

SENIOR SECONDARY INTERVENTION PROGRAMME 2013



education

Department: Education

GAUTENG PROVINCE

GRADE 12

HISTORY

TEACHER NOTES

The SSIP is supported by



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TEACHER NOTES

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SESSION 1: TOPIC 1: UHURU – INDEPENDENT AFRICAN STATES

Teacher Note: This session introduces *Uhuru* and gives examples of the various ways different states achieved their independence.

LESSON OVERVIEW

1. Give basic outline of Uhuru, explaining the basic concepts again and explaining how decolonisation took place through various ideological influences: 10 minutes
2. Typical exam questions: 1 hour, 15 minutes
3. Review typical exam questions: 5 minutes

SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes**KEY QUESTION:**

HOW DID *UHURU* AND AFRICAN NATIONALISM CONTRIBUTE TOWARD AFRICAN INDEPENDENCE?

Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test the outcome of the Cuban Missile Crisis. NB: The learner DOES NOT answer this question!

Study the sources and use your own knowledge to answer the following questions.

Teacher Note: Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are speaking about in their answer.

QUESTION 1: 10 minutes**SOURCE A**

“Western colonial powers invested millions of rand into their colonies, and a beginning was made with the construction of roads, railroads, industries and mines. Diseases such as malaria and sleeping sickness, which had been prevalent in Africa were combated by Western medical science. Tribal wars were stamped out, while education and training opened new frontiers to the illiterate masses. Colonialism held both advantaged and disadvantages for the inhabitants of Africa. On one hand, Africans had lost their freedom and independence, but on the other Africa was now set upon the road to development.”

- Source: SP Jordaan and HA Mocke, *Exploring History – Standard 10, via Afrika Ltd, 1991*

1.1 Imagine that you are (a) a white colonialist and (b) a black nationalist. (2 x 2) (4)

What would your reactions be to the term *uhuru*?

1.2 How would these two reactions differ? (2 x 1) (2)

1.3 Does the extract above support colonialism or independence? (2 x 2) (4)

Justify your answer.

[10]

QUESTION 2: 35 minutes**SOURCE B**

Expeditions have been sent in every direction forcing natives to make rubber and to bring it to the (State trading) stations. War has been waged all through the district of the Equator, and thousands of people have been killed and villages destroyed. Many women and children were taken and twenty-one heads were brought to Stanley Falls, and have been used by Captain Rom as a decoration round a flower bed in front of his house. Most white officers out in the Congo are averse to the India-rubber policy of the State, but the laws command it. If the Arabs had been masters, it would be styled iniquitous trafficking in human flesh and blood, but being under the administration of the Congo Free State, it is merely a part of the philanthropic system of liberating the natives.

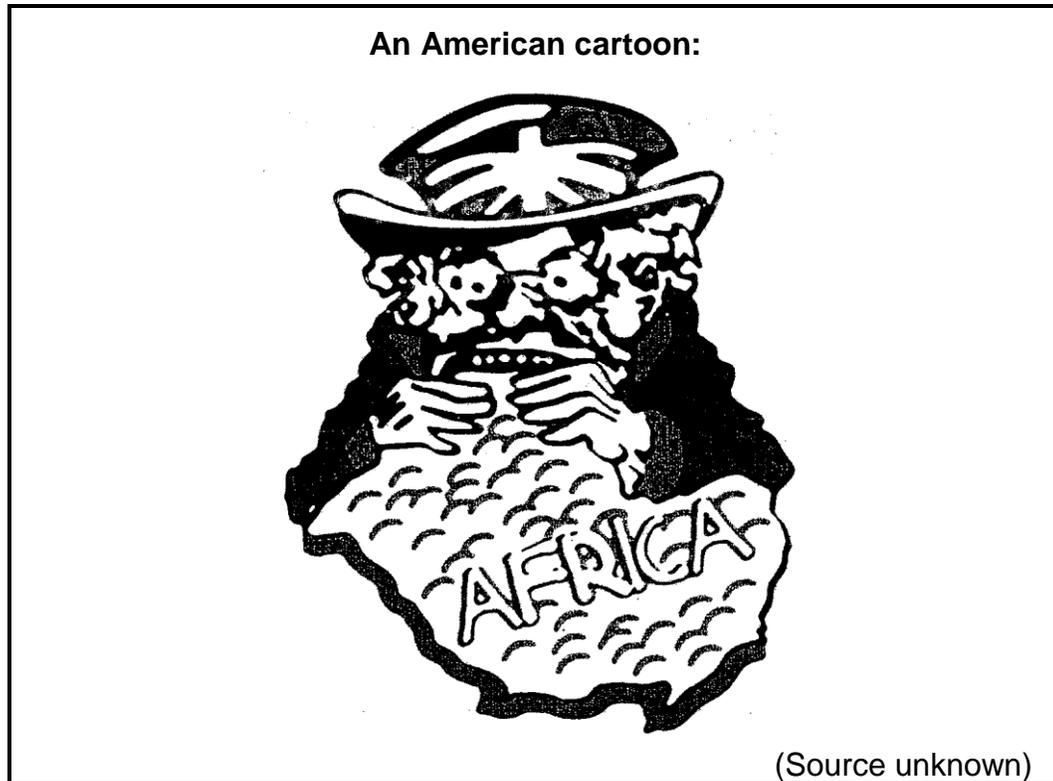
From: the diary of E. J. Glave, an English traveller, published in *Century Magazine*, 1896, cited in *Focus on History Book 3* by N Parsons, 1980, College Press.

['iniquitous' is an old-fashioned word for 'wicked' or 'evil']

2.1 Say whether this is a primary or a secondary source. Explain how you know this. (1 + 2) (3)

2.2 Why do you think this report was originally produced? (2)

- 2.3 Which two acts of the colonial soldiers have most outraged the writer? Why? (2 + 2) (4)
- 2.4 The writer uses the word 'philanthropic' in the last line. This word usually means 'kind' or 'showing concern for humanity, esp. by performing charitable actions, donating money'. Is it being used in this way in the source? Explain the tone of the writer. (1 + 2) (3)

SOURCE C

- 2.5 Which country is represented by the man in the cartoon? Explain which visual clue helped you to identify him. (1 + 2) (3)
- 2.6 What is the message of the cartoon? (3)
- 2.7 Does the cartoon in Source C present the same opinion of colonialism as the diary extract in Source B? Explain your answer fully. (1 + 3) (4)
- [22]

! Teacher Note: When learners are asked if two sources complement each other, they need to compare the sources and see where they agree with each other. They must then answer very specifically, for instance "Source A says ... while Source B says So the two Sources complement each other because ..."

QUESTION 3: 35 minutes

Use the information in the sources above, as well as your own historical knowledge and discussions during class, to answer the longer question below. Your responses should be factually accurate.

‘Pan-Africanism was a mighty force that unified African resistance. It is therefore entirely responsible for the independence of the continent in the present.’

Is this a valid statement? Explain your opinion and support it with historical evidence.

[30]



Teacher Note: The essay question counts 40% of the exam. Learners need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: SOLUTIONS FOR SECTION A: TYPICAL EXAM QUESTIONS



Teacher Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- 1.1 (a) a white colonialist – *Uhuru* would symbolise the end of the white man’s influence in Africa. A white colonialist might be afraid that *Uhuru* would mean being evicted from the country. (2 x 2) (4)
- (b) a black nationalist – would be inspired by the term. They would be encouraged to stand up for their independence.
- 1.2 The white colonialist has a negative reaction, where the black nationalist will have a positive reaction. (2 x 1) (2)
- 1.3 The above extract supports colonialism. It speaks mostly of all the technological innovations that the colonial powers brought to Africa and downplays the negative (Africans losing their independence), by emphasising the colonial power’s positive influence. (2 x 2) (4)

[10]

QUESTION 2

- 2.1 Primary: ✓ diary is firsthand evidence ✓ by eyewitness ✓ (3)
- 2.2 May have been fact-finding ✓ commissioned by a concerned organisation or government body ✓ (2)
- 2.3 Any **TWO** of the following:
- Women and children have been targeted; ✓ these groups usually left alone because defenceless ✓
 - People have been beheaded ✓ and their body parts defiled ✓
 - Thousands killed and villages destroyed ✓ in the name of 'liberating' them ✓ (4)
- 2.4 No, he is being sarcastic: ✓ the colonials here are being the opposite of kind and considerate; ✓ they are murderous and brutal to fellow humans ✓ (3)
- 2.5 Britain or England: ✓ he has a Union Jack (British flag) ✓ on his hat ✓ (3)
- 2.6 Colonial powers like Britain ✓ are greedily consuming ✓ all the resources of Africa at the expense of the people on this continent ✓ (3)
- 2.7 Yes, the sources both agree ✓ that African people and resources ✓ are being brutally exploited ✓ and that this colonial behaviour is unacceptable and an outrage ✓ (4)
- [22]**

