

# 2023 SUBJECT WORKBOOK

## Grade 12



# HISTORY

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



## BROADCAST SESSIONS

### SESSION 1

This session will be based on skills for Source-based and Essay Topics in Paper 1

### SESSION 2

This session will be based on skills for Source-based and Essay Topics in Paper 2

Session	Date	Time	Topic
1	19 April 2023	16.00 – 17.00	Source-based and Essay Writing
2	14 August 2023	16.00 – 17.00	Exam Preparation



## INTRODUCTION

Dear Grade 12 Candidate

Welcome to the Telematics project.

The 2023 Grade 12 history programme aims to strengthen your understanding of content and focuses on the basic knowledge and skills necessary to ace the final history examinations.

This booklet consolidates the content and skills taught in the classroom.

The 2023 Telematics lessons will focus on the ability to read, analyse and interpret sources, and assist with developing skills needed for essay writing.

### HOW TO USE THIS BOOKLET



- This booklet will focus on Paper 1 and P2 Topics:

<b>P1: Source-based</b>	<b>P1: Essay</b>
1. The Origin of the Cold War	1. Vietnam
2. The Civil Rights Movement	2. The Black Power Movement
P2: Internal Resistance	P2: The Black Consciousness Movement

- Each section is introduced with a mind map followed by concepts you will encounter in the content.
- The activities are designed consolidate the skills needed to achieve excellent results!



## WHAT YOU SHOULD KNOW

BEFORE	DURING	AFTER
Summary of the Vietnam War 	Use the content in the video to develop a mind map.	Use the content of the video to write the essay
Forms of Civil Disobedience Protests 	Identify the roles players in the various forms of resistance.	Draw a mind map where you analyze: <ul style="list-style-type: none"> <li>• WHY each form of protest took place;</li> <li>• HOW the protests took place;</li> <li>• The OUTCOME of the protest.</li> </ul>
The Black Power Movement 	Explain how the various activities of the Black Power Movement challenged the system of inequality in the USA.	Draw a mind map to plan your essay
The Black Consciousness Movement 	Explain how Steve Biko and the various role players connected to the Black Consciousness Movement the apartheid government	Use the content of the video to write the essay



## SESSION 1: THE ORIGINS OF THE COLD WAR





## TERMINOLOGY

CONCEPT	DEFINITION
<b>Cold war</b>	Ideological battle between capitalism and communism without getting involved in an actual war  OR A period of conflict and competition between the capitalist United States and the communist Soviet Union without getting involved in an actual battle
<b>Communism</b>	A doctrine/A policy/A system that advocates a classless society in which private ownership has been abolished and production/property belongs to the community
<b>Capitalism</b>	An economic system based on the private ownership of the means of production and distribution of goods, characterised by a free competitive market and motivated by profit
<b>Iron curtain</b>	A symbolic border between the communist bloc and western European countries during the Cold War.
<b>Yalta conference</b>	The first thing they agreed on was that it would be best to divide Germany into four zones.
<b>Potsdam conference</b>	It was agreed that, like the rest of Germany, Berlin was to be divided into 4 zones.
<b>NATO &amp; WARSAW act</b>	Established in the aftermath of World War II, The Warsaw Pact was created in reaction to the integration of West Germany into NATO.
<b>Containment</b>	The policy of the USA to stop the spread of communism.
<b>Truman doctrine</b>	<u>Aid</u> to countries fighting communism. Prevent communism from <u>spreading</u> into Europe.
<b>Marshall plan</b>	A U.S. sponsored program after World War II to European countries that had been destroyed as a result of the war.
<b>Berlin blockade</b>	Russia <u>prevented</u> ALL <u>transportation</u> of goods/supplies from East to West.
<b>The Berlin Wall</b>	The Berlin Wall was built by the communist government of East Berlin in 1961. The wall separated East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin.



## ADDENDUM OF SOURCES: HOW DID THE BERLIN WALL CONTRIBUTE TO TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1961?



Refer to the sources below and answer the questions.

### SOURCE 1A

The source below explains the Berlin Wall as a symbolic representation of the Cold War, thereby deepening the divide between the United States of America (USA) and the Soviet Union (USSR)

For many years, the Berlin Wall separated East Germany from West Germany, acting as a physical barrier that symbolised the political divisions of the time. From a small structure of sandbags and barbed wire to a permanent concrete monolith (large stone) with guard towers and patrolling soldiers, the Wall grew into one of the most prominent political symbols of the twentieth century.

