



Western Cape  
Government

Education

DIRECTORATE: CURRICULUM FET

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# **TELEMATICS 2019**

## **HISTORY**

### **GRADE 10**

## TELEMATICS SCHEDULE FOR 2019

Day	Date	Time	Topics
Wednesday	27 February	15h00 – 16h00	Songhai Empire Spanish Conquests
Tuesday	13 August	15h00 – 16h00	The French Revolution Essay writing
Wednesday	9 October	15h00 -16h00	Transformation in Southern Africa in The 18th And 19th Centuries

### Please note

1. The telematics sessions will include:
  - A power point presentation of the content
  - Suggestions on how to approach sourced based questions
  - Guidelines on how to write a paragraph
  - A strategy on how to develop a line of argument when writing an essay.
2. You are required to read through the content in preparation for each session.
3. Have a pen/pencil to work through the activities included in this booklet.
4. Please feel free to send a WhatsApp message during the presentation should you have any questions for clarity.

## **SONGHAI EMPIRE**

### **HOW WELL DO YOU KNOW YOUR CONTENT?**

Where was Songhai situated?

*The capital city of the Songhai was the city of Gao which was located in modern-day Mali on the banks of the Niger River. The Songhai Empire lasted from 1464 to 1591. Prior to the 1400s, the Songhai were under the rule of the Mali Empire. The Songhai Empire first came into power under the leadership of Sunni Ali.*



#### **When did the Songhai Empire rule?**

- The Songhai Empire lasted from 1464 to 1591. Prior to the 1400s, the Songhai were under the rule of the Mali Empire.

#### **How did the Empire first begin?**

- The Songhai Empire first came into power under the leadership of Sunni Ali.
- Sunni Ali was a prince of the Songhai.
- He was being held as a political prisoner by the leader of the Mali Empire who ruled over the Songhai.
- In 1464, Sunni Ali escaped to the city of Gao and took control of the city.
- From the city of Gao, he established the Songhai Empire and began to conquer nearby regions including the important trading cities of Timbuktu and Djenne.

#### **Askia Muhammad**

- In 1493, Askia Muhammad became the leader of the Songhai.
- He brought the Songhai Empire to its height of power and founded the Askia Dynasty.
- Askia Muhammad was a devout Muslim.
- Under his rule, Islam became an important part of the empire.

- He conquered much of the surrounding lands and took control of the gold and salt trade from the Mali Empire.

### **Government**

- The Songhai Empire was divided into five provinces each led by a governor.
- Under Askia Muhammad, all the governors, judges, and town chiefs were Muslims.
- The emperor had total power, but he also had ministers who ran different aspects of the empire for him.
- They also counseled the emperor on important issues.

### **The Songhai Culture**

- The Songhai culture became a blend of traditional West African beliefs and the religion of Islam.
- Daily life was often ruled by traditions and local customs, but the law of the land was based on Islam.

### **Slaves**

- The slave trade became an important part of the Songhai Empire.
- Slaves were used to help transport goods across the Sahara Desert to Morocco and the Middle East.
- Slaves were also sold to Europeans to work in Europe and the Americas.
- Slaves were usually captives of war captured during raids on nearby regions.

### **Fall of the Songhai Empire**

- In the mid-1500's the Songhai Empire began to weaken due to internal strife and civil war.
- In 1591, the Moroccan army invaded and captured the cities of Timbuktu and Gao.
- The empire collapsed and was divided up into a number of separate smaller states.

### **Interesting Facts about the Songhai Empire**

- Sunni Ali became a legendary hero in Songhai folklore.
- He was often portrayed as having magical powers and was known as Sunni Ali the Great.
- If a prisoner of war had already converted to Islam before being captured, they could not be sold as a slave.
- A West African storyteller is called a griot.
- History was often passed down from generation to generation through the griots.
- The city of Timbuktu became an important city of trade and education during the Songhai Empire.