QUESTION 3**Extended writing exercise****Introduction:**

- Learner should acknowledge driving force of Pan-Africanism as theory but more immediate (short-term) events precipitated independence ✓
- By 1945, ideas of W.E.B. du Bois in place to unite all of African descent ✓
- WWI saw many Africans fighting on side of British, therefore ideas of equality and merit; ✓ also encouraged by League of Nations ✓
- Congresses in 1923 and 1927 saw requests for African self-rule ✓
- South Africans began agitating against racist policies of government; ANC founded in 1912 ✓

Elaboration:

- WWII meant less European attention given to African concerns; ✓ Africans had opportunity to travel and equality as soldiers ✓
- Access to new cultures; ✓ also media and propaganda ✓
- War depleted finances of empires, especially Britain and France; ✓ looked to trade with Africa rather than expensive administration of colonies ✓
- Emergence of new superpowers – USA and USSR; ✓ both interested in power in Africa – Cold War ✓
- Economic and technological progress encouraged African independence; ✓ industrialisation, urbanisation and education saw change in role from labourers to stakeholders; ✓ wanted share in or control of profits ✓
- Example of Asian countries freed from Japanese rule after WWII ✓
- Supported by UN Charter, which guaranteed self-determination and admission to UN ✓
- Fifth Pan-Africanist Congress held in Manchester, England, in 1945; ✓ delegates were pro-independence supporters ✓ like Hastings Banda (Nyasaland/Malawi), Kwame Nkrumah (Ghana), Jomo Kenyatta (Kenya) ✓
- In South Africa, 1948 elections lost by Smuts to National Party; ✓ imposition of apartheid meant end of ANC dream of independence; ✓ next 40 years saw entrenchment of white minority power ✓

Conclusion:

- Pan-Africanism seemed to have little effect in international relations; ✓ black people used in times of crisis but not accorded real political or social power; ✓ in most African countries, independence came later, in the 1960s, and in South Africa only in 1994 ✓
- Therefore, useful as a long-term concept for unity but short-term events seem to play a bigger role; ✓ hence statement is not entirely true or valid ✓

[30]

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

QUESTION 1**SOURCE D: Cartoon**

'Africa chained', a 1959 cartoon by Ronald Searle



Source: *A History of the Twentieth Century* by B. O'Callaghan, 1987, Longman

- 1.1 Is this cartoon a primary or a secondary source? Explain how you know. (3)
- 1.2 Explain whether you think this cartoon provides an accurate view of colonialism. (3)
- 1.3 By 1959, when the cartoon was produced, the people in Africa were no longer literally in physical chains, so what does the title of the cartoon mean? (2)

SOURCE E: The Atlantic Charter

The Atlantic Charter, Clause Three:

... They [Britain and the US government] respect the right of all peoples to choose the form of government under which they will live; and they wish to see **sovereign** rights and self-government restored to those who have been forcibly deprived of them.

(From: *History of Africa* by Kevin Shillington, 1995, St Martin's Press.)

- 1.4 Use your own words to define the term 'nationalism'. (3)
- 1.5 Which groups of people would have supported African nationalism? Explain your answer. (2 + 2) (4)
- 1.6 Which groups of people would have come out against African nationalism? Why? (2 + 2) (4)
- 1.7 Why was this clause in particular such a challenge for the groups you listed in Question 1.6 above? (2)
- [21]

SECTION D: SOLUTIONS TO HOMEWORK

QUESTION 1

- 1.1 Primary: ✓ produced in 1959, ✓ therefore made at the time ✓ (3)
- 1.2 Yes; ✓ because Africans were denied representation ✓ and were exploited for their labour and the resources of the continent ✓ (3)
- 1.3 While Africans were not literally chained in the 20th century, there was economic and social slavery; ✓ inequality ✓ (2)
- 1.4 **Accept sensible alternatives.**
Nationalism is an extreme form of national independence: ✓ the belief that one's country should control its own affairs ✓ and has the right to do so without interference ✓ (3)
- 1.5 African workers who had been enslaved or exploited by colonials or foreigners; ✓✓ anyone, for example, citizens of African countries, who believed in their country's right to autonomy and independence ✓✓ (4)
- 1.6 Colonials who had freely taken advantage of African resources and labour and wanted to hold on to their territory and power; ✓✓ anyone who thought Africans were incapable of running their own governments ✓✓ (4)
- 1.7 It meant that all peoples, including those in former colonies, had the right to be independent ✓ and therefore foreign powers would have to take their demands for equality and sovereignty into consideration ✓ (2)

[21]

SESSION 1: TOPIC2: UHURU – IMPACT OF INTERNAL AND EXTERNAL FACTORS ON NATIONHOOD

LESSON OVERVIEW

- | | |
|--|--------------------|
| 1. Give basic outline of Uhuru, explaining how, after <i>Uhuru</i> , African States faced various possibilities and constraints when building their new nations: | 10 minutes |
| 2. Typical exam questions: | 1 hour, 15 minutes |
| 3. Review typical exam questions: | 5 minutes |

SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes

KEY QUESTION:

WHAT CONSTRAINTS AND POSSIBILITIES DID THE NEWLY FORMED AFRICAN STATES FACE?

Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test the outcome of the Cuban Missile Crisis. NB: The learner DOES NOT answer this question!

Study the sources and use your own knowledge to answer the following questions.

Teacher Note: Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are speaking

QUESTION 1: 25 minutes

SOURCE A

“When we were at school we were taught to sing the songs of the Europeans. How many of us were taught the songs of the Wanyamwezi or of the Wahehe? Many of us have learnt to dance the rumba, or the cha cha, to rock and roll and to twist and even to dance the waltz and foxtrot. But how many of us can dance, or have even heard of the gombe sugu, the mangala, nyang umumi, kiduo, or lele mama?”

-Julius Nyerere, first President of Tanzania. Source: www.great-quotes.com

- | | | | |
|-----|---|---------|-----|
| 1.1 | Why does Nyerere suggest that Tanzanians should learn local songs and dances? | (1 x 2) | (2) |
| 1.2 | Does this relate to Nyerere's policy of ujamaa? Motivate your answer. | (2 x 2) | (4) |

Teacher Note: *Ujamaa* comes from the Swahili word for extended family or familyhood and is distinguished by several key characteristics, namely that a person becomes a person *through the people* or community. *Ujamaa* was the concept that formed the basis of Julius Nyerere's social and economic development policies in Tanzania just after it gained independence from Britain in 1961. Nyerere pointed out the need for an African model of development and it formed the basis of African socialism.

SOURCE B

This article was published in *Time* magazine

THE NEW, INDEPENDENT AFRICA: A Long Way from Modern Civilization
Friday, Aug. 03, 1962

SINCE 1956, more than 100 million Africans have won their independence. In the U.N. Assembly, they carry considerable weight. Their attitudes are considered part of "world opinion," their allegiance is eagerly sought by East and West, and their new nationhood is widely celebrated as progress. Yet by any measurement, material or spiritual, most of the new Africa still is a long, heartbreaking distance away from modern civilization.

- Source: www.time.com

Teacher Note: *Time* is a weekly news magazine, published in America and sold worldwide. It is a conservative magazine, and promoted American views against communism during the Cold War.

- | | | | |
|-----|--|---------|------|
| 1.3 | In which year was the article published? | (1 x 1) | (1) |
| 1.4 | Is the title of the article positive or negative in its attitude to independent African states? Support your answer. | (2 x 2) | (4) |
| 1.5 | What is the UN Assembly? | (2 x 1) | (2) |
| 1.6 | The source is not reliable, but it is useful. | (2 x 2) | (4) |
| | a. In what way is it not reliable? | | |
| | b. In what way is it useful? | | [17] |

QUESTION 2: 22 minutes**SOURCE C**

"We must remember that the European agreements that had carved up Africa into states paid little attention to cultural and ethnic boundaries and ethnic groups had little opportunity or need to form political alliances or accommodations under repressive colonial rule..."