As tensions grew after the four-power rule [ between France, Britain, the United States of America and the Soviet Union] was decided at Potsdam, the ideological differences between them led to the construction of a barrier that separated families and friends, as the two sides became the German Democratic Republic [Soviet Union] and the Federal Republic of Germany [France, Britain, and the United States of America].

In the early hours of August 13, 1961, the border crossings between the eastern Soviet Occupied Zone of Berlin and the western American, British and French controlled sectors began to be sealed. At first barbed wire was used to separate East from West Berlin, but over time this was replaced by concrete slabs and a deadly no man's land that became known as the Berlin Wall. The Wall split a city, a people, and the world, tearing apart families and friends for decades, and becoming a powerful symbol of the Cold War, representing the deepening divide between East and West, physically, politically, and philosophically.

[From <https://www.gale.com/intl/archives-explored/berlin-wall>

Accessed on 28 June 2022]



## SESSION 1: THE ORIGINS OF THE COLD WAR



### WORKSHEET

#### The Origins of the Cold War

1.1. Read Source 1A and then answer the questions

#### Question 1.1.1

Define the concept *Cold War*.  
(1x2) (2)

#### Answer 1.1.1

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#### Question 1.1.2

*"tensions grew after the four-power rule was decided at Potsdam..."*

Identify the FOUR countries that were involved in the four-power rule decided at Potsdam.  
(4x1) (4)

#### Answer 1.1.2

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#### Question 1.1.3

Which TWO ideologies, according to your own knowledge, 'led to the construction of a barrier that separated families and friends'?  
(2x1) (1)

#### Answer 1.1.3

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#### Question 1.1.4

According to the source, what was the name given to the sector controlled by the western powers?  
(1x1) (1)

#### Answer 1.1.4

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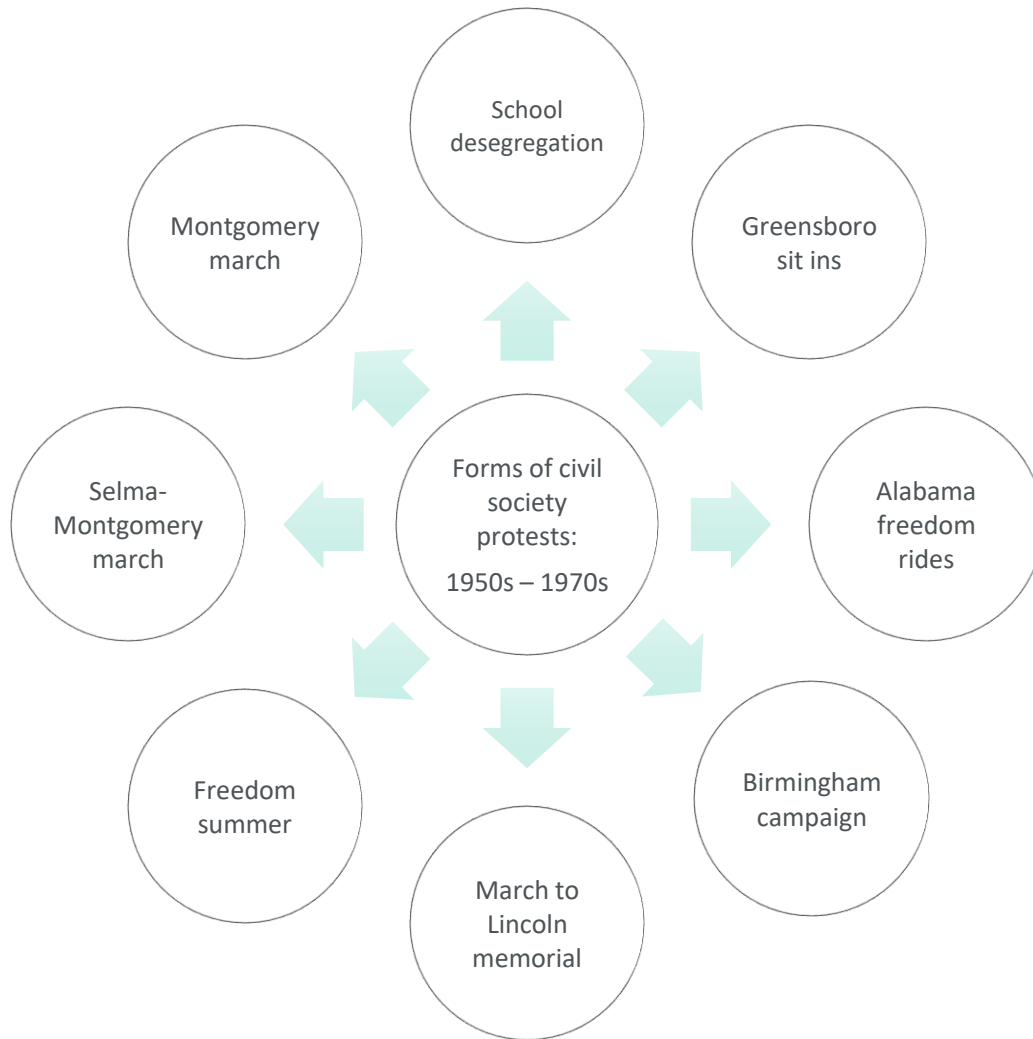
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## SESSION 1: THE CIVIL RIGHTS MOVEMENT