Taken from: [https://www.ducksters.com/history/africa/songhai\\_empire.php](https://www.ducksters.com/history/africa/songhai_empire.php)

## Ancient Africa - Songhai Empire

### Activities

SONGHAI QUIZ	
<p>1) Where was the Songhai Empire located?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Southern Africa</li> <li><input type="radio"/> Eastern Europe</li> <li><input type="radio"/> Western Africa</li> <li><input type="radio"/> South America</li> <li><input type="radio"/> Middle East</li> </ul>	<p>6) What religion played an important role in the Songhai government and culture?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Taoism</li> <li><input type="radio"/> Judaism</li> <li><input type="radio"/> Buddhism</li> <li><input type="radio"/> Christianity</li> <li><input type="radio"/> Islam</li> </ul>
<p>2) What river ran along much of the Songhai Empire?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Congo River</li> <li><input type="radio"/> Niger River</li> <li><input type="radio"/> Nile River</li> <li><input type="radio"/> Amazon River</li> <li><input type="radio"/> Yangtze River</li> </ul>	<p>7) What was one way to avoid being sold into slavery?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Be captured in an enemy raid</li> <li><input type="radio"/> Prove that you were a Christian</li> <li><input type="radio"/> Convert to Islam</li> <li><input type="radio"/> All of the above</li> <li><input type="radio"/> None of the above</li> </ul>
<p>3) What leader first established the Songhai Empire?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Shaka Zulu</li> <li><input type="radio"/> Mansa Musa</li> <li><input type="radio"/> Hannibal</li> <li><input type="radio"/> Sunni Ali</li> <li><input type="radio"/> Sundiata</li> </ul>	<p>8) What was a griot?</p> <ul style="list-style-type: none"> <li><input type="radio"/> A governor of a province</li> <li><input type="radio"/> A storyteller</li> <li><input type="radio"/> A slave trader</li> <li><input type="radio"/> A high ranking Islamic leader</li> <li><input type="radio"/> An iron worker</li> </ul>
<p>4) Why do you think the slave trade was an important part of the Songhai economy?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>9) What major geographical feature was located just to the north of the Songhai Empire?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Sahara Desert</li> <li><input type="radio"/> Pacific Ocean</li> <li><input type="radio"/> Nile River</li> <li><input type="radio"/> Andes Mountains</li> <li><input type="radio"/> Mount Kilimanjaro</li> </ul>
<p>5) What was the capital city of the Songhai Empire?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Gao</li> <li><input type="radio"/> Koumbi Saleh</li> <li><input type="radio"/> Mogadishu</li> <li><input type="radio"/> Addis Ababa</li> <li><input type="radio"/> Tripoli</li> </ul>	<p>10) What empire ruled the region prior to the Songhai Empire?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Egyptian Empire</li> <li><input type="radio"/> Empire of Mali</li> <li><input type="radio"/> Spanish Empire</li> <li><input type="radio"/> Chinese Empire</li> <li><input type="radio"/> Islamic Empire</li> </ul>

Go to - <https://quizlet.com/123641936/gravity>



<https://www.ilibrarian.net/audio/ancientafricasonghaiempire.mp3>

## Working with sources

The source below explains how traders moved their goods in the desert.

Traders moved their goods across the Sahara in large groups called caravans. Camels were the main mode of transportation and were used to carry goods and people. The camel was the most important part of the caravan. Without the camel, trade across the Sahara would have been impossible. Camels are uniquely adapted to survive long periods without water. They can also survive large changes in body temperature allowing them to withstand the heat of the day and the cold of night in the desert.

Sometimes slaves carried goods as well. Travel by camel caravan was slow, strenuous, and dangerous. Hazards such as excessive heat, stifling sandstorms, death by starvation, thirst, and attacks by raiders added to the possibility of getting lost. Despite all this, trans-Saharan trade along caravan routes linking oases persisted from very early times. The Silk Roads were already in use in the late Bronze Age, though intensive use of cross-desert roads was triggered by the domestication of the camel. Caravans included on average a thousand camels, sometimes reaching as many as 12 000 animals. Runners were sent ahead to oases to ship out water when the caravan was still days away. Large caravan processions were safer because they offered protection from bandits. Today most cross-desert transport is through an extensive tarmac road network in addition to transport by air and sea. Tuareg camel caravans still travel on the traditional Saharan routes, carrying salt from the desert interior to communities on the desert edges.

