalism.

#### TOPIC - APARTHEID

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



## WORKING WITH SOURCES

**Comparing information from different sources:** When you are asked to compare information from sources, whether it be similarities or differences, you are expected to gather information from both sources which correspond or differ to each other.

For example, you will say “Source A says...” and “Source B confirms this by saying...”.

The mark allocation will be as follows:

Source A says...

Source B confirms this by saying...      ✓✓

Remember, it is important that you find a link in both sources to compare. If the mark allocation is (2x2)(4) then you have to compare it TWICE.

**What message:** To answer these questions, you are required to explain and/or clarify information in a source, i.e. interpret the message that the creator is trying to expose.

In some instances, you could be asked to expose the creator’s message by using evidence to substantiate your response.

In the case of a visual source (cartoon, poster or photograph), you will have to explain what you see in the picture – literal meaning, as well as the symbolic meaning of what you see – the figurative meaning.

**Write a Paragraph:** A paragraph question will always instruct you to use the sources, as well as your own knowledge to write a paragraph.

This means that you read through the sources and see what information it gives you with regards to the question that needs to be answered.

Use the information in the sources to guide you into answering the question.

The ‘own knowledge’ should only be used to help you elaborate on the information that the source gives.

Remember to only write ONE paragraph. The moment the marker sees a second paragraph they will only read the first one.



## 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!



### EXAMPLE 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 19<sup>th</sup> 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)



## TOPIC 2: CAPITALISM IN THE USA 1900 - 1940

### SOURCE 2 C

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?



## TOPIC 2: CAPITALISM IN THE USA 1900 - 1940

### SOURCE 2 D

This source is an interview with Maya Angelou, an American memoirist, popular poet, and civil rights activist. She speaks about her experience as an African American during the Great Depression.

**INTERVIEWER:** ...what affect, if any, did the economic problems of the Depression have on your community? What was the Depression like for you?

**MAYA ANGELOU:** Well, there's a bitter and yet rue statement which was made by blacks about the Depression. They said in the South that *"the Depression had been going on for ten years before black people even knew about it"* even knew it existed, and that was true particularly in the South, in villages, and small hamlets, and small towns because the people lived subsistence, at a subsistence level for the most part. Many were sharecroppers, and that line in the popular song of a couple of decades ago, it was absolutely true, they owed their lives to the company store. So because they hadn't been able to get education, then they were vulnerable to the greed and evil of the farm owners. So, the Depression had gone on long before the crash of '29 took place. I think that the, I imagine that the large hordes of, of men walking around the country had some affect on the black community, and this is interesting. One of the ways it affected the black community was that the white hobos would come to the black area to ask for food. Now, partly out of pride, and maybe the other part out of an ability to identify, to empathize with the hobo, black people always gave food. Now they had beans, maybe, with a little piece of, of smoked meat or dried meat, cured meat, they had cornbread, and black people would give beans and cornbread to black hobos and white. So at the railroad line they would all, they would come to the black area first.

- How is this source useful to a historian studying the effect of the Great Depression on African Americans? (2 x 2)

**HINT: Ask 'Who', 'What', 'When', 'Where', 'Why' and 'How' questions**

**TOPIC 3: IDEAS OF RACE IN THE 20<sup>TH</sup> CENTURY**

**SOURCE 3C** - This is an extract from Rudolf Höss' (commandant of Auschwitz) experience of killing Jews at the Auschwitz death camp.

In the spring of 1942 the first transports of Jews, all earmarked for extermination, arrived from Upper Silesia.

It was most important that the whole business of arriving and undressing should take place in an atmosphere of the greatest possible calm. People reluctant to take off their clothes had to be helped by those of their companions who had already undressed, or by men of the Special Detachment.

Many of the women hid their babies among the piles of clothing. The men of the Special Detachment were particularly on the look-out for this, and would speak words of encouragement to the woman until they had persuaded her to take the child with her.