CONCEPT	DEFINITION
<b>Civil Rights</b>	The right to equal treatment, to vote and to receive legal justice
<b>Integration</b>	Closing the racial divide to give equal rights
<b>Jim Crow Laws</b>	Segregation Laws that were enforced in the Southern States
<b>Civil Rights movement</b>	A protest campaign in USA aimed at gaining full civil rights for African Americans in the 1950s and 1960s
<b>Segregation</b>	An act of separating people according to race
<b>Desegregation</b>	Putting an end to racial segregation/divide
<b>Discrimination</b>	Violation of human rights according to gender, race and religion
<b>Civil Disobedience</b>	Peaceful protests of unjust laws
<b>Passive Resistance</b>	The non-violent protests initiated by Mahatma Gandhi and adopted by Martin Luther King Jr and other Civil rights activists

**ADDENDUM OF SOURCES:****WHAT ROLE DID THE BIRMINGHAM YOUTH PLAY IN THE CIVIL RIGHTS STRUGGLE IN THE UNITED STATES OF AMERICA (USA) IN 1963?**

Refer to the sources below and answer the questions.

**SOURCE 3B**

The following is an extract from Martin Luther King Jr.'s letter that he wrote from Birmingham Jail on 16 April 1963.

My Dear Fellow Clergymen:

I am in Birmingham because injustice is here. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. Whatever affects one directly, affects all indirectly [...] It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative. [...] Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality...unjust treatment in courts and unsolved bombings is widely known. We had no alternative. We began a series of workshops on nonviolence [...] Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself, and that is what has happened to the American Negro. They will be the old, oppressed, battered Negro women [...] They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and non-violently sitting in at lunch counters and willingly going to jail for conscience' sake.

[From: <https://www.blackpast.org/african-american-history/1963-martin-luther-king-jr-letter-birmingham-jail/> - Accessed on May 2022



## SESSION 1 | PAPER 1 CONTENT

**WORKSHEET****The Civil Rights Movement**

3.2. Read Source 3B and then answer the questions

**Question 3.2.1**

List FOUR reasons, in the source, for the presence of the Civil Rights Movement in Birmingham in 1963.  
(4x1) (4)

**Answer 3.2.1**

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**Question 3.2.2**

Using the information in the source and your own knowledge, comment on why workshops on non-violence would have been necessary for those participating in the Birmingham Civil Rights protests.  
(2x2) (4)

**Answer 3.2.2**

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**Question 3.2.3**

Quote evidence from the source suggesting why the “oppressed people unable to remain oppressed forever”.  
(1x2) (2)