From: <https://www.sahistory.org.za/article/term-1-kingdom-mali-and-city-timbuktu-14th-century>

## Questions

1. What, according to the source, was a caravan? (1 x 2) (2)
2. Mention the main form of transport in the desert. (1 x 1) (1)
3. Why, do you think, this form of transport was used in the desert? (2 x 2) (4)
4. Use the source and your own knowledge to explain the role of the runners in the desert. (1 x 2) (2)
5. Comment on the disadvantages of this form of travelling in caravans. (2 x 2) (4)

## Source B

The extract below helps us to understand the role Sonni Ali played in Songha empire.

Sonni Ali aggressively turned the kingdom of Gao into the Songhay empire. Ali based his military on a cavalry and a highly mobile fleet of ships. With this military, he conquered the cities of Timbuctu and Jenné, the major cities of the Mali. The Berbers, who had always played such a crucial role in the downfall of Sahelian kingdoms, were driven from the region. Roughly around the same year Christopher Columbus had reached the western hemisphere, Askia Muhammad Touré (1493-1528), established the Askia dynasty of Songhay. Muhammad Touré continued Sonni Ali's imperial expansion by seizing the important Saharan oases and conquering Mali itself. From there he conquered Hausaland. The vastness of Askia Mohammed's kingdom covered most of West Africa, larger than all of the European states combined. With literally several thousand cultures under its control, Songhay ranked as one of the largest empires of the time.

In order to maintain his large empire Muhammad Touré further centralized the government by creating a large and elaborate bureaucracy. He was also the first to standardize weights, measures, and currency, so culture throughout the Songhay began to homogenize. Muhammad Touré was also a fervent Muslim; he replaced traditional Songhay administrators with Muslims in order to Islamicize Songhay society. He also appointed Muslim judges, called qadis, to run the legal system under Islamic legal principles. These programs of conquest, centralization, and standardization were the most ambitious and far-reaching in Africa at the time. It is of note that while the urban centers were dominated by Islam and Islamic culture, the non-urban areas were not Islamic. The vast majority of the Songhay people, around 97%, followed traditional African religions.

## Questions

1. Name TWO things according to the source based Ali based his military on. (2 x 1) (2)
2. Name TWO cities he conquered as indicated in the source. (2 x 1) (2)
3. Explain the role Askia Muhammad Touré played in Songhai. (2 x 2) (4)
4. Comment on how Muhammad Touré centralized the government. (2 x 2) (4)

## TOPIC 2: EUROPEAN EXPANSION AND CONQUEST DURING 15TH – 18TH CENTURIES

### SPANISH CONQUESTS

#### Concepts

Indigenous	Native or original inhabitants
Colonial conquest	Colonial powers that invaded colonies and then took political, social and economic control
conquistadors	Spanish soldiers who conquered the Inca and Aztec empires
tribute	Colonised people had to pay tax in the form of produce or labour
colonialism	System of expansion whereby countries are invaded and conquered by the colonial powers
encomienda	System whereby Spanish settlers could collect 'tribute' from local people
independence	The right of people to govern themselves





## **Cortés Conquers the Aztecs**

- European rulers wanted explorers to find riches to bring back to Europe.
- Hernán Cortés led an expedition to Mexico in 1519.
- His ships carried 600 conquistadors with horses and weapons.
- They wanted fame and riches.
- Cortés had heard about the Aztecs.
- The Aztecs ruled an empire that covered much of present-day Mexico.
- Its capital city, Tenochtitlán, was beautiful and huge.
- It was twice as big as any European city.
- The Aztec ruler, Moctezuma, welcomed Cortés, but Moctezuma soon sent the Spaniards away.
- The conquistadors were greedy for gold.
- His soldiers had horses, guns, and armor, and the Aztecs did not.
- Smallpox made the Aztecs weak.
- Cortés defeated them.
- In 1535, Spain controlled the Aztec empire and named it New Spain.
- After Cortés, conquistadors explored Central and South America to find gold and treasure.
- Pizarro conquered the Inca empire in South America in the 1530s.

### **Exploring North America**

- Conquistadors went north looking for gold. Juan Ponce de León claimed present-day Florida for Spain in 1513.
- He was looking for a “fountain of youth.”
- A legend said it would make an old person young again.
- Spain sent de Soto to search for gold in the area beyond Florida in 1539.
- He traveled as far as the Mississippi River. He found no gold.
- The conquistadors fought against and enslaved the American Indians they met.
- In 1540, Francisco Vázquez de Coronado and his men traveled 3,500 miles looking for gold.
- Spanish explorers were the first Europeans to see most of North America.
- They learned about the geography and peoples of the region.