- Source: Richard H. Robbins, *Global Problems and the Culture of Capitalism* (2002)

SOURCE D

African independence was greeted with pomp, ceremony and a resurgence of traditional African music and dance. 'A new day has dawned', 'we are on the threshold of a new era', 'we have now entered into the political kingdom' — those were the phrases of the day, and they were repeated until they became clichés. But, all the to-ing and fro-ing from Cotonou to Paris and from London to Lusaka and all the lowering and raising of flags cannot be said to have been devoid of meaning. Withdrawal of the directly-controlled military and judicial apparatus of the colonisers was essential before any new alternatives could be posed with regard to organisation, social structure, economic development, etc.

- Source: Walter Rodney in *How Europe Underdeveloped Africa*, 1973, Chapter 6

**Teacher Note:**

A 'cliché' is a tired and overused expression that is superficial, and to a large extent has lost its meaning.

SOURCE E

"I am tired of being told that Africa's present condition is the result of African incompetence or general inferiority of capacity. Our mistakes in Tanzania and Africa's mistakes generally made an impossible situation worse; they do not account for the situation itself."

- Julius Nyerere speaking at the Institute of Social Studies at The Hague in the Netherlands in the early 1980s.

- | | | | |
|-----|---|---------|-----|
| 2.1 | Source C gives two reasons why Africa experienced problems at independence. Name these two reasons. | (2 x 1) | (2) |
| 2.2 | What phrases does Rodney suggest have become clichés? | (3 x 1) | (3) |
| 2.3 | Why are these phrases regarded as clichés? | (3 x 1) | (3) |
| 2.4 | What does Julius Nyerere blame for Africa's problems in Source E? | (1 x 2) | (2) |
| 2.5 | In what way is his view different from the view of Source C? | (2 x 2) | (4) |

[14]

QUESTION 3: 28 minutes

Use the information in the sources above, as well as your own historical knowledge and discussions during class, to answer the longer question that follows. Your responses should be factually accurate.

‘The colonial powers made sure that when they withdrew from Africa, the newly independent states were crippled: autonomy and democracy didn’t stand a chance.’

How accurate is this statement? Explain your opinion. Support your ideas by using evidence from African countries from the 1960s to 1970s.

[30]

Teacher Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: SOLUTIONS FOR SECTION A

Teacher Note: Mark allocation works as follows:
(Number of correct facts x Number of marks) = (TOTAL MARKS)

QUESTION 1

- | | | | |
|-----|---|---------|-----|
| 1.1 | Tanzanians should become proud of their own heritage and throw off the legacy of European rule. | (1 x 2) | (2) |
| 1.2 | Yes it does, as becoming a person “through your community” means you must learn the customs and traditions of that community, such as dances and songs. | (2 x 2) | (4) |
| 1.3 | 1962 | (1 x 1) | (1) |
| 1.4 | Negative; as the title suggests that Africa has a long way to go before they can be seen as a modern civilisation | (2 x 2) | (4) |
| 1.5 | The United Nations Assembly is an organisation of independent states, formed in 1945, to promote international peace and security. | (2 x 1) | (2) |
| 1.6 | The source is not reliable, but it is useful. | (2 x 2) | (4) |
| | a. It is not reliable as it is biased; promoting Western interests, not looking toward African interests. | | |
| | b. It is useful because it gives a clear view of the Western opinion of Africa. | | |

[17]

QUESTION 2

- | | | | |
|-----|--|---------|-------------|
| 2.1 | <ul style="list-style-type: none"> • When Europe colonised Africa, they drew national boundaries with little regard to cultural and ethnic boundaries • Ethnic groups did not have the opportunity or need to form political alliances or accommodations under repressive colonial rule. | (2 x 1) | (2) |
| 2.2 | <ul style="list-style-type: none"> • 'A new day has dawned' • 'we are on the threshold of a new era' • 'we have now entered into the political kingdom' | (3 x 1) | (3) |
| 2.3 | Each phrase has been overused and the meaning of the phrases lies only in hope for the future; as the promise that the phrases used to hold has not come true. | (3 x 1) | (3) |
| 2.4 | Colonial rule – more than just African incompetence or mistakes | (1 x 2) | (2) |
| 2.5 | Both sources blame colonial rule for the basis of their problems, but Source E admits that African countries have made mistakes to make the problems much worse. | (2 x 2) | (4) |
| | | | [14] |

QUESTION 3**Extended writing****Introduction:**

- Learner must state opinion (to what extent they agree) ✓
- Not all aspects of new states were as a result of European colonisation ✓
- Little effort made to promote democracy and human rights ✓
- New governments inherited colonial expenses and economic systems ✓
- Social services (education, health and so on) inadequate, public downtrodden and poor ✓

Elaboration:

- Not wealthy or economically self-sufficient at independence ✓
- Economies based on exporting raw materials and importing manufactured goods; ✓ few secondary industries; ✓ transport and infrastructure based accordingly ✓
- Empires had retained skills, like in mining sector ✓
- Change from traditional subsistence farming to cash crops brought famine, drought worsened conditions; ✓ needed to import food ✓
- Terms of trade controlled by West; ✓ foreign aid brought further debt and dependence ✓

- Loans used for prestige and arms; ✓ corruption, mismanagement; ✓ widening poverty gap ✓
- One-party states grew organically out of old authoritarian regimes ✓
- Ethnicity manipulated to cause conflict, tension and instability ✓
- Influence of military further destabilised – rule of fear ✓
- Incompetence, greed, corruption and power struggles contributed to instability; ✓ not only colonial hangover ✓
- Illiteracy dilemma: long-term primary education for all or immediate tertiary education for elite? ✓
- Healthcare lacked facilities and skilled workers; ✓ poverty aggravated illness, malnutrition; ✓ death rate highest in the world at independence, and life expectancy the lowest ✓

Conclusion:

- Colonialism main contributing factor but not only one ✓
- African despots responsible for managing remains of empire – democracy not a viable option for power-hungry rulers ✓
- Poverty, civil war, disease and despair all preventable; many leaders crippled their own countries; ✓ therefore statement unfair ✓

[30]

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

QUESTION 1**SOURCE A: Sir Roy Welensky**

An extract from a speech by Sir Roy Welensky, the colonial prime minister of the Central African Federation (later Zambia, Zimbabwe and Malawi) 1956 to 1963, on the subject of African self-government:

“We believe that Africans should be given more say in the running of the country, as and when they show their ability to contribute more to the general good, but we must make it clear that even when that day comes, in a hundred or two hundred years, time, they can never hope to dominate the partnership. They can achieve equal standing but not beyond that.”

SOURCE B: Julius Nyerere

New York Times, 27 March 1960

Africa Needs Time

by Julius Nyerere

Within ten years, Africa will have won its fight against foreign domination. Then the continent will be free to concentrate on its battle for the consolidation of its freedom, the achievements of economic, political and moral equality before the world.

The slogan ‘Africa must be Free’ must not be confined to the idea of freedom from foreign rule. It must, if it means anything at all, mean freedom for the individual man and woman – freedom from every form of oppression, indignity, intimidation or exploitation. It must include the right of the individual citizen to re-elect or to replace the government of his own country. It must also, of course, include freedom of the government to govern, without fear of any attempt to replace it by means other than that of the ballot box.

It is important to emphasise the difference between democracy itself and the various forms it can take. To my mind, there are two essentials for democracy. The first of these is the freedom and wellbeing of the individual; the second is that the method by which the Government of a country is chosen must ensure that the government is freely chosen.

- 1.1 Does Welensky really believe in 'equal standing'? Explain fully by referring to the source to back up your response. (4)
- 1.2 What do you think African reaction must have been to this speech? (3)
- 1.3 Explain in your own words the **two** different kinds of freedom Nyerere would like to see in Africa. (4)
- 1.4 Explain in your own words the two different aspects of democracy Nyerere thinks are important. (4)
- 1.5 How is Source B different in both **content** (what is said) and **tone** (how it is said) to Source A? (4)
- [19]

SECTION D: SOLUTIONS TO HOMEWORK:

TOPIC: UHURU – IMPACT OF INTERNAL AND EXTERNAL FACTORS ON NATIONHOOD

SOURCE-BASED QUESTIONS

- 1.1 No not really: ✓ he still thinks that Africans are unable to rule themselves ✓ as well as white colonisers might; ✓ he can never hope to dominate the partnership – i.e. will always be subservient ✓ (4)
- 1.2 Outrage; ✓ disappointment; ✓ it probably fuelled resistance movements considerably ✓ (3)
- 1.3 Political recognition ✓ in the form of independence from colonising countries; ✓ global acceptance ✓ and being taken seriously as a world power ✓ (4)
- 1.4 Civil and human rights ✓ for each person in the democracy; ✓ stable ✓ and confident government ✓ (4)
- 1.5 Content: A does not welcome independence ✓ while B calls for it in the next ten years ✓
Tone: A is patronising ✓ while B is demanding ✓ (4)
- [19]

SESSION 1 SELF STUDY: CONSOLIDATION – UHURU**LESSON OVERVIEW**

4. Typical exam questions: 1 hour, 15 minutes
5. Review typical exam questions: 15 minutes

SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes

Teacher Note: This session will be laid out in the same format as Question 2 in Paper 1 of the Matric Final examination. All questions will appear first, with all sources afterwards in the same fashion as an addendum.