**Answer 3.2.3**

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**Question 3.2.4**

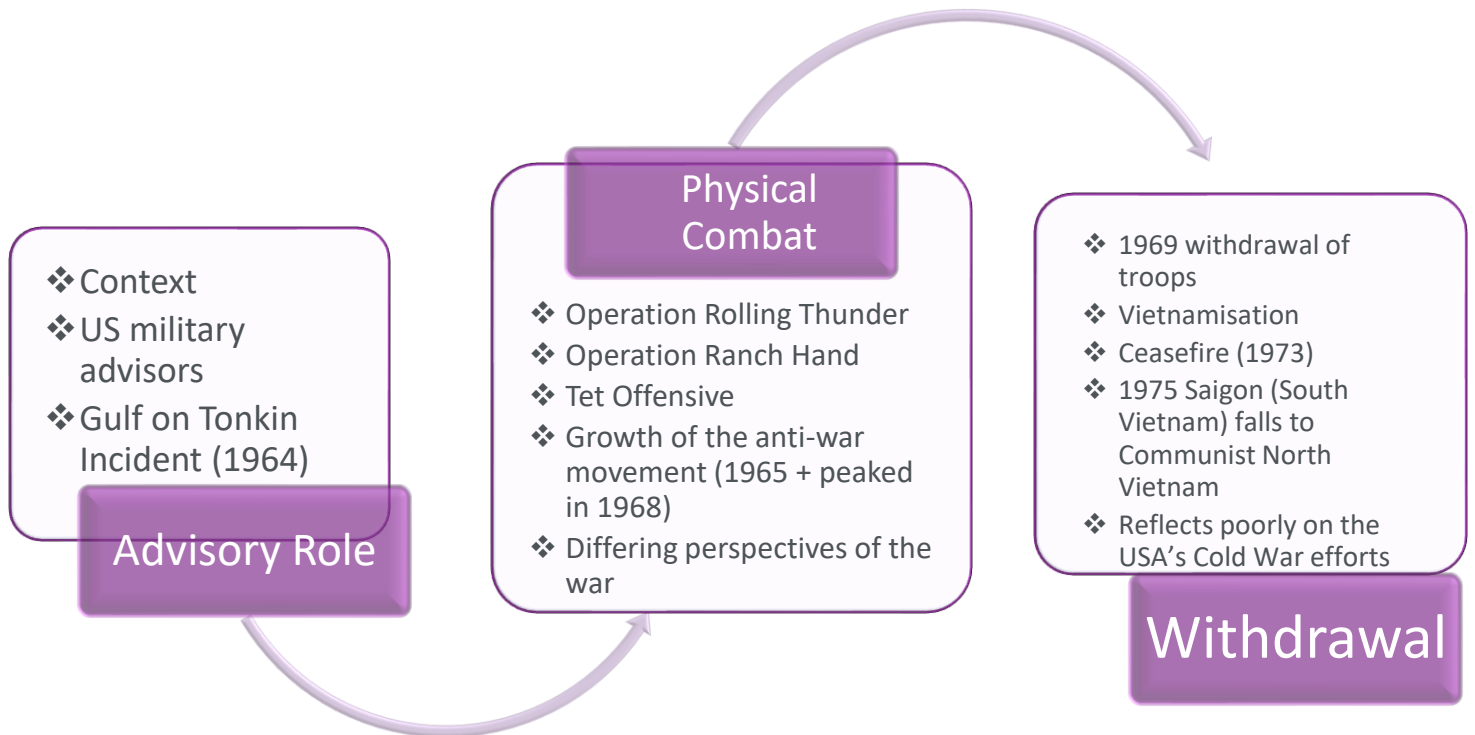
Using the information in the source and your own knowledge, explain what is meant by, “Injustice anywhere is a threat to justice everywhere. Whatever affects one directly, affects all indirectly”.  
(2x2) (4)

**Answer 3.2.4**

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## SESSION 1 | EXTENSION OF THE COLD WAR: VIETNAM WAR



TERMONOLOGY	
CONCEPT	DEFINITION
<b>DOMINO THEORY</b>	The belief that if Vietnam turned communist all other neighbouring countries will also turn communist
<b>CONTAINMENT</b>	To stop the spread of communism
<b>GUERRILLA WAR</b>	Type of combat that was fought by the Vietcong using surprise attacks such as ambushes, raids and sabotage to overthrow the Diem government
<b>VIETNAMISATION</b>	American policy of withdrawing their troops from Vietnam and leaving South Vietnam to fight their war against the Vietcong by themselves



## SESSION 1 | EXTENSION OF THE COLD WAR: VIETNAM WAR



## CLASSROOM ACTIVITY

## THE VIETNAM WAR

Discuss the different ways in which this essay can be asked.

1. Analyse the essay question. (What is the question asking you to do?)
2. Do a mind map to plan your response to the essay questions.
3. Write an introduction and conclusion linked to the essay question.