From: [https://www.eduplace.com/ss/socsci/books/content/ilessons/51/ils\\_gr5b\\_u2\\_c03\\_l4.pdf](https://www.eduplace.com/ss/socsci/books/content/ilessons/51/ils_gr5b_u2_c03_l4.pdf)

### **Paragraph writing:**

Use the information above to write a paragraph of 6 lines, sixty words.

1. Comment on why people inside the Aztec empire help Cortés defeat the Aztecs? (6)
2. Use the source and your own knowledge explain what the Spanish hoped to find in the lands north of Mexico? (6)

## **The Spanish conquests of the Aztecs and the Incas:**

Spanish conquest of the Americas closely tied to Columbus's voyages of discovery.

The Americas were called The New World.

First contact was with the people of the Caribbean Islands, i.e. Arawaks and Caribe. They were farmers and fishermen; they became slaves on their own land as the Spanish forced them to work for them, to accept the Spanish traditions and religion; started with the sugar plantations. They started settlements on the islands and gave them Spanish names such as Hispaniola, Cuba, Puerto Rico and Jamaica.

### **The Spanish conquest of the Aztecs:**

- Spanish hoped to find gold and silver on the mainland of the American continent.
- At that time the Aztec empire was the strongest state in Central America.
- Its emperor, Moctezuma had enormous power, a large army and controlled lives of over 10 million people.
- The Aztec capital, Tenochtitlan was a thriving city of 300 000 people.
- The defeat of the Aztecs started in 1519.
- A small group of Spanish soldiers, led by an adventurer, Hernan Cortés, landed on the coast and marched inland to attack the Aztec empire – within three years, Moctezuma was dead, his empire had been plundered and the city of Tenochtitlan destroyed.

### **The Spanish conquest of the Inca:**

- The Inca empire in South America was the largest, most successful and most advanced in the Americas.
- Ten years after the Aztec defeat, another group of conquistadors led by Francisco Pizarro, attacked and conquered this vast empire.
- Other Spanish conquistadors invaded and took over other parts of America – all of Central and South America (except for Brazil which was colonized by Portugal) – Spanish settlers came to live there.
- The Spanish also established settlements in Florida and California.

### **The impact of the Spanish conquest on the people of the Americas:**

- The most immediate impact was a drastic decline in the numbers of the indigenous population.

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
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**Reasons:**

- The result of violent Spanish conquest and warfare.
- Diseases like smallpox and measles.
- Harsh treatment of the indigenous people by the Spanish – introduced a system called encomienda – Spanish settlers were given the right to collect ‘tribute’ from local people – tribute was in the form of produce or labour.
- Spain became very wealthy from the gold and silver mines in their colonies – the local people worked in these mines under most terrible conditions – they were treated as slaves – thousands died. Some Spaniards spoke against the bad conditions like monk, Bartolomé de las Casas – efforts led the Spanish government passed a set of laws which restricted system of collecting.

**The impact of slave trading:**



- The Spanish bought slaves from the Portuguese and later from other European powers.
- All together there were about 1.5 million slaves in Spanish America.
- Most of them worked on sugar plantations on the Spanish Caribbean islands of Puerto Rico, Hispaniola and Cuba.
- Other slaves worked on the American mainland, on farms and cattle ranches of northern Mexico, the silver mines of Mexico and Peru and the sugar plantations in Panama.
- African slaves worked in the towns. In 1640 there were 20 000 slaves in Lima.
- The Spanish classified people according to their race.
- Some slaves ran away – 1553 slaves on board a Spanish ship seized control and beached it on the coast of Ecuador.

**Essay question:**

The Spanish conquest of the Aztec Empire, or the Spanish–Aztec War, was one of the most significant and complex events in world history.

Do you agree with the statement? Use relevant evidence to support your answer.