KEY QUESTION: *(Taken from Sunday Times Exemplar 2009)*

DID JULIUS NYERERE’S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?

Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test if Nyerere’s Ujamaa policy helped Tanzania attain Uhuru. NB: The learner DOES NOT answer this question!

QUESTION 1

1. Refer to Source 2A.
 - 1.1 What, according to Source 2A, was the state of the economy in the newly independent Tanzania? (1 x 2) (2)
 - 1.2 Give one word for the economies of the independent states that found themselves reliant and dependent on Europe (not in the passage). (1)
 - 1.3 What idea was Nyerere’s foreign policy based on (one word) and what did it mean? (1 + 1) (2)
- [5]

QUESTION 2

2. Refer to Source 2A and 2B.
- 2.1 Use the information in Source 2A to explain why Nyerere is drawn in this way in Source 2B (1 + 1) [2]

QUESTION 3

3. Read Source 2C, Source 2D and Source 2E.
- 3.1 Use Source 2C to summarise the main aims of Ujamaa. (4 x 1) (4)
- 3.2 According to these sources, in what ways did Ujamaa fail? (3 x 2) (6)
- 3.3 Explain why Tanzania could be said to be a socialist country under Nyerere. (2 x 2) (4)
- [14]

QUESTION 4

4. Read Source 2E again
- 4.1 What is the meaning of the policy of “nationalisation”? (1 x 2) (2)
- 4.2 What problem did this policy of nationalisation encounter? (1 x 2) (2)
- 4.3 What does the author mean when he says that *“Tanzania was far better off with a saint for a president than a tyrant. But the Tanzanian experiment offers good evidence that saints do not really make good presidents”*? (3 x 2) (6)
- [10]

QUESTION 5: Extended Writing

5. Using all the sources and your own knowledge, answer ONE OF the following questions. Your answer must be approximately 2 pages in length.
- 5.1 *“Tanzania’s African socialist economic policy was a failure.”* (30)
Assess this statement by referring to Ujamaa.
- OR**
- 5.2 Using all the sources and your own knowledge, write a report on the successes and failures of Nyerere's policy of Ujamaa as a model for Uhuru (freedom). (30)
- [30]



Teacher Note: The essay question counts 40% of the exam. Learners need to learn the format and how to refer to sources. No bullet points allowed!

The first essay question is the normal “History essay” with the usual format. The learner must write an argument analysing how African socialist economic policy, specifically Ujamaa, was a failure.

The second essay is a report-style essay. The learner must write a report analysing the successes and failures of Ujamaa in terms of how it led to Uhuru.

SOURCES**SOURCE 2A**

Julius Nyerere, a political leader, founded the Tanganyika African National Union (TANU) in 1954. By the mid-1950s, Britain and the UN were looking for a way of moving Tanzania towards self-government. Elections were held in 1958 in which TANU won 67% of the vote.

Britain granted Tanzania independence in 1961, and Julius Nyerere became the first president. He inherited a country which had been largely ignored by the British because it had so few resources and only one major export crop, sisal. A great deal needed to be done to develop the country.

At independence in 1961, Julius Nyerere became the Prime Minister of Tanzania. It was clear to Nyerere that independence meant more than just a change of name. He travelled around the country speaking to people in the villages about his ideas for making Tanzania more self-reliant and less dependent on Europe. He was known as Mwalimu or teacher and had a vision of education and social action.

Nyerere's foreign policy emphasised nonalignment in the Cold War and under his leadership, Tanzania enjoyed friendly relations with both the Western world and the Eastern bloc.

South African History Online Grade 12 Classroom

SOURCE 2B

This caricature of Nyerere was drawn by the visual artist, Fred Halla.

<http://www.katuni.itgo.com/images/nyerere.jpg>

SOURCE 2C

In the Arusha Declaration of 1967, Nyerere laid down the principles for the development of Tanzania:

- Even though Tanzania was independent, the wealth of the country was being drained and still found its way back to Europe, while Africa grew poorer. Nyerere wanted a prosperous, self-reliant and classless society.
- Nyerere wanted to focus on rural development by starting a “back to the land” movement using family labour. He believed that this would benefit the whole community. This movement was called Ujamaa, which means family co-operation, sharing and respect, as well as self-help. He believed that shared work would lead to shared wealth.
- He set about forming rural villages – rural settlements that were far away from anything else were moved into larger more effective villages. This meant that the government could provide better roads, water, health, education, and advice on technology and agriculture.
- These Ujamaa villages focused on the idea of self-help. One of the main aims of these villages was to achieve agricultural independence for Tanzania.
- Banks, big shops and factories were taken over by the government.

Adaped from Arusha Declaration 1967

SOURCE 2D

Many farmers who had to move were not consulted but were simply forced to move. This undermined community spirit. In addition, the government was not able to provide the resources that were necessary to support the villages at the start. Forcing people into villages did not work. Farmers did not become more productive. By the 1980s, the government relaxed the pressure on people to live in the communal farming villages... Ujamaa did not achieve what it was meant to, but it did help the government to improve education and health care.

From Guide to Tanzania by A. Briggs, 1996

SOURCE 2E

Nyerere nationalised the banks, plantations and factories when he did not have trained personnel to run them. Tanzania was far better off with a saint for a president than a tyrant. But the Tanzanian experiment offers good evidence that saints do not really make good presidents.

Stanley Meiser, a foreign correspondent in Tanzania in the 1960s:

Quoted in Sunday Times, Oct 3 1999 in article by Justice Malala



Teacher Note: If learners get many written sources like these, get them to see where they complement (agree with) each other and where they contradict (disagree with) each other. This will make it easier for them to analyse later.

SECTION B: SOLUTIONS FOR SECTION A

Teacher Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- | | |
|--|-------------|
| 1.1 Underdeveloped/undeveloped/poor | (1 x 2) (2) |
| 1.2 Neo-colonialist/Neo-colonialism | (1) |
| 1.3 Non-alignment/Did not take sides with East or West | (1 + 1) (2) |
| | [5] |

QUESTION 2

- 2.1 He was known as Mwalimu, which means teacher. He is, therefore, drawn in front of a blackboard, holding a pointer, as though teaching a class. (1 + 1) **[2]**

QUESTION 3

3.1

- Create a prosperous, self-reliant and classless society, economically independent of Europe
- Encourage rural development
- Create rural villages
- Move people “back to the land”
- Use family labour on communal farms
- Foster family co-operation, sharing and respect, as well as self-help
- Provide better roads, water, health, education, and advice on technology and agriculture in the rural areas
- Achieve agricultural independence for Tanzania
- Tanzanian government takes over banks, big shops and factories (Any 4 x 1) (4)

3.2

- Many farmers who had to move were not consulted but were simply forced to move
- This undermined community spirit
- The government was not able to provide the resources that were necessary to support the villages at the start
- There were not enough trained personnel to run the banks, farms and factories
- Farmers did not become more productive or increase food production;
- It encouraged laziness among village farmers
- Wealth was not created. (Any 3 x 2) (6)

3.3

- Nyerere wanted to create a classless society
- Wealth was nationalised
- Role of government to provide better roads, water, health and education
- Government control of big concerns (2 x 2) (4)

[14]

QUESTION 4

- 4.1 Wealth (banks, plantations, factories) transferred from private ownership to government ownership (1 x 2) (2)
- 4.2 Tanzania did not have trained personnel to run the banks, plantations and factories. (1 x 2) (2)
- 4.3
- A saint is a very good person
 - A tyrant is a cruel and oppressive dictator
 - Even though Ujamaa failed, it was better for Tanzania to be ruled by someone with the people's interests at heart
 - But saints are often impractical or too idealistic (3 x 2) (6)

[10]**QUESTION 5**

5.1 Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should explain the nature of socialism, and the reasons why the African socialist policy of Ujamaa failed in Tanzania. Some of the successes of Ujamaa should also be included.

