

2024 SUBJECT WORKBOOK

Grade 12



HISTORY

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



INTRODUCTION

Dear Grade 12 Candidate

Welcome to the Telematics project.

The 2024 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 2024 Telematics lessons will focus on the ability to read, analyse and interpret sources, and assist with developing skills needed for essay writing.

Session	Date	Time	Topic
1	13 February	16:00 – 17:00	Paper 1: Revision
2	06 May	15:00 – 16:00	Paper 2: Exam Preparation

HOW TO USE THIS BOOKLET





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

Source-based	Essay
P1. The Origin of the Cold War	P1. Vietnam
P1. The Civil Rights Movement	P1. The Black Power Movement
P2: Internal Resistance	P2: The Black Consciousness Movement

- There is a content mapping section. Use this as a guide to ensure that you have learned all the relevant sections of work.
- In the activities there are hints to guide you along.
- Make notes, draw pictures, and highlight important ideas!
- Remember: this booklet was created to help you!



SCAN AND LEARN

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"> • WHY each form of protest took place; • HOW the protests took place; • The OUTCOME of the protest.
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 about the role of the BCM during Apartheid,



QUESTION GUIDE

ACTION VERBS	MEANING
SOURCE-BASED QUESTIONS	
<p>List, mention, ... according to the source...</p> <p>Quote evidence from the source</p> <p>Definition the concept ...</p> <p>What do you understand by the concept in the context of...</p>	<p>The answers are in the source</p> <ul style="list-style-type: none"> Use 'quotation marks...' when extracting the answer from the source The concept is defined in the source The concept as it is understood and used in the content
<p>Explain in your own words...</p>	<ul style="list-style-type: none"> Use the information and explain it how you understand it. Do not rewrite the information in the source
<p>Compare similarities / differences</p> <p>Compare how the sources support each other regarding...</p>	<ul style="list-style-type: none"> Identify the similarities/differences between two sources in response to the question. Please note the mark allocation (2x2) means two similarities must be given. Your response should be: Source A indicates... and Source B ...) √√ Both sources indicate that...) √√ (2x2)
<p>Comment on</p> <p>Comment on the usefulness/ reliability/ limitations/bias of the source regarding...</p>	<ul style="list-style-type: none"> Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2) The source is useful/ reliable/ limited/ bias because... (2 x 2)
PARAGRAPH WRITING	
<p>Using the information in the relevant sources and your own knowledge, write a paragraph...</p>	<ul style="list-style-type: none"> 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: THE ORIGINS OF THE COLD WAR





TERMINOLOGY

CONCEPT	DEFINITION
Cold war	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
Communism	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
Capitalism	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
Iron curtain	A symbolic border between the communist bloc and western European countries during the Cold War.
Yalta conference	The first thing they agreed on was that it would be best to divide Germany into four zones.
Potsdam conference	It was agreed that, like the rest of Germany, Berlin was to be divided into 4 zones.
NATO & WARSAW act	Established in the aftermath of World War II, The Warsaw Pact was created in reaction to the integration of West Germany into NATO.
Containment	The policy of the USA to stop the spread of communism.
Truman doctrine	<u>Aid</u> to countries fighting communism. Prevent communism from <u>spreading</u> into Europe.
Marshall plan	A U.S. sponsored program after World War II to European countries that had been destroyed because of the war.
Berlin blockade	Russia <u>prevented</u> ALL <u>transportation</u> of goods/supplies from East to West.
The Berlin Wall	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 to prevent people from fleeing East Berlin.



ADDENDUM OF SOURCES: WHY DID THE BERLIN AIRLIFT BECOME THE FIRST MAJOR CONFLICT OF THE COLD WAR?



Refer to the sources below and answer the questions.

SOURCE 1A

After World War II, Germany, especially Berlin, faced severe devastation. The Allies divided Germany and Berlin into occupation zones. Tensions rose in 1948, leading to a Soviet blockade of Berlin.

After World War II ended, Germany was in ruins, and the situation in its capital, Berlin, was dire (terrible)(.....). To begin rebuilding, the Allies split Germany between the U.S., Great Britain and Russia. Berlin was also divided into occupation zones; the Soviets controlled the eastern portion while the west went to the U.S., UK and France.