I noticed that women who either guessed or knew what awaited them nevertheless found the courage to joke with the children to encourage them, despite the mortal terror visible in their own eyes.

One woman approached me as she walked past and, pointing to her four children who were manfully helping the smallest ones over the rough ground, whispered: "How can you bring yourself to kill such beautiful, darling children? Have you no heart at all?"

One old man, as he passed me, hissed: "Germany will pay a heavy penance for this mass murder of the Jews." His eyes glowed with hatred as he said this. Nevertheless, he walked calmly into the gas-chamber.

[From <https://spartacus-educational.com>. Accessed on 05 April 2018.]

**SOURCE 3D**

This source depicts the Jewish victims at the Auschwitz death camp.



[From: [https://www.google.co.za/search?tbm=isch&q=extermination+camps&chips=q:extermination+camps,online\\_chips:auschwitz&usg=AI4](https://www.google.co.za/search?tbm=isch&q=extermination+camps&chips=q:extermination+camps,online_chips:auschwitz&usg=AI4). Accessed on 05 April 2018.]

What are the similarities in these sources?



## SESSION 2 | NATIONALISMS



### CLASS DISCUSSIONS

TOPIC: Nationalisms

#### **Is Nationalism Positive or Negative?**

Nationalism has been a feature of movements for freedom and justice, has been associated with cultural revivals, and encourages pride in national achievements. However, nationalism has created xenophobia in which people fear that their nationality and traditions will disappear.

After studying the case studies in this topic, take 45 minutes to have a panel discussion on the positive and negative aspects of nationalism.

#### **Problem 01 – The Middle East**

Examine how Zionism has led to devastating consequences in the Middle East; and how the effects of nationalism can still be felt today.

OR

#### **Problem 02 - Ghana**

Critically discuss the role of Kwame Nkrumah in building African nationalism in Ghana leading to their struggle for independence through Pan-Africanism.

OR

#### **Problem 03 – African Nationalism**

To what extent were Black South Africans were deprived of their political, economic, and social rights in the early 1900s and how did this reality pave the way for the rise of African Nationalism?

OR

#### **Problem 04 – Afrikaner Nationalism**

Explain how Afrikaner Nationalism led to the rise of the Afrikaner Nationalist Parties which eventually ended in Apartheid.





### Source 3A

An extract from the statement delivered by W.M. Sisulu in court before being sentenced for pass offences during the Defiance Campaign on 21 July 1952.

Far from improving, the position of my people gradually deteriorated through the passage of such laws as the Land Act of 1913, which deprived us of our land, the Native Urban Areas Act, of 1923, which introduced the infamous Section 17 under which hundreds of thousands of innocent people are hounded by the police and jailed every year, the Representation Act of 1936, which deprived us of our Franchise [voting] Rights, and numerous other measures which are calculated to prevent the realisation of our destination.

Our position has so worsened that today white South Africa has placed into office a government which has closed all constitutional channels between itself and my people and whose barbarous and Godless policies have shocked enlightened opinion all over the world. As an African, and National Secretary of the Congress, I cannot stand aside in an issue which is a matter of life and death to my people. My duty is perfectly clear - it is to take the lead and to share with the humblest of my countrymen the crushing burden, imposed upon us because of the colour of our skins. In conclusion, I wish to make this solemn vow and in full appreciation of the consequences it entails. As long as I enjoy the confidence of my people, and as long as there is a spark of life and energy in me, I shall fight with courage and determination for the abolition of discriminatory laws and for the freedom of all South Africans irrespective of colour or creed.

<http://www.anc.org.za/content/statement-wm-sisulu-court-during-defiance-campaign-being-sentenced-pass-offence> [Date accessed: 14 October 2017].