MAIN ASPECTS

Introduction: Candidates should focus on the socialist policy of Ujamaa, and thereafter develop a clear line of argument.

Elaboration

- Tanzania received independence from Britain
- Nyerere became president of Tanzania
- Nyerere implemented a socialist policy called Ujamaa
- After independence Tanzania faced many economic challenges
- Ujamaa was based on the socialist principles of brotherhood/equality
- A classless society
- Co-operation, sharing and respect
- Shared wealth
- Banks, big shops and factories were nationalised
- Communal farming
- Distribution of wealth
- Government committed to provision of better roads, water, health and education
- Nyerere's dream of socialist state was not realised
- Tanzanians were moved off their land – violation of their human rights, which went against the policy of Ujamaa
- Development retarded and Tanzanians disillusioned
- The government was not able to provide the resources that were necessary to support the villages at the start

- There were not enough trained personnel to run the banks, farms and factories
- Farmers did not become more productive or increase food production
- It encouraged laziness among village farmers
- Wealth was not created
- Ujamaa did succeed in improving education and health care
- Wealth was redistributed to some extent
- Any other relevant point

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

[30]

Use the first matrix on the next page to assess this extended writing.

OR

5.2 The candidate should include the following points in the response.

SYNOPSIS

Candidates should write a report outlining the successes and failures of Ujamaa.

MAIN ASPECTS

Introduction: Candidates should give a brief background of how Tanzania obtained its independence and the vision of Nyerere.

Elaboration

- Tanzania received independence from Britain
- Nyerere became president of Tanzania
- Nyerere implemented a socialist policy called Ujamaa
- Ujamaa was based on nationalisation of the country's resources and on the concept of a common brotherhood and equality

Successes

- Ujamaa succeeded in improving education and health care
- Wealth was redistributed to some extent
- Nyerere became a respected figure in Africa and the world

Failures

- Many farmers who had to move were not consulted but were simply forced to move
- This undermined community spirit and violated human rights
- The government was not able to provide the resources that were necessary to support the villages at the start
- There were not enough trained personnel to run the banks, farms and factories
- More skills development in both the agricultural and industrial sectors should have been introduced
- Farmers did not become more productive or increase food production
- It encouraged laziness among village farmers
- Wealth was not created
- Locally and internationally Nyerere's pursuit of Ujamaa was not viewed favourably
- Ujamaa failed as a model for Uhuru
- Any other relevant point

CONCLUSION

Candidates should tie up their report with a relevant conclusion.

[30]

Use the second matrix on the next pages to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

SOURCE 2F

Julius Nyerere was a giant of the African independence struggle. He retained his worldwide moral authority even after his vision of rural socialism faltered. He was uncompromising in his stand against the brutal regime of Idi Amin in Uganda in the late 1970s. Despite almost universal condemnation of the dictator's excesses, it was left to Tanzania to intervene militarily and dislodge Amin. A brief invasion of Tanzania by Amin in late 1978 brought a swift response from Nyerere: Tanzanian troops, joined by Ugandan exiles, were mobilised to drive back the invaders. But they didn't stop at the border. Kampala fell in 1979, with its residents lining the streets chanting the name of the Tanzanian leader. It was the first time in African post-colonial history that one country had invaded another and captured its capital. It was a fundamental breach of the principles of the Organisation of African Unity. But Nyerere weathered the storm.

<http://www.guardian.co.uk/news/1999/oct/15/guardianobituaries>

QUESTION 1

1. Refer to Source 2F.
- 1.1 According to Source 2F, what were the two main reasons for Tanzania's involvement in invading Uganda? (2 x 2) (4)
- 1.2 What information in Source 2F supports the idea that Nyerere was a "saint"? (2 x 2) (4)
- 1.3 Using all the sources (from class work and homework) and your own knowledge, write a paragraph of about SIX lines (60 words) which explains Nyerere's vision for Tanzania (6)

[14]

Teacher Note: Learners will receive one of these paragraph-type questions at the end of every set of short questions. The guideline of 6 lines is just a SUGGESTION, not a set parameter. Learners also do not have to count their words. The format for the paragraph is as follows: 1 sentence introduction. 3-4 sentences elaborating answer. 1 sentence conclusion.

SECTION D: SOLUTIONS TO HOMEWORK**QUESTION 1**

1.1

- Nyerere was opposed to human rights abuses and stood up against Idi Amin's brutal regime in Uganda
- Uganda had invaded Tanzania (2 x 2) (4)

1.2

- He stood up against the brutal dictatorship of Idi Amin
- He risked the disapproval of the OAU
- Any other relevant response (2 x 2) (4)

1.3

Possible points:

- Socialist
- Classless society/redistribution of wealth
- Nationalise wealth
- Co-operation
- Had a vision of education and social action
- Sharing and respect
- Rural development and communal farming
- Independent of Europe
- Non-aligned in Cold War

Any other relevant point

(6)
[14]

SESSION 2: TOPIC1: CIVIL SOCIETY PROTEST - CIVIL RIGHTS USA**LESSON OVERVIEW**

- | | | |
|----|---|--------------------|
| 6. | Give basic outline of Civil Society protest, focusing on Civil Rights Protest in the USA: | 10 minutes |
| 7. | Typical exam questions: | 1 hour, 15 minutes |
| 8. | Review typical exam questions: | 5 minutes |

SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes

KEY QUESTION: *(Taken from: Dept of Education Exemplar 2008 Paper 1)*

WHAT FORMS OF CIVIL-RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

! Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test what forms of civil rights protests occurred in the USA in the 1960s. NB: The learner DOES NOT answer this question!

Study the sources and use your own knowledge to answer the following questions.

! Teacher Note: Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are speaking of.

QUESTION 1: 12 minutes

SOURCE A

This extract comes from the most famous speech made by Martin Luther King, a Baptist minister, during the Washington march. He promised that African Americans would struggle for their rights until they were no longer oppressed. He also spoke of his broader vision for the future.

I have a dream that one day this nation will rise up, and live out the true meaning of its creed ... that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that my four little children one day will live in a nation where they will not be judged by the colour of their skin, but by the content of their character ... [So that one day] all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing the words of that old Negro spiritual 'Free at last! Free at last! Thank God Almighty, we are free at last!'.

Martin Luther King addressing more than 200 000 people at Lincoln Memorial. Here Martin Luther King delivered his famous speech, 'I have a dream ...'



1. Study Source A
- 1.1 What kind of society did Martin Luther King advocate? (1 x 2) (2)
- 1.2 Using this source and your own knowledge, explain what inspired Martin Luther King to make the 'I have a dream' speech. (1 x 2) (2)
- 1.3 Explain what was meant by the following: ' ... they will not be judged by the colour of their skin, but by the content of their character.' (1 x 2) (2)
- 1.4 What do the words 'Free at last! Free at last! ... we are free at last!' tell you about the situation in which African Americans found themselves? (1 x 2) (2)

[8]

QUESTION 2: 16 minutes**SOURCE B**

This is an extract from *The Enduring Vision: A History of the American People*, by P Boyer et al., explaining Black Power.

The 'Black Power' slogan was adopted by African Americans of virtually every persuasion. Revolutionaries used it to preach guerrilla warfare; liberals, to demand reform; conservatives, to demand self-help. For many who adopted it, the phrase simply meant self-pride. 'Say it loud - I'm black and I'm proud', chanted soul singer James Brown, and a generation of African Americans affirmed that 'black is beautiful'. Rejecting skin bleaches and hair straighteners [which helped users look more like whites], young blacks donned dashikis (berets), wore Afro hairstyles, enjoyed soul music and soul food, and established black studies programmes at colleges. Black Power reflected an insistence that African Americans shape their own culture and define their own destiny.

2. Refer to Source B.
- 2.1 What evidence is there in the source to suggest that the slogan 'Black Power' was adopted by different African Americans? (2 x 1) (2)
- 2.2 How did African Americans affirm (assert) Black Power? (2 x 1) (2)
- 2.3 Using this source and your own knowledge, explain why Black Power appealed so strongly to some black people in America. (1 x 2) (2)
- 2.4 With reference to the source and your own knowledge, to what extent do you think Black Power helped shape the culture and define the destiny of the African Americans? (2 x 2) (4)

[10]

! Teacher Note: When a question asks for evidence from the source, learners need to quote a phrase from the source as evidence AND explain how it proves the question.