Unfortunately, the Soviet-Allied alliance deteriorated quickly, and tensions fully erupted by 1948. Russia met regularly with Britain, the U.S. and France after the war to coordinate the four-way administration (governments) occupation policy between the varying zones, but it stopped in early 1948 when it found out the other three nations were secretly planning to create a new German state out of their zones.

In June 1948, the U.S. and U.K. introduced a new currency, the Deutschmark, to their zones, which included West Berlin. They kept it from the Soviets because they wanted to regain economic control from Russia and quell (stop) the black market that was running rampant (uncontrolled), as well as bring in aid under the Marshall Plan, a U.S. strategy to rebuild Europe.

On June 24, 1948, Soviet forces blockaded all road, rail and water routes into Berlin's Allied-controlled areas, stifling (stopping) the vital flow of food, coal and other supplies. There was little the Allies could do about it militarily. But the Soviets couldn't block Allied airspace, so U.S. and UK forces took to the skies to get supplies to the Allied sectors. On June 26, the U.S. launched Operation Vittles, which the U.K. later joined. It was the biggest aerial resupply mission ever embarked upon.

[From <https://www.defense.gov/News/Inside-DOD/Blog/article/2062719/the-berlin-airlift-what-it-was-its-importance-in-the-cold-war/> Accessed on 14 July 2023.]



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

Guided Reading:

Read the source and highlight the answers to the 5W+H questions in the text.

Before Reading:

- **What** do you think this text will be about?
- **What** prior knowledge do you have related to this source?

During Reading:

- **Who** wrote this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being mentioned in this source?
- **When** was this source written?
- **Where** do the events mentioned in the source occur?
- **Why** do you think this source was written?
- **How** do the events mentioned in the source take place?

Question 1.1.1

Name the three Allied countries in the source that occupied Germany after 1945.

(3x1) (3)

Answer 1.1.1

Question 1.1.2

Identify the currency that was introduced in West Berlin with the aim of speeding up the economic recovery of West Germany?

(1x1) (1)

Answer 1.1.2

Question 1.1.3

Define the concept *four-way administration* in the context of the Berlin Airlift

(1x2) (2)

Answer 1.1.3

Question 1.1.4

Use the information in the source and your own knowledge and explain how the Marshall plan limited the spread of communism in Western Europe

(2x2) (2)

Answer 1.1.4



SESSION 1: THE CIVIL RIGHTS MOVEMENT



CONCEPT	DEFINITION
Civil Rights	The right to equal treatment, to vote and to receive legal justice
Integration	Closing the racial divide to give equal rights
Jim Crow Laws	Segregation Laws that were enforced in the Southern States
Civil Rights movement	A protest campaign in USA aimed at gaining full civil rights for African Americans in the 1950s and 1960s
Segregation	An act of separating people according to race
Desegregation	Putting an end to racial segregation/divide
Discrimination	Violation of human rights according to gender, race and religion
Civil Disobedience	Peaceful protests of unjust laws
Passive Resistance	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 FREEDOM SUMMER CAMPAIGN OF 1964 PLAY IN ADVANCING THE RIGHTS OF AFRICAN AMERICANS LIVING IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

Refer to the sources below and answer the questions.

SOURCE 3B

The source below is an extract from a personal account of David Kotz who participated in the Freedom Summer Campaign of 1964 in Mississippi.

In the summer of 1964, the civil rights movement launched a bold project aimed at defeating racial segregation in its stronghold in the deep south state of Mississippi, a project in which I participated. African-Americans were about a third of the state population. As a 21-year-old college student, I was among the hundreds of summer volunteers in the Mississippi Summer Project. In June 1964 I attended the first orientation session for project volunteers in Oxford, Ohio. On June 19, seven of us left for Mississippi in a station wagon: Jimmy Chaney, Andy Goodman, Micky Schwerner, myself, and 3 other summer volunteers. Schwerner was the Meridian project director, Chaney a local activist, and Goodman a college student summer volunteer from Queens College in New York City. The three would be murdered the next day by a group of law enforcement officials and private citizens.