- 3.1.1 Extract evidence from the source to prove that Black South Africans had no voting rights. (1x2)
- 3.1.2 Do you think the international community would support the efforts of the Defiance Campaign? Explain. (1x2)
- 3.1.3 What conclusions might a historian draw about Sisulu's character as a leader from having studied this source? (2x2)
- 3.1.4 How reliable is Source 3A to an historian studying Sisulu's participation in the Defiance Campaign? Explain. (2x2)

#### If you are asked about the reliability of a source...



When you want to argue whether a source is reliable, you need to look at the source as a whole, e.g. **who** wrote it, **when** it was created, the **context** in which it was created. The information given to you with the source is very important to look at when trying to make your decision.

A source can be seen as reliable if it was created at the time of an event in question (primary source).

Sources created by people who were directly involved in an event can be reliable because it is considered to be a first-hand account. However, beware of biased accounts. A bias source only gives that person's perspective on the event in question.



## TOPIC 5: APARTHEID

### HINTS: Essay questions will be phrased in the following ways:

#### Do you agree with the statement?

A statement will be given. Candidates will be asked to take a stance

#### Critically discuss...

Give your verdict as to what extent a statement or findings within a piece of evidence are true, or to what extent you agree with them. Provide evidence which both agree with and contradict an argument. Draw a conclusion where you base your decision on what you judge to be the most important factors and justify how you have made your choice.

#### Explain to what extent...

To state the degree to which something is or is believed to be the case: this type of question calls for a thorough assessment of the evidence.

### QUESTION 4: RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s

*'Black South Africans violently rebelled against their discrimination and oppression in the 1960s.'*

Do you agree with the statement? Substantiate your answer by referring to the different forms of resistance in the 1960s. [50]

### HINTS: Essay Writing

Read the essay question carefully in order to understand the focus.

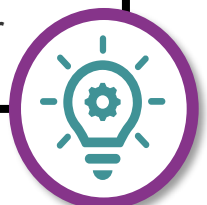
Underline the instruction **verb, question focus, direction given to the content focus and timeframes.**

You need to take note of the format of an essay namely: Introduction, Body (in paragraphs) and conclusion.

The essay should be written in **chronological order** (the order in which events unfolded)

The introduction should be a direct response to the question. You are expected to take a stance and use evidence to support your stance.

In the body of the essay you should use the evidence mentioned in your introduction to further elaborate your stance.