QUESTION 3: 10 minutes

- a. Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining how leadership formed the basis of the struggle for pride and dignity by the black Americans.

[6]

! Teacher Note: Learners will receive one of these paragraph-type questions at the end of every set of short questions. The guideline of 6 lines is just a SUGGESTION, not a set parameter. Learners also do not have to count their words. The format for the paragraph is as follows: 1 sentence introduction. 3-4 sentences elaborating answer. 1 sentence conclusion.

QUESTION 4: 36 minutes

EXTENDED WRITING (The length of your response should be about TWO pages.)

Using the information from the sources and your own knowledge, explain how the different forms of civil-rights protests that occurred in the United States of America made an impact on the struggle for human rights. [30]

Teacher Note: The essay question counts 40% of the exam. Learners need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: SOLUTIONS FOR SECTION A

Teacher Note: Mark allocation works as follows:
 $(\text{Number of correct facts} \times \text{Number of marks}) = (\text{TOTAL MARKS})$

QUESTION 1

- 1.1 *[Interpretation of evidence from Source A – L1 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]* (any 1 x 2) (2)
- A society where all human beings are treated as equals
 - Freedom to be enjoyed by all citizens
 - Free from all forms of discrimination and injustice
- 1.2 *[Interpretation of evidence from Source A – L1 & 2 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]* (any 1 x 2) (2)
- Inspired by the vision that people can overcome differences
 - Inspired by the injustices black people endured in the USA
 - Inspired by the knowledge that the sufferings by their slave parents can sustain their fight for equal rights.
 - Inspired by the scripture that reconciliation was still possible
 - Any other relevant response
- 1.3 *[Explanation – L1 & 2 – LO1 (AS1); LO2 (AS2); LO3 (AS2)]* (1 x 2) (2)
- Competency of people must be judged according to merit, not to be judged by the colour of the skin
- 1.4 *[Interpretation of evidence from Source A – L1 & 2 – LO1 (AS1); LO2 (AS2); LO3 (AS1&2)]* (any 1 x 2) (2)
- African Americans had long cherished the day when they would be free.
 - They were wanting to break free from the shackles of the past
 - The decade of the 60s gave them hope, they were optimistic about change.
 - They were prophetic words
 - The words were reassuring and encouraging people to hang-on since victory was certain
 - Any other relevant response

[8]

QUESTION 2

- 2.1 *[Interpretation of evidence from Source B – L1 &2 – LO1 (AS1); LO3 (AS3)]* (3 x 1) (3)
- Revolutionaries used it to preach guerrilla warfare
 - Liberals to demand reform
 - Conservatives to demand self help
- 2.2 *[Interpretation of evidence from Source B – L1 &2 – LO1 (AS1); LO3 (AS2&3)]* (any 3 x 1) (3)
- Black is beautiful
 - Rejection of skin bleaches
 - Young blacks donned dashikis, wore Afro hair styles
 - Chanted aloud 'I'm black and I'm proud'
 - Raised fist salute
- 2.3 *[Interpretation of evidence from Source B – L1 &2 – LO1 (AS1); LO3 (AS2&3)]* (any 1 x 2) (2)
- It reflected that African Americans shaped their own culture
 - That African American defined their identity
 - Any other relevant response
- 2.4 *[Interpretation of evidence from Sources B – L1 &2 – LO1 (AS1); LO3 (AS2&3)]* (2 x 1) (2)
- By teaching self reliance
 - Black Power re-inforced the belief in themselves, determining what they want and how they wanted to be treated(governed)
 - Any other relevant response

[10]**QUESTION 3**

[Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS1&2); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

- Leadership roles of Martin Luther King; Malcolm X
- Martin Luther King advocated peaceful change
- Malcolm X advocated a more radical philosophy
- Any other relevant point

[6]

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 - 6

(6)

QUESTION 4

[Interpretation, analysis and synthesis of evidence from all sources- L1-3 – LO1 (AS1&2); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain what impact did the civil rights protests made in the struggle for human rights.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the civil rights protests

ELABORATION

- Roots of civil rights protests
- Peaceful protests
- Mass based support
- Speeches made in support of civil rights protests
- The widening of the struggle to human rights protests
- Struggle icons Malcolm X, Martin Luther
- Victory for the African Americans

CONCLUSION.

Candidates should tie up their argument with a relevant

[30]

Use the matrix on the next page in this document to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

QUESTION 1**SOURCE C**

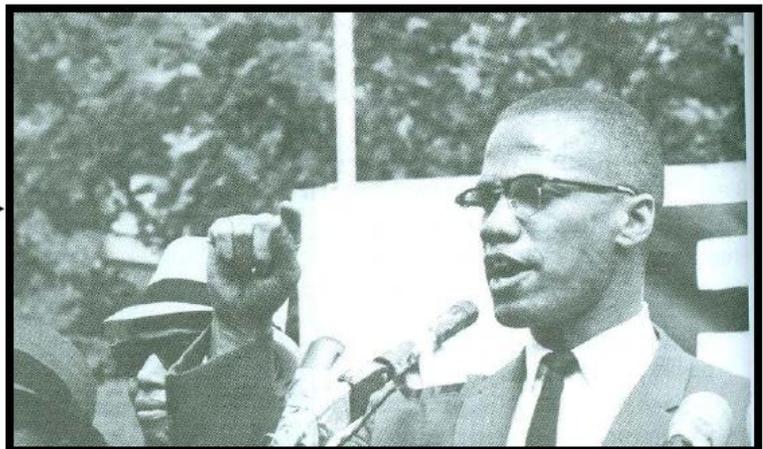
These are excerpts from a speech Malcolm X gave in Detroit in 1964, a year before he was assassinated (he was 39), called *The Ballot or the Bullet*.

... This country is a hypocrite. They claim they set you free by calling you a second-class citizen. No, you are nothing but a 20th century slave ... So, where do we go from here? First, we need some friends. We need some new allies. The entire civil-rights struggle needs a new interpretation, a broader interpretation ...

... When you expand the civil-rights struggle to the level of human rights, you can then take the case of the black man in this country before the nations in the UN ... You can take Uncle Sam (USA) before a world court ... Civil rights keep you under his restrictions, under his jurisdiction ... Civil rights mean you're asking Uncle Sam to treat you right ... Human rights are your God-given rights.

... Expand the civil-rights struggle to the level of human rights, take it into the United Nations, where our African brothers can throw their weight on our side, where our Asian brothers can throw their weight on our side, where our Latin-American brothers can throw their weight on our side ... The political philosophy of black nationalism means that the black man should control the politics and the politicians in his own community; no more. The black man in the black community has to be re-educated into the science of politics so that he will know what politics is supposed to bring him in return ... We want freedom now, but we're not going to get it saying 'We shall overcome'. We've got to fight until we overcome.

This is a photograph of Malcolm X addressing an outdoor rally in New York.



1.1	Explain whether Malcolm X is justified in his criticism of America.	(2 x 2)	(4)
1.2	How does Malcolm X wish to address the challenges facing African Americans?	(2 x 2)	(4)
1.3	According to Malcolm X, in what way was the United Nations to be used as a platform to carry out the following request: 'expand the civil-rights struggle'?	(1 x 2)	(2)
1.4	Explain why Malcolm X's speech 'The Ballot or the Bullet' is appropriate in the context of the civil-rights movement.	(1 x 3)	(3)
			[12]

Teacher Note: The term “justify” means that the learner must supply positive reasons or negative reasons to prove something. To answer 1.1, the learner must decide if Malcolm X is justified or not, and provide reasons why they say so.