We arrived in Meridian on June 20, 1964. The next morning Chaney, Schwerner, and Goodman left to go to neighbouring Neshoba County to investigate the burning of Mt. Zion Church, which had occurred while we were in Ohio. When the three did not return by 4 P.M., the designated return time, the four of us left behind began calling the local jails in Neshoba County. When we called the jail in the county seat Philadelphia, we were told that the three civil rights workers had not been seen – a lie, since in fact at that moment the Deputy Sheriff was holding the three in his jail...

From these events, I learned that the system of racial segregation in Mississippi, and in the rest of the South, with its racial injustice, economic injustice, and violence, was not based just in Mississippi and the South. It was part of the system of power in the U.S. John Doar's refusal to order the FBI to make those phone calls was a reflection of the fact that the national power structure was reluctant to intervene in the segregationist system, because of the tie between the Southern Democratic Senators and the National Democratic Party leadership at that time.

[From <https://www.populareconomics.org/mississippi-freedom-summer-a-personal-account/>.

Accessed on 9 June 2023.]



SESSION 1 | PAPER 1 CONTENT



WORKSHEET

The Civil Rights Movement

3.2. Read Source 3B and then answer the questions

Guided Reading:

Read the source and highlight the answers to the 5W+H questions in the text.

Before Reading:

- **What** do you think this text will be about?
- **What** prior knowledge do you have related to this source?

During Reading:

- **Who** wrote this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being mentioned in this source?
- **When** was this source written?
- **Where** do the events mentioned in the source occur?
- **Why** do you think this source was written?
- **How** do the events mentioned in the source take place?

Question 3.2.1

Explain the concept volunteer in the context of the Civil Rights Movement in the USA.

(1x2) (2)

Answer 3.2.1

Question 3.2.2

Using the information in the source, and your own knowledge, explain why the officials would lie about the whereabouts of the three civil rights workers.

(2x2) (4)

Answer 3.2.2

Question 3.2.3

What, according to the source, was implied by the FBI's refusal to make phone calls regarding the missing activists?

(1x2) (2)

Answer 3.2.3

Question 3.2.4

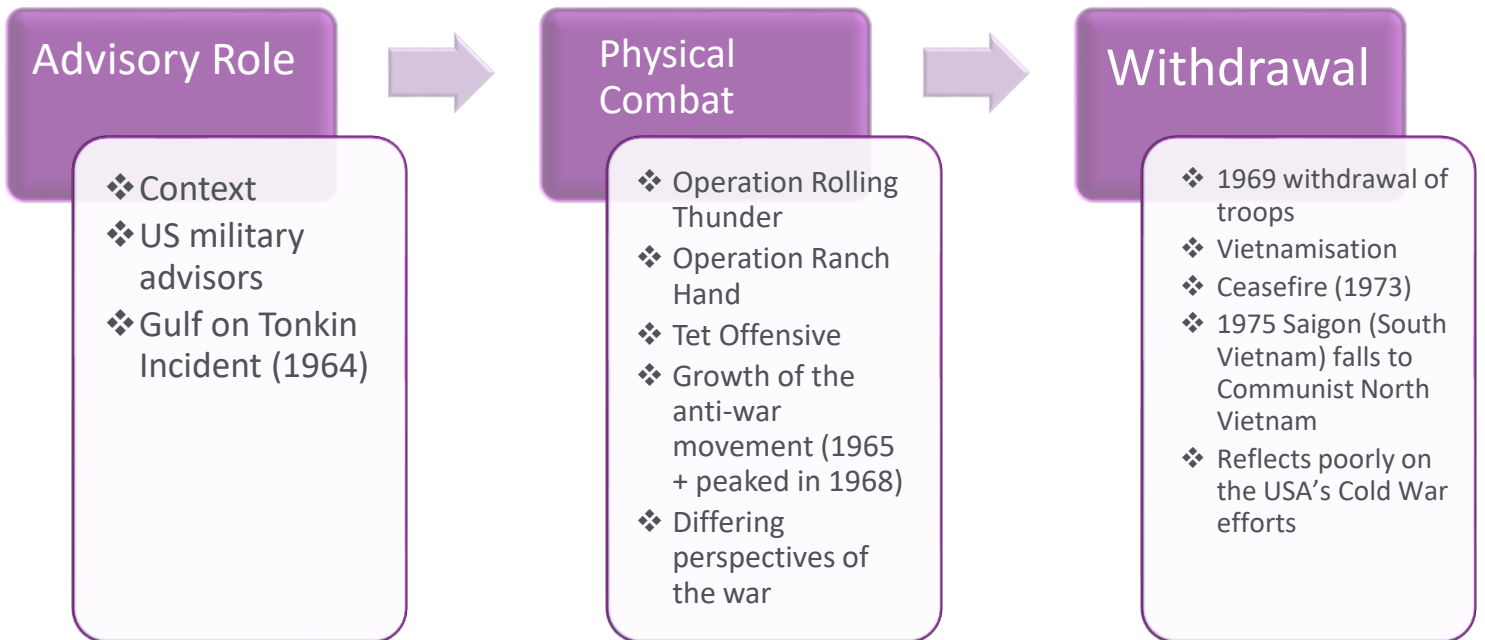
Explain the reliability of this source to historians researching the death of the three activists during the Freedom Summer campaign in Mississippi.