## ESSAY 01

All the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants.

**Critically discuss this statement** in the context of the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973.

## ESSAY 02

**Explain to what extent** the tactics and strategies that the Viet Cong used against the United States of America's army were successful in containing the spread of capitalism in Vietnam between 1965 and 1975.

Use relevant evidence to support your line of argument.

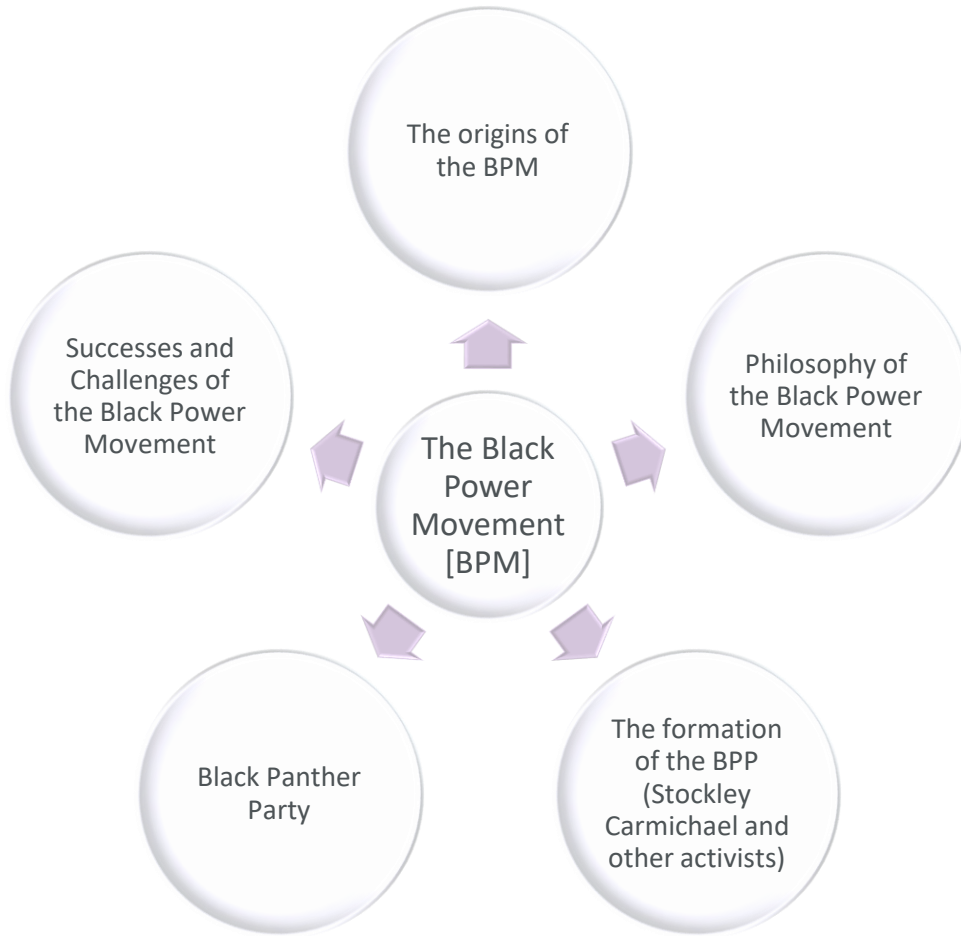
## ESSAY 03

The withdrawal of soldiers from Vietnam signalled the defeat of the United States of America's policy of containment.

**Do you agree with the statement?** Substantiate your answer using relevant evidence from the period 1965 to 1975.



# SESSION 1: THE BLACK POWER MOVEMENT



TERMINOLOGY	
CONCEPTS	MEANING
<b>Black Power</b>	A philosophy that promotes black pride, unity and self-reliance
<b>Black Nationalism</b>	A social and political movement that promotes the unity of black people to form their nation
<b>Militant</b>	A person who achieves his/her goal by using force
<b>Radical</b>	Wanting immediate change
<b>Segregation</b>	Separation of people according to their race and gender
<b>Conspiracy</b>	A plot to do something which is harmful and illegal
<b>Elite</b>	A group of people considered to be superior in a society or organisation
<b>Enfranchisement</b>	Having the right to vote
<b>Enlightenment</b>	Being well informed, open to different views and ideas and free from prejudice or ignorance
<b>Nationalism</b>	The sense of belonging to a nation that people feel because they share similar backgrounds and common culture characteristics, which often produces a policy of national independence
<b>Oppressor</b>	A person of authority who dominates and subjugates others
<b>Supremacist</b>	A person who insists that one group is better than another



## SESSION 1: THE BLACK POWER MOVEMENT



### CLASSROOM ACTIVITY

#### THE BLACK POWER MOVEMENT

Discuss the different ways in which this essay can be asked.