SECTION D: SOLUTIONS TO HOMEWORK

- 1.1 *[Explanation of Source C – L1 &2 – LO1 (AS1); LO2 (AS3); LO3 (AS1&2)]* (any 2 x 2) (4)
 Candidates may state justified or not justified and substantiate their response with relevant evidence
- JUSTIFIED**
- Yes, in America there were segregation laws
 - African Americans did not have equal rights
 - Treated as slaves
 - Any other relevant response
- NOT JUSTIFIED**
- America did not practise racism as some former colonial masters
 - America believed in extensive preparations of Africans before giving (according) rights
 - Any other relevant response
- 1.2 *[Interpretation of evidence from Source C – L1 &2 – LO1 (AS1); LO3 (AS1&3)]* (any 2 x 2) (4)
 • Elevate civil rights struggle to human rights struggle
 • Take USA government to United Nations and demand human rights

- 1.3 *[Interpretation of evidence from Source C – L2 – LO1 (AS1); LO3 (AS1&2)]* (any 1 x 2) (2)
- First is to get some friends, new allies
 - Address the UNO
 - Expand the civil rights struggle to the level of human rights
 - Civil rights struggle needs new interpretation
- 1.4 *[Interpretation of evidence from Source C – L2 – LO1 (AS3&4);LO3 (AS2&3)]* (any 1 x 3) (3)
- The 60s was a decade of the rise of struggles across the world for equal rights
 - Liberation wars were fought all over the world
 - Americans could achieve freedom either through legislation or through revolt
 - Any other relevant response

[13]

**SESSION 2: TOPIC2: CIVIL SOCIETY PROTEST – LIBERATION AND PEACE
MOVEMENTS IN THE USA IN THE 1960s**

LESSON OVERVIEW

- | | |
|--|--------------------|
| 1. Give basic outline of Civil Society protest, focusing on Liberation and Peace movements in the USA: | 10 minutes |
| 2. Typical exam questions: | 1 hour, 15 minutes |
| 3. Review typical exam questions: | 5 minutes |

SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes

KEY QUESTION:

Taken from: Focus on History, Looking into the Past Grade 12; Maskew Longman Miller

WHAT FORMS OF CIVIL-RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

! Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test what forms of civil rights protests occurred in the USA in the 1960s. NB: The learner DOES NOT answer this question!

! Teacher Note: Remember to tell the learner to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, the learner must be specific as to which source and which part of the source they are speaking of.

QUESTION 1: 15 minutes

SOURCE A

From Betty Friedan's *The Feminine Mystique*, Norton Publishers 1963

The problem lay buried, unspoken, for many years in the minds of American women... As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night, she was afraid to ask even of herself the silent question: 'Is this all?'

SOURCE B

Redstockings manifesto, Women's Liberation group, 1969:

Women are an oppressed class. Our oppression is total, affecting every facet of our lives. We are exploited as sex objects, breeders, domestic servants and cheap labour. We are considered inferior beings, whose only purpose is to enhance men's lives. We identify the agents of our oppression as men.

SOURCE C

From Gloria Steinem, 'Women's Liberation Aims to Free Men Too', *The Washington Post*, 7 June 1970

The myth is that women are already being treated equally in this society ... The truth is that a woman with a college degree, working full-time makes less than a black man with a high-school degree working full-time. And black women make least of all. In many parts of the country – New York City, for instance – a woman has no legally guaranteed right to rent an apartment, buy a house, get accommodations in a hotel or be served in a public restaurant. She can be refused simply because of her sex. In some states, women get longer jail sentences for the same crime. Women on welfare must routinely answer humiliating personal questions; male welfare recipients do not. A woman is the last to be hired, the first to be fired. Equal pay for equal work is the exception. Equal chance for advancement, especially at upper levels or at any levels or at any level with authority over men, is rare enough to be displayed in a museum.

1. Study Sources A, B and C and answer the following questions:
- 1.1 How do the Redstockings Women Liberation's group believe that women are oppressed? (1 x 2) (2)
- 1.2 List five inequalities between American women and men in 1970 as described by Gloria Steinem. (5 x 1) (5)
- 1.3 According to Steinem, which group is most discriminated against in American Society? Substantiate your answer. (1 x 2) (2)
- 1.4 Steinem's article is entitled 'Women's Liberation Aims to Free Men Too'. Why would the Women's Movement believe that men need to be freed too? From what do you think men need to be freed? (1 x 3) (3)

[12]



Teacher Note: When a question is a mark multiplied by 3, this is generally means that the question is a higher-level question. This means that the learner will not be able to answer the question by merely reading the source or by remembering what they have learnt. They have to use a combination of the source and their own knowledge to find an interpretative answer to the question.

QUESTION 2: 10 minutes**SOURCE D**

Folk singer Bob Dylan became the voice of anti-war protest.

*Come senators, congressmen, please heed the call
Don't stand in the doorway, don't block up the hall
For he that gets hurt will be he who has stalled
There's a battle outside and it's ragin'
It'll soon shake your windows and rattle your walls
For the times, they are a-changin'*

*Come mothers and fathers all over this land
And don't criticise what you can't understand
Your sons and your daughters are beyond your command
Your old road is rapidly agin'
Please get out of the new one if you can't lend your hand
For the times they are a-changin'*

2. Refer to Source D
- 2.1 How does Bob Dylan show that the 1960s were a time of protest, questioning and change? (1 x 2) (2)
- 2.2 Do you think the messages of these types of songs are more or less effective than a newspaper article on any of these events? Substantiate your answer. (2 x 2) (4)

[6]

Teacher Note: Sources can come from anywhere. Lyrics of songs and poetry are very useful to determine what general society was believing in/finding popular at the time.

QUESTION 3: 14 minutes**SOURCE E****1960: Thousands protest against H-bomb**

Tens of thousands of people marked the end of the Aldermaston "ban the bomb" march this afternoon with a rally that built up to a tremendous climax this Easter weekend in London. At least 60,000 protesters gathered at Trafalgar Square. Organisers said the crowds numbered at least 100,000. But there was no doubt this was the largest demonstration London has seen this century. It is the third annual Easter march from the Atomic Weapons Research Establishment at Aldermaston, Berkshire, to the capital organised by the Campaign for Nuclear Disarmament (CND). Canon John Collins... introduced various speakers. They included the Bishop of Southark, Dr Mervyn Stockwood, who praised Prime Minister Harold Macmillan for his efforts to bring about world peace. He added: "I hope that just as he has spoken for all that is best in Britain by condemning apartheid in South Africa, so he will set an example to the world by renouncing the hydrogen bomb."

Prominent Labour MP Michael Foot also spoke out against the bomb. He said nuclear weapons threatened the very existence of democracies around the globe because decisions were gradually being removed from elected bodies to military advisers. He said the Aldermaston march was a democratic protest against "military dictatorship". ... Demonstrators came from all over the world - Pakistan, Sweden, India, Cyprus, Iraq, Malta, South Africa, France, Ghana and Nigeria. Among the religious groups represented were Quakers, Unitarians, Methodists and Roman Catholics.

(BBC report on the third, 1960 CND March; Internet source:

http://news.bbc.co.uk/onthisday/hi/dates/stories/april/18/newsid_2909000/2909881.stm
accessed 17/02/2006

3. Refer to Source E
- 3.1 What evidence is there that prominent people in public life were involved in CND? (3 x 2) [6]

QUESTION 4: 36 minutes

EXTENDED WRITING (The length of your response should be about TWO pages.)

Using the information from the sources and your own knowledge, explain how the different forms of civil society protests in America and the UK increased dramatically over the 1960s. NOTE: you do not need to refer to the civil rights movements in the USA in this essay.

[30]



Teacher Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: SOLUTIONS FOR SECTION A

Teacher Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- | | | | |
|-----|--|---------|-----|
| 1.1 | Women are exploited as sex objects, mothers, domestic servants and as a source of cheap labour | (1 x 2) | (2) |
| 1.2 | Women earn less than men; legal inequalities (renting/buying property); women receive longer jail sentences for similar crimes; women are asked personal and humiliating questions when on welfare, which men aren't required to answer; restricted employment or advancement opportunities at work; discriminated against in public places (e.g. restaurants) | (5x1) | (5) |
| 1.3 | Black women – they 'make least of all' (earn the least). | (1 x 2) | (2) |
| 1.4 | No one is truly free who is instrumental in the limitation or restriction of another's freedom. | (1 x 3) | (3) |

[12]**QUESTION 2**

- | | | | |
|-----|--|---------|-----|
| 2.1 | Learners should refer to the lyrics and such lines as: "For the times, they are a-changin'", "Your sons and your daughters are beyond your command", "Don't criticise what you can't understand" and so on. | (1 x 2) | (2) |
| 2.2 | They are effective as an alternative to mainstream media reporting on events, which is often used to give the 'official' version of events. The youth are much more 'in tune' with lyrics and music and would respond positively to the messages they contain. | (2 x 2) | (4) |

[6]**QUESTION 3**

- | | | | |
|-----|---|---------|------------|
| 3.1 | The source mentions that "Canon John Collins ...introduced various speakers" and that amongst them was the "Bishop of Southark, Dr Mervyn Stockwood". It also mentions that " <u>Prominent</u> Labour MP Michael Foot also spoke" to the gathering. | (3 x 2) | [6] |
|-----|---|---------|------------|

QUESTION 4

[Interpretation, analysis and synthesis of evidence from all sources- L1-3 – LO1 (AS1&2); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how civil society protest gained momentum in the USA and the UK in the 1960s. They should not refer to the Civil Rights Movement or the Black Power Movement in this essay.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the civil society protests

ELABORATION

- Roots of civil society protests
- Peaceful protests
- Mass based support
- Students protests
- Women's liberation movement
- Hippie/anti-war movement
- Anti-nuclear movement

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

[30]

Use the matrix on the next page in this document to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

QUESTION 1**SOURCE F**

An extract from Anna Coote and Beatrice Campbell, *Sweet Freedom: The Struggle for Women's Liberation*, Picador, London, 1982) Note: Coote and Campbell are both British – both were radical, white, university-educated, feminist journalists.