[50]

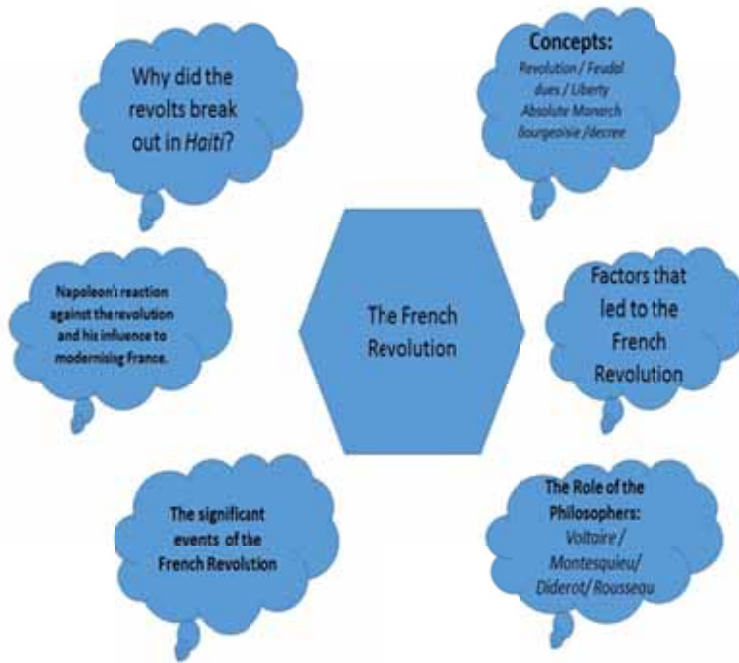
<p><b>PRESENTATION</b></p>  <p><b>CONTENT</b></p> 	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	<p><b>47–50</b></p>	<p><b>43–46</b></p>					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.</p>	<p><b>43–46</b></p>	<p><b>40–42</b></p>	<p><b>38–39</b></p>				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	<p><b>38–39</b></p>	<p><b>36–37</b></p>	<p><b>34–35</b></p>	<p><b>30–33</b></p>	<p><b>28–29</b></p>		
<p><b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			<p><b>30–33</b></p>	<p><b>28–29</b></p>	<p><b>26–27</b></p>		
<p><b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				<p><b>26–27</b></p>	<p><b>24–25</b></p>	<p><b>20–23</b></p>	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					<p><b>20–23</b></p>	<p><b>18–19</b></p>	<p><b>14–17</b></p>
<p><b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						<p><b>14 –17</b></p>	<p><b>0–13</b></p>

**Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

THE FRENCH REVOLUTION

HOW DID THE FRENCH REVOLUTION LAY THE FOUNDATION FOR MODERN DEMOCRACIES?



CONCEPTS

Absolute rule	A form of government where the ruler has unlimited power and the people of the country do not have a say in how they are governed
Moderate	average, not extreme.
Radical	thorough, drastic, extreme.
Feudal registers	Documents in which feudal relationships were recorded - which Peasants "belonged" to which lord, and in which village they lived
Tithe	Ten percent of one's income or produce paid to the Church, like tax

## FOR THE PEOPLE BY THE PEOPLE

Tolerance

Liberty

### TIMELINE

DATE	EVENT
July 1788	Calling together of the Estates General
17 June 1789	Third Estate declares itself the National Assembly
14 July 1789	Storming of the Bastille
Late July 1789	The Great Fear
4 August 1789	Nobles surrender their special privileges
20 April 1792	Legislative Assembly declares war on Austria
21-22 September 1792	The monarchy is done away with
January 1793	Louis XVI is guillotined
June 1793	The Jacobins take power
28 July 1794	Robespierre is guillotined
1799	Napoleon seizes power; Revolution ends



The storming of the Bastille, July 14 1789. Hundreds of Parisian workers stormed the Bastille fortress, marking the beginning of the French Revolution.  
Source: [www.discoverfrance.net](http://www.discoverfrance.net)

## **Background and focus:**

- The French Revolution marks an important chapter in the birth of the modern world.
- The revolution brought about the collapse of the old order i.e. the Ancien Regime and replaced it with a government based on democratic principles.