1. Analyse the essay question. (What is the question asking you to do?)
2. Do a mind map to plan your response to the essay questions.
3. Write an introduction and conclusion linked to the essay question.

#### ESSAY 01

The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.

**Do you agree with the statement?** Support your line of argument with relevant evidence.

#### ESSAY 02

**Explain to what extent** the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s.

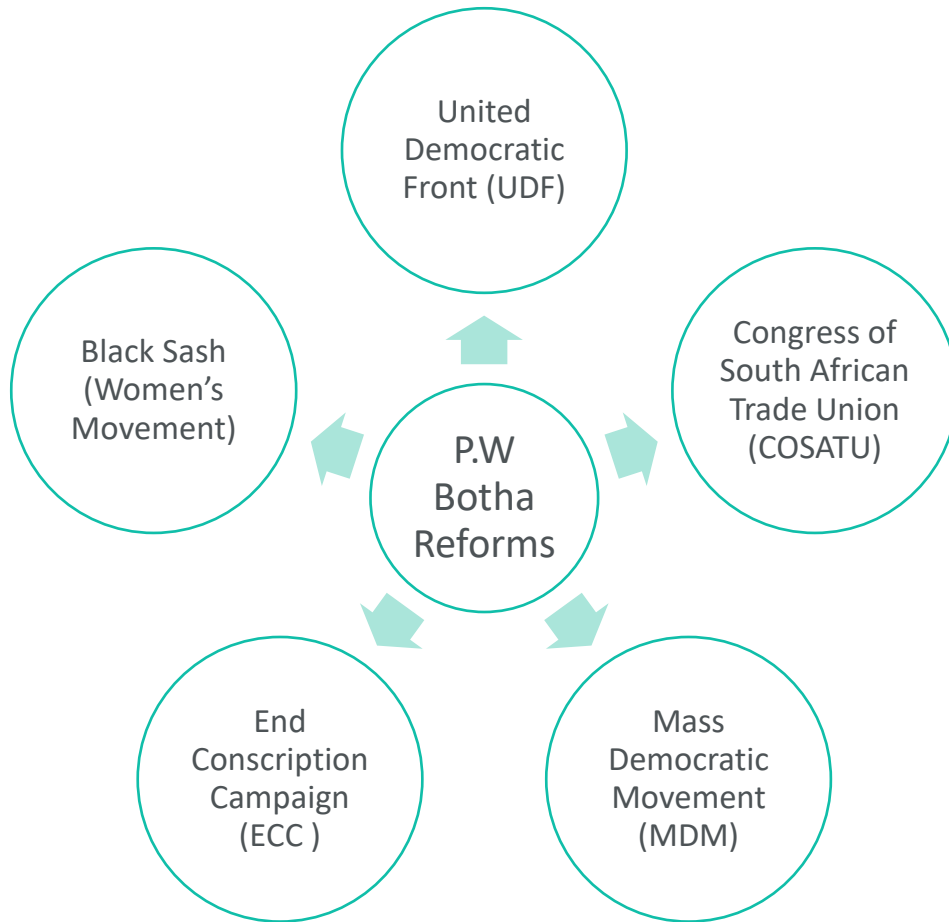
#### ESSAY 03

The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.

**Critically discuss** this statement using relevant evidence to support your line of argument.



## SESSION 2: INTERNAL RESPONSE TO PW BOTHA'S REFORMS



### TERMINOLOGY

CONCEPT	DEFINITION
<b>Reforms</b>	Slide Constitutional changes without really moving away from the principal idea
<b>Referendum</b>	A special election held by government where the entire or specific groups can vote for an issue.
<b>Total Onslaught</b>	Botha believed that there was a total communist attack on South Africa from outside and within the country
<b>Total Strategies</b>	Botha's policy to make minor reforms to apartheid system to repress all opposition.