(2x2) (4)

Answer 3.2.4



SESSION 1 | EXTENSION OF THE COLD WAR: VIETNAM WAR



TERMINOLOGY	
CONCEPT	DEFINITION
DOMINO THEORY	The belief that if Vietnam turned communist all other neighbouring countries will also turn communist
CONTAINMENT	To stop the spread of communism
GUERRILLA WAR	Type of combat that was fought by the Vietcong using surprise attacks such as ambushes, raids and sabotage to overthrow the Diem government
VIETNAMISATION	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 signaled 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.

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...

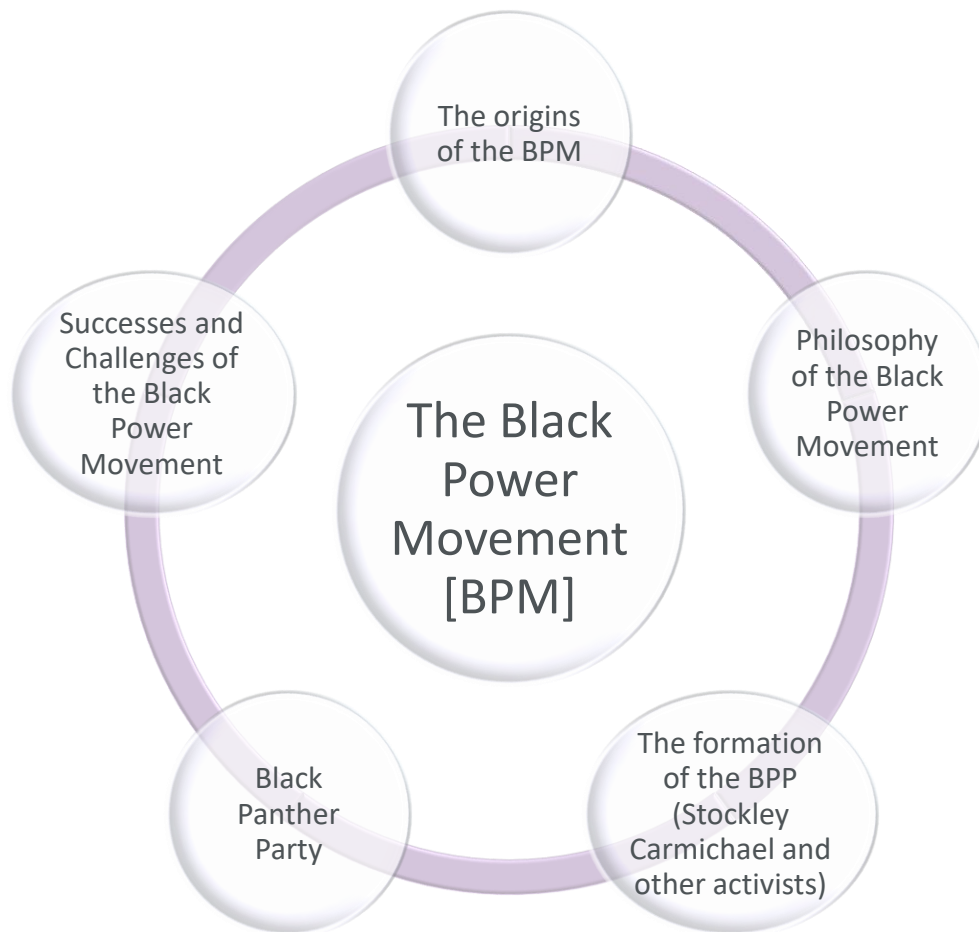
Give your verdict as to what extent a statement or findings within a piece of evidence are true, or to what extent you agree with them. Provide evidence which both agree with and contradict an argument. Draw a conclusion where you base your decision on what you judge to be the most important factors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