## **WHAT WERE THE FACTORS THAT LED TO THE FRENCH REVOLUTION IN 1789?**

### **Political conditions prior to 1789:**

- Absolutism- Divine Rights of Kings: believed God had given him power to rule. His subjects had to obey him without question.
- The Estates General had not convened since the year 1614 misuse of power inability to rule efficiently.
- Parliament: France divided into 13 districts under the jurisdiction of a court of law. Power to register laws made by the king. Tried criminal cases.
- Public censors. Fixed prices of bread.

### **Social conditions prior to the revolution:**

#### **Structure of French Society:**

#### **Divided into 3 Estates:**

##### **First Estate**

- Clergy: Upper clergy (Nobles by birth) and the Lower clergy (commoners).
- The Clergy make up 1% of population; owned 10-15% of land; exempt taxes, collected tithes.

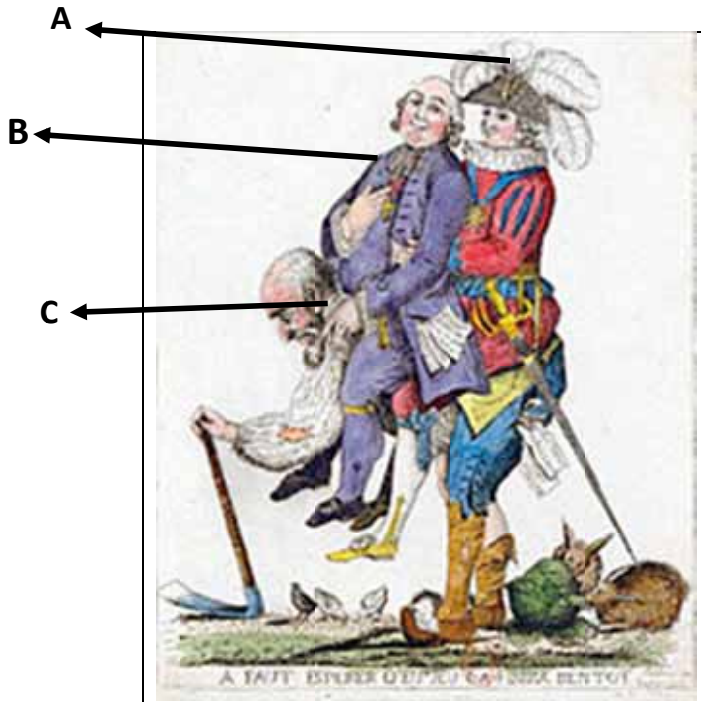
##### **Second Estate**

- Nobles: Nobles of the sword {by birth}; Nobles of the Robe (bought positions).
- They make up 2-5% of population; owned 20% of land; occupied highest positions in church, army & govt.
- They are exempted from taxes, collected rent & feudal dues; no compulsory military duty

##### **Third Estate**

- Commoners: The bourgeoisie, the peasants, the workers.
- Bourgeoisie -8% of population; -well-educated & rich; owned 20% of land.
- Peasants - 90% of population - Paid tax to the state {gabelle & taille}; paid feudal dues to nobles.
- Performed unpaid labour for the state. Lived in intense poverty. Workers - sans culottes; low pay; lived in urban areas.

A Commoner (Third Estate) Carrying the Nobility and Clergy on his back



Trois Ordres by M. P. 1789

Source: Bibliothèque nationale de France

1. Identify the THREE estates labelled A, B and C in the cartoon. (3 x 1) (3)
2. Explain how the rights of C was violated. (2 x 2) (4)
3. Comment on the privileges of A and B at the time. (2 x 2) (4)
4. How useful is this cartoon in portraying the French society in 1789? (2 x 2) (4)



The French Revolution



Causes of the French Revolution

- Watch the video clip on the causes of the French Revolution then answer the **essay question**.
- It was the social, political and economic causes that led to the French Revolution. Do you agree with the statement? Use evidence to support your answer. [50]