Radical politics in the 1960s provided an excellent breeding ground for feminism. Men led the marches and made the speeches and expected their female comrades to lick envelopes and listen. Women who were participating in the struggles to liberate blacks and Vietnamese began to recognise that they themselves needed liberating – and they needed it now, not “after the revolution”. Black leader Stokely Carmichael was heard to say that in the Student Non-violent Co-ordinating Committee (SNCC) the only place for a woman was “prone” [lying down/flat]. Here was the front line hero of the radical left, who seemed to favour not simply the deferment [putting off/delaying] of liberation for women, but their continued subordination.

SOURCE G

American feminists lead the march into the First Women's Conference in 1977, showing moment as the torch that was run from Seneca Falls to Houston enters the convention hall in Houston, November, 1977. Left to right, front row: Billie Jean King, Susan B. Anthony, Bella Abzug, Sylvia Ortiz, Peggy Kokernot, Michelle Cearcy, Betty Friedan.



Internet source:
www.dianamarahenry.com, accessed 31/01/2006

- | | | | |
|-----|--|---------|-----|
| 1.1 | What indication do you get from this source that white women were active not just in struggles for their own liberation, but in wider struggles? | (1 x 2) | (2) |
| 1.2 | What is their attitude to some black activists? | (1 x 2) | (2) |
| 1.3 | What do you notice about the women leading the march in terms of age and ethnic origins? | (2 x 2) | (4) |
| 1.4 | What do their body language and clothing suggest? | (2 x 2) | (4) |
- [12]

SECTION D: SOLUTIONS TO HOMEWORK:

TOPIC: CIVIL SOCIETY PROTEST LIBERATION AND PEACE MOVEMENTS IN THE

- | | | | |
|-----|--|---------|-----|
| 1.1 | The source speaks of how women who were involved with protests for black and Vietnamese liberation were discriminated against. | (1 x 2) | (2) |
| 1.2 | Their attitude towards black activists like Stokely Carmichael is one of disappointment and disdain for his attitude toward women. | (1 x 2) | (2) |
| 1.3 | Their age and ethnic origins are mixed – there are old and young women, and black and white women. | (2 x 2) | (4) |
| 1.4 | They are wearing the same clothes and their arms are interlinked and they are smiling. This shows their solidarity and enthusiasm for their cause. | (2 x 2) | (4) |

[12]

SESSION 2 SELF STUDY: CONSOLIDATION – CIVIL RIGHTS PROTEST IN THE USA IN THE 1960s

LESSON OVERVIEW

1. Typical exam questions: 1 hour, 15 minutes
2. Review typical exam questions: 15 minutes

SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes



Teacher Note: This session will be laid out in the same format as Question 3 in Paper 1 of the Matric Final examination. All questions will appear first, with all sources afterwards in the same fashion as an addendum.

KEY QUESTION: *(Taken from DOE November Examination Paper 1 2009)*

HOW DID THE CIVIL RIGHTS MOVEMENT INFLUENCE CHANGE IN THE UNITED STATES OF AMERICA DURING THE 1960s?



Teacher Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells the learner what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test how the Civil Rights Movement influenced change in the USA in the 1960s. NB: The learner DOES NOT answer this question!

QUESTION 1

1. Use Source 1A.
- 1.1 What gave rise to the Civil Rights Movement in the United States of America? (1 x 2) (2)
- 1.2 Using this source and your own knowledge, explain the following terms: (2 x 2) (4)
 - a) Oppression
 - b) Suffrage
- 1.3 Explain the reference to 'southern states'. (1 x 2) (2)
- 1.4 How did the Black Power Movement support the Civil Rights Movement? (1 x 2) (2)
- 1.5 What do you gather from the statement, 'the struggle was about far more than just civil rights under law'? (1 x 2) (2)

[12]

QUESTION 2

2. Refer to Source 1B.
- 2.1 Name the TWO strategies that were employed by the Civil Rights Movement in 1960 and 1965. (2 x 1) (2)
- 2.2 Explain the term *civil disobedience*. (1 x 2) (2)
- 2.3 What made private citizens decide to adopt different strategies in the civil rights struggle? (2 x 2) (4)
- 2.4 Using the source and your own knowledge, explain how the acts of civil disobedience produced crisis situations. (1 x 2) (2)
- 2.5 What were the TWO significant achievements of the Civil Rights Movement? (2 x 1) (2)
- 2.6 Explain the usefulness of this source to a historian researching the Civil Rights Movement in the USA. (2 x 2) (4)
- [16]

QUESTION 3

3. EXTENDED WRITING
Your response should be about TWO pages in length. Answer QUESTION 3.1 OR QUESTION 3.2
- 3.1 Discuss how the Civil Rights Movement influenced change in the United States of America during the 1960s. [30]
- OR**
- 3.2 Using the information from all the sources and your own knowledge, write an article for your local newspaper explaining how the civil rights struggle liberated African Americans at long last. [30]



Teacher Note: The essay question counts 40% of the exam. Learners need to learn the format and how to refer to sources. No bullet points allowed!

The first essay question is the normal "History essay" with the usual format. Learners must write an essay discussing the how the Civil Rights Movement influenced change in the USA in the 1960s.

The second essay is a report-style essay. In this case, learners need to write a report in the form of a newspaper article explaining how African Americans were freed due to the civil rights struggle.

SOURCES

SOURCE 1A

The following source is from *African-American Civil Rights Movement (1955 – 1968)* taken from the website http://wikipedia.org/wiki/African_American.

The American Civil Rights Movement (1955 – 1968) refers to the reform movements in the United States aimed at abolishing racial discrimination against African Americans and restoring suffrage in southern states. By 1966, the emergence of the Black Power Movement, which lasted roughly from 1966 to 1975, enlarged the aims of the Civil Rights Movement to include racial dignity, economic and political self-sufficiency and freedom from oppression by whites.

Many of those who were most active in the Civil Rights Movement, with organisations such as SNCC, CORE and SCLC, preferred the term "Southern Freedom Movement" because the struggle was about far more than just civil rights under law. It was also about fundamental issues of freedom, respect, dignity, and economic and social equality.

SOURCE 1B

The following source relates to the Civil Rights Movement taken from the website http://en.wikipedia.org/wiki/Civil_rights.

... Noted strategies employed prior to the Civil Rights Movement of 1955 to 1968 to abolish discrimination against African Americans initially included litigation and lobbying attempts by familiar organisations such as the NAACP. These efforts were the distinction of the American Civil Rights Movement from 1896 to 1954. However, by 1955 private citizens became frustrated by gradual approaches to implement desegregation by federal and state governments and the 'massive resistance' by proponents of racial segregation and voter suppression.

In defiance, these citizens adopted a combined strategy of direct action with non-violent resistance known as civil disobedience. The acts of civil disobedience produced crisis situations between practitioners and government authorities. These authorities of federal, state, and local governments often had to act with an immediate response to end the crisis situations – sometimes in the practitioners' favour. Some of the different forms of civil disobedience employed included boycotts as successfully practised by the Montgomery Bus Boycott (1955 – 1956) in Alabama, "sit-ins" as demonstrated by the influential Greensboro sit-in (1960) in North Carolina, and marches as exhibited by the Selma to Montgomery marches (1965) in Alabama. Noted achievements of the Civil Rights Movement in this area include the judicial victory in the *Brown v. Board of Education* case that nullified the legal article of "separate but equal" and made segregation legally impermissible, passage of the Civil Rights Act of 1964 that banned discrimination in employment practices and public accommodations, passage of the Voting Rights Act of 1965 that restored voting rights, and passage of the Civil Rights Act of 1968 that banned discrimination in the sale or rental of housing

SECTION B: SOLUTIONS FOR SECTION A

Teacher Note: Mark allocation works as follows:
(