SESSION 1: THE BLACK POWER MOVEMENT



TERMINOLOGY	
CONCEPTS	MEANING
Black Power	A philosophy that promotes black pride, unity and self-reliance
Black Nationalism	A social and political movement that promotes the unity of black people to form their nation
Militant	A person who achieves his/her goal by using force
Radical	Wanting immediate change
Segregation	Separation of people according to their race and gender
Conspiracy	A plot to do something which is harmful and illegal
Elite	A group of people considered to be superior in a society or organisation
Enfranchisement	Having the right to vote
Enlightenment	Being well informed, open to different views and ideas and free from prejudice or ignorance
Nationalism	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
Oppressor	A person of authority who dominates and subjugates others
Supremacist	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.

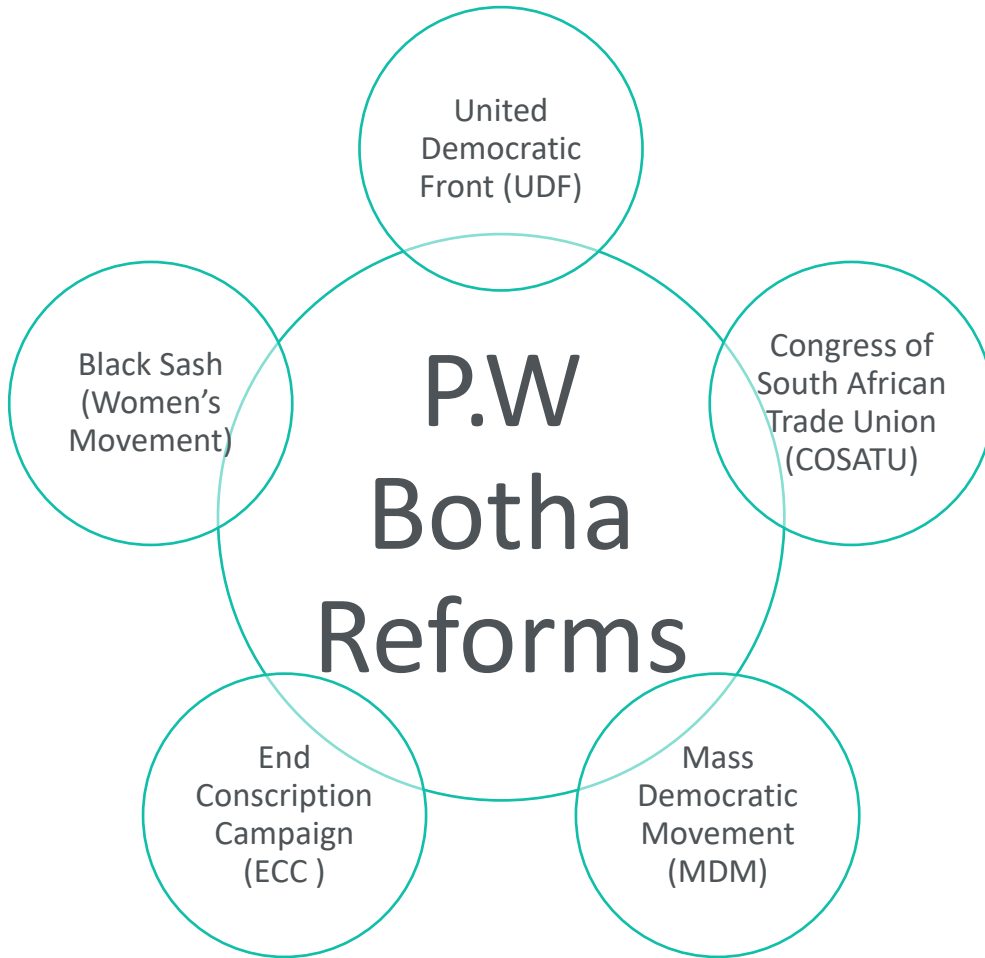
1. Analyse the essay question. (What is the question asking you to do?)
2. Do a mind map to plan your response to the essay questions.
3. Write an introduction and conclusion linked to the essay question.