## ESSAY WRITING



**REMEMBER!!**

### **INTRODUCTION: MUST LINK TO THE QUESTION**

**Step one: stance and refer to question [Indeed, I agree, I disagree, I partially agree]**

**Step two: reason [because]**

**Step three: orientation [this essay]**

### **CONCLUSION**

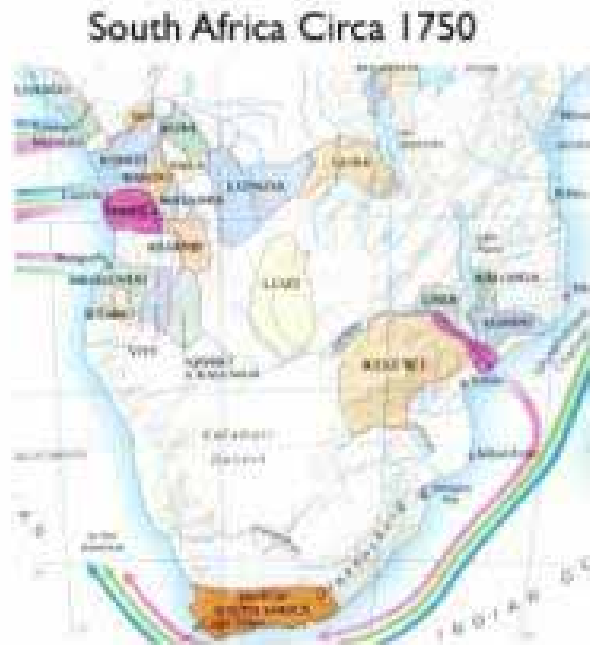
- ✓ **Wrap up the essay**
- ✓ **No new points in the conclusion**
- ✓ **Begin with a concluding statement**
- ✓ **Make reference to the question**
- ✓ **Sum-up/ draw together the main points that you have made**
- ✓ **Turn the introduction into a conclusion**

**Questions on this quiz are based on information from French Revolution - Causes**

Let's see how much you remember	
<p><b>1)</b> What kind of government did France have before the French Revolution?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Republic</li> <li><input type="radio"/> Democracy</li> <li><input type="radio"/> Monarchy</li> <li><input type="radio"/> Communist</li> <li><input type="radio"/> Socialist</li> </ul>	<p><b>6)</b> Comment on the fact that the commoners had to pay all sorts of taxes, while the wealthy nobles were exempt from many of the taxes.</p> <hr/> <hr/> <hr/>
<p><b>2)</b> What were the social classes of France called?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Castes</li> <li><input type="radio"/> Grades</li> <li><input type="radio"/> Ranks</li> <li><input type="radio"/> Estates</li> <li><input type="radio"/> Stations</li> </ul>	<p><b>7)</b> What social class did the commoners and peasants belong to?</p> <ul style="list-style-type: none"> <li><input type="radio"/> First Estate</li> <li><input type="radio"/> Second Estate</li> <li><input type="radio"/> Third Estate</li> <li><input type="radio"/> Lower Estate</li> <li><input type="radio"/> Upper Estate</li> </ul>
<p><b>3)</b> Who paid the majority of the taxes in the French government?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Nobles</li> <li><input type="radio"/> Commoners</li> <li><input type="radio"/> King</li> <li><input type="radio"/> Wealthy</li> <li><input type="radio"/> Church</li> </ul>	<p><b>8)</b> What social class did the clergy and church leaders belong to?</p> <ul style="list-style-type: none"> <li><input type="radio"/> First Estate</li> <li><input type="radio"/> Second Estate</li> <li><input type="radio"/> Third Estate</li> <li><input type="radio"/> Lower Estate</li> <li><input type="radio"/> Upper Estate</li> </ul>
<p><b>4)</b> What caused the French government to get into so much debt?</p> <ul style="list-style-type: none"> <li><input type="radio"/> War with Great Britain</li> <li><input type="radio"/> They helped the United States in the Revolutionary War</li> <li><input type="radio"/> Lavish spending by the king</li> <li><input type="radio"/> All of the above</li> <li><input type="radio"/> None of the above</li> </ul>	<p><b>9)</b> What was the 'gabelle'?</p> <ul style="list-style-type: none"> <li><input type="radio"/> A tax placed on salt</li> <li><input type="radio"/> A type of bread eaten by the commoners</li> <li><input type="radio"/> A labor tax where peasants had to work for free</li> <li><input type="radio"/> The heir to the French king</li> <li><input type="radio"/> The name of the French government before the French Revolution</li> </ul>
<p><b>5)</b> The price of what common food skyrocketed prior to the French Revolution?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Rice</li> <li><input type="radio"/> Wine</li> <li><input type="radio"/> Corn</li> <li><input type="radio"/> Chocolate</li> <li><input type="radio"/> Bread</li> </ul>	<p><b>10)</b> Which of the following was a major cause of the French Revolution?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Debt and taxes</li> <li><input type="radio"/> Famine</li> <li><input type="radio"/> Changes in culture</li> <li><input type="radio"/> Politics</li> <li><input type="radio"/> All of the above</li> </ul>