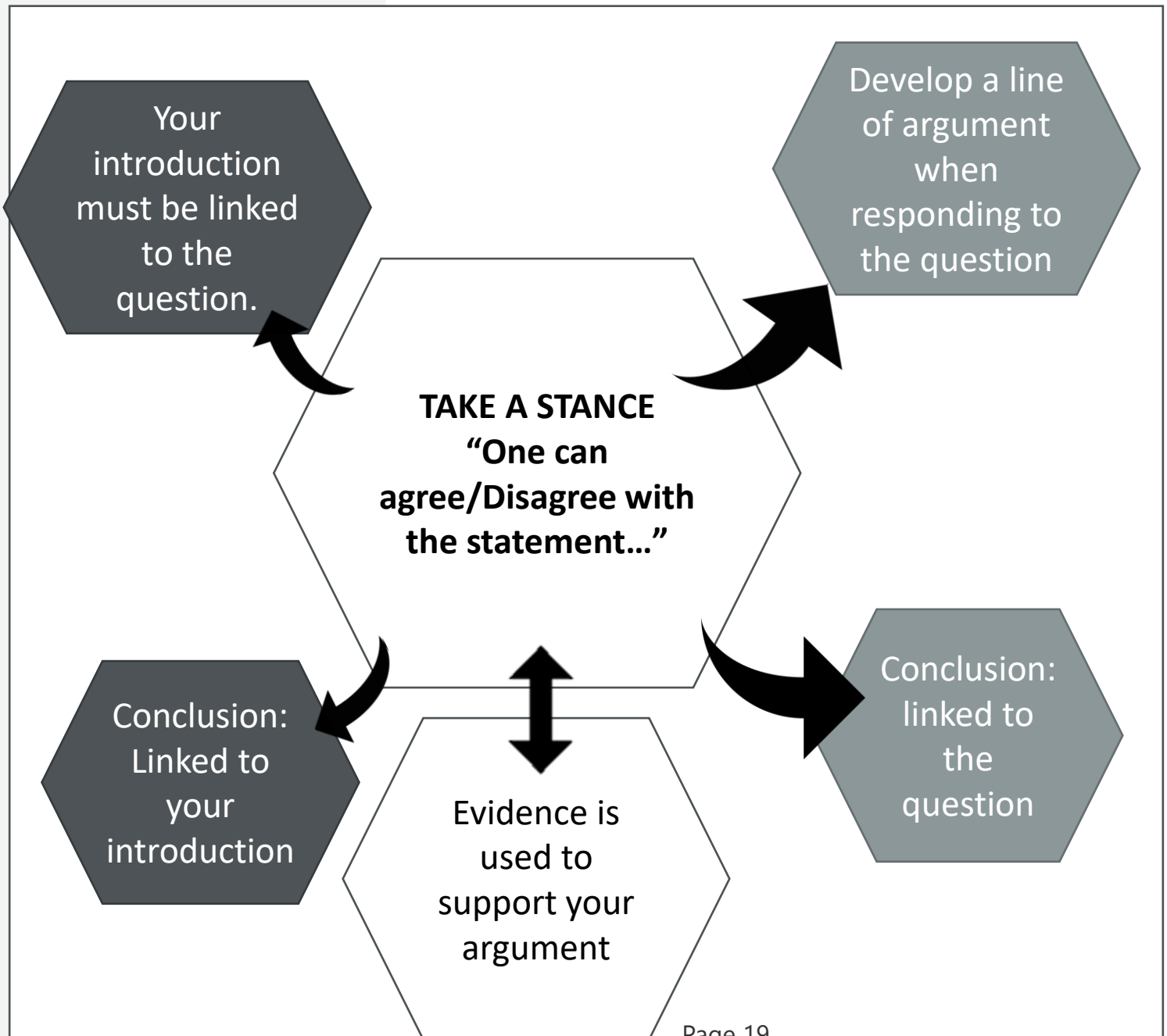
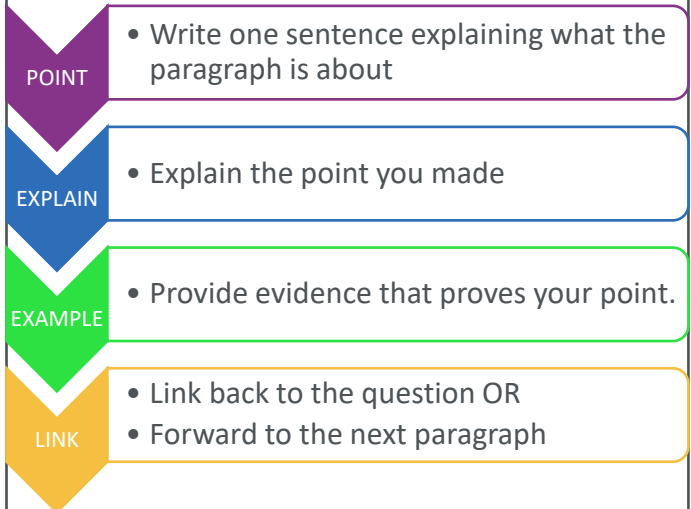


## HOW TO ANSWER ESSAY QUESTIONS

### 3 STEP INTRODUCTION

- ✓ **STEP 1** – Respond to the question  
→ take a stance  
(agree/disagree/less extent/greater extent)
- ✓ **STEP 2** – Explain **why** you chosen your viewpoint (stance)
- ✓ **STEP 3** – Identify how you will prove your answer (this essay will examine...)

### USING PEEL





## 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!