## ADDENDUM OF SOURCES: HOW DID THE CONGRESS OF SOUTH AFRICAN TRADE UNION (COSATU) CHALLENGE THE APARTHEID REGIME IN THE 1980s?



Refer to the sources below and answer the questions.

### SOURCE 1B

The source below is an extract from the South African History Archive commemorating South Africa's labour movement, with focus on COSATU's civil action in the 1980s

COSATU also joined in many of the rent and consumer boycotts that were organised in the townships, often by local civic organisations. From 1984 onwards, there were continuing rent boycotts. By 1988 over 50 townships were affected by rent boycotts, which resulted in the government facing a debt of over R300 million.

During the 1980s, the trade union movement had also supported the many consumer boycotts that took place. There were a range of boycotts and solidarity strike actions such as the meat boycotts, Wilson-Rowntree, Fattis and Monis and Simba boycotts.

Boycotts proved to be a powerful source of resistance in areas where community organisation was strong. This worked both ways. When the unions called on the community to support boycotts relating to trade union resistance, the community came out in wide support.

[From:

[https://www.saha.org.za/workers/boycotts\\_and\\_solidarity\\_action.htm#:~:text=During%20the%201980s%2C%20the%20trade,and%20Monis%20and%20Simba%20boycotts](https://www.saha.org.za/workers/boycotts_and_solidarity_action.htm#:~:text=During%20the%201980s%2C%20the%20trade,and%20Monis%20and%20Simba%20boycotts) – accessed on 18 August 2022]



# SESSION 2: INTERNAL RESPONSE TO PW BOTHA'S REFORMS



## WORKSHEET

### Internal Resistance

1.2. Read Source 1B and then answer the questions

#### Question 1.2.1

Explain the concept 'boycott', in the context of COSATU challenging the apartheid government.  
(1x2) (2)

#### Answer 1.2.1

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#### Question 1.2.2

Name TWO boycotts, according to the source, COSATU was involved in.  
(2x1) (2)

#### Answer 1.2.2

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#### Question 1.2.3

Explain the meaning of the statement, 'Boycotts proved to be a powerful source of resistance in areas where community organisation was strong'.  
(1x2) (2)

#### Answer 1.2.3

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#### Question 1.2.4

Comment on the usefulness of this source to a historian studying COSATU's civil action in the 1980s.  
(2x2) (4)

#### Answer 1.2.4

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## SESSION 2: THE BLACK CONSCIOUSNESS MOVEMENT



TERMINOLOGY	
Concepts	Definition
<b>Black Consciousness</b>	The Philosophy that advocated Black pride and wanted liberation for all Blacks
<b>Conscientise</b>	Raise the level of awareness
<b>Durban Moment</b>	The strike by the coronation brick and tile factory influenced by the BC
<b>Medium of Instruction</b>	A language used for teaching and learning.
<b>Uprising</b>	An act of resistance or rebellion
<b>Liberation/Black Theology</b>	Theology that focused on the injustices of the poor
<b>Bantu Education</b>	An apartheid system of education that condemned Blacks to inferior education
<b>Ideology</b>	A belief system. A set of ideas which shape ones actions
<b>Civil Society Protest</b>	Opposition to government policies by ordinary members of the society
<b>Resistance</b>	When a group or even one person works against domination
<b>Black Communalism</b>	An economic policy based on the principle of sharing and emphasized communal ownership of property and wealth.



## SESSION 1: THE BLACK POWER MOVEMENT



### CLASSROOM ACTIVITY

#### THE BLACK CONSCIOUSNESS MOVEMENT

Discuss the different ways in which this essay can be asked.

1. Analyse the essay question. (What is the question asking you to do?)
2. Do a mind map to plan your response to the essay questions.
3. Write an introduction and conclusion linked to the essay question.

#### ESSAY 01

**Explain to what extent** Steve Biko and Black Consciousness played a significant role in mobilising black South Africans against the Apartheid regime during the 1970s.

Support your line of argument with relevant evidence

#### ESSAY 02

‘Steve Biko and the philosophy of Black Consciousness had played a major role in mobilizing black South Africans against the Apartheid regime during the 1970s’

**Do you agree with this statement?** Use relevant evidence to support your line of argument.

#### ESSAY 03

**Critically discuss** how Steve Biko and the philosophy of Black Consciousness played a major role in mobilizing black South Africans against the Apartheid regime during the 1970s

Use relevant evidence to support your line of argument