TOPIC 4

TRANSFORMATION IN SOUTHERN AFRICA IN THE 18TH AND 19TH CENTURIES



Detail from *DK Atlas of World History*, Ed. Jeremy Black

- In 1750, there was no country or sovereign state called South Africa.
- South Africa only became a sovereign state in 1910. By 1750, at the Cape under Dutch colonial rule, settlers had expanded northwards and eastwards from Cape Town.
- In the dry northern and western regions of the Cape lived Khoi herders and San hunter-gatherers.
- Since the arrival of the Dutch colony in 1652, the Nguni established a dense settlement between the coastal region in the Eastern Cape and the Drakensberg Mountains (which stretches from the Eastern Cape Province and extends north along the border of Lesotho and KwaZulu-Natal).
- Around 1750, the Khoi became incorporated into the Xhosa chiefdoms between the Kei and Keiskama Rivers.

**Concepts:**

Mfecane	
Transformation	
Historical myth	
Chiefdoms	
Khoisan	
Khoi	
San	
Livestock	
Raids	

**Overview:**

- The period 1750 to 1820 remains a challenging period for the historian to research and to understand.
- The then South African society experienced colonial expansion into the interior, the so – called Mfecane and British control over the Khoisan, the Trekboers, Voortrekkers and the African chiefdoms.
- Historians are of the opinion that land for the people to live on and to provide for their needs, land for their cattle and other animals, became a burning issue
- Trade and trade routes also played an important role in transforming society
- It led to numerous conflict situations between the various communities.
- People were uprooted and many lost their lives in the battles that were fought over land and trade routes
- The events between 1750 and 1820 transformed the South African society.



Shaka Zulu became the leader of the Zulu nation and was one of the driving forces behind the mfecane. Source: carpenoctem.tv

**Case Study: Southern Tswana Chiefdom: 1**

The Tswana chiefdom included the Bafokeng, Bahuruthshe, Bakgatla, Bakwena and Baolong. There were growing conflict among them.

## **Case Study: Southern Tswana Chiefdom: 2**

Several reasons for were given for the conflict that led to transformation of the community and surrounding areas. Changes to rainfall patterns, land and livestock. Increase in trade with other regions. Raids from the south

## **ESSAY QUESTION**

Discuss how the arrival of the British affected the Xhosa by explaining the Xhosa response to cooperation and conflict as well as the Xhosa cattle killings. [50]

## **WORKING WITH SOURCES**

WHAT is a source?

- A source is a piece of evidence that Historians use to find out about the past.
- There are many different types of sources that can be used, such as: letters, diaries, texts from books, pictures, cartoons etc.

### **SOME GENERAL HINTS TO HELP YOU WHEN WORKING WITH SOURCES:**

- **Always read the sources and the questions carefully.**
- **Make sure you relate your answer to the question, don't get bogged down writing everything you can think of.**
- **Read and use the captions underneath pictures and cartoons, they can be hugely helpful.**
- **Think carefully about timing yourself. Look at how many marks the question is worth and then work out how much time you should spend on it.**
- **Remember: An 8-mark question does not require you to make 8 points, it is the level of analysis in your answer that gets you marks.**

### **HINTS FOR YOUR ANSWER:**

- **Firstly, read the caption and the source carefully. Ask yourself what the source tells you about people's understanding of the causes of disease.**
- **You should now be aware of what the source is telling you and what your background knowledge is.**
- **However, it is not enough to just write down this is what the source tells me ... and this is what I know ...**
- **To gain maximum marks, you need to link your knowledge with the information in the source.**
- **For example: the source tells you that some people believed that disease was caused by the drinking of water which was infected by gases.**
- **This will only gain you a couple of marks because you have not used your own knowledge at all in the answer.**
- **Now think about what you know. What do you know about people's understanding of disease in the early nineteenth century?**