<p>ESSAY 01</p> <p>The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.</p> <p><u>Do you agree with the statement?</u> Support your line of argument with relevant evidence.</p>
<p>ESSAY 02</p> <p><u>Explain to what extent</u> 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.</p>
<p>ESSAY 03</p> <p>The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.</p> <p><u>Critically discuss</u> this statement using relevant evidence to support your line of argument.</p>

<h1 style="font-size: 48px; margin: 0;">P</h1> <p style="font-weight: bold; margin: 5px 0;">Point</p>	<p style="font-size: 18px; font-weight: bold;">Identify the main point and summarise the main idea</p>
<h1 style="font-size: 48px; margin: 0;">E</h1> <p style="font-weight: bold; margin: 5px 0;">Explain</p>	<p style="font-size: 18px; font-weight: bold;">Provide facts and evidence to back up the main idea.</p>
<h1 style="font-size: 48px; margin: 0;">E</h1> <p style="font-weight: bold; margin: 5px 0;">Evidence</p>	<p style="font-size: 18px; font-weight: bold;">Use the facts to support the main idea</p>
<h1 style="font-size: 48px; margin: 0;">L</h1> <p style="font-weight: bold; margin: 5px 0;">Link/Line of Argument</p>	<p style="font-size: 18px; font-weight: bold;">Link back to the main idea to reinforce the point</p>



SESSION 2: INTERNAL RESPONSE TO PW BOTHA'S REFORMS



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



ADDENDUM OF SOURCES: HOW DID COSATU CONTRIBUTE TO THE FIGHT AGAINST LABOUR DISCRIMINATION AND APARTHEID DURING THE 1980'S IN SOUTH AFRICA?



Refer to the sources below and answer the questions.

SOURCE 1A

This source explains the foundation and aims of COSATU (Congress of South African Trade Unions).

On 30 November 1985, more than 760 delegates from 33 trade unions descended on the sports hall of the University of Natal, in Durban, to inaugurate (launch) the new trade union federation. Cyril Ramaphosa was proposed as chairman, after his earlier success as convener (leader) at Ipeleng.

Congress began drafting a constitution with amendments to a draft that had already been circulated earlier. Most important was the creation of the post of Assistant General Secretary. The COSATU constitution stipulated that workers would dominate (take leadership) all the federation's structures; that a national congress will be held every two years and will be the highest decision-making body; that a central executive committee would meet every three months; and that an executive committee would meet every month.

The Congress set out various resolutions:

- To establish one trade union for each industry within six months.
- To focus on the exploitation of female workers and non racialism.
- To focus on the lifting of the state of emergency, withdrawal of troops from the townships and release of all political prisoners.
- To continue the call for international pressure, including disinvestment.
- To demand the right to strike and protest.
- To determine a national minimum wage.
- To expand the struggle for trade union rights in the homelands.

The federation also elected its office bearers at the congress.

[From:

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 1A and then answer the questions

Guided Reading:

Read the source and highlight the answers to the 5W+H questions in the text.

Before Reading:

- **What** do you think this text will be about?
- **What** prior knowledge do you have related to this source?

During Reading:

- **Who** wrote this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being mentioned in this source?
- **When** was this source written?
- **Where** do the events mentioned in the source occur?
- **Why** do you think this source was written?
- **How** do the events mentioned in the source take place?

Question 1.1.1

State, according to the source, when the new trade union federation was inaugurated?

(1x1) (1)

Answer 1.1.1

Question 1.1.2

Define the term non-racialism in your own words

(1x2) (2)

Answer 1.1.2

Question 1.1.3

Quote any TWO conditions of the COSATU constitution.

(2x1) (2)

Answer 1.1.3

Question 1.1.4

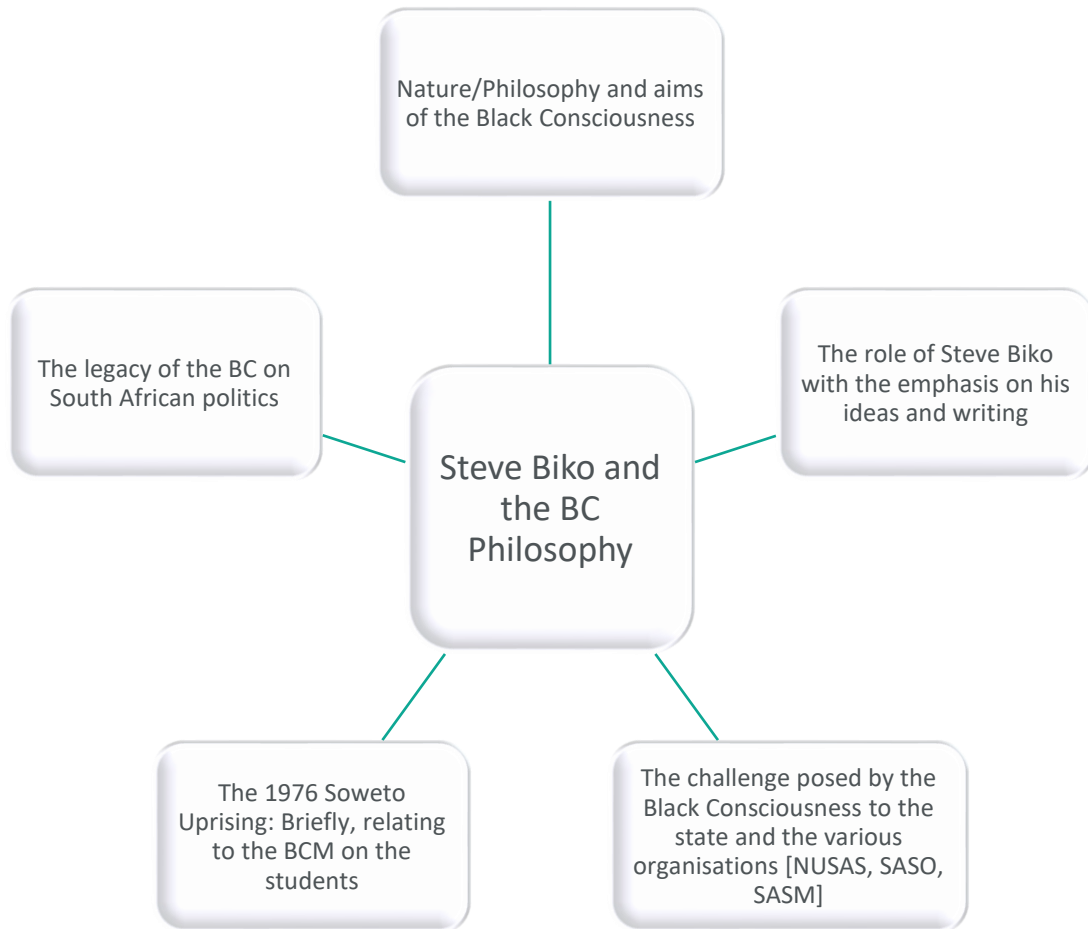
Comment on the following claim: "To determine a national minimum wage ", in the context of COSATU's formation.

(2x2) (4)

Answer 1.1.4



SESSION 2: THE BLACK CONSCIOUSNESS MOVEMENT



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



SESSION 1: THE BLACK CONSCIOUSNESS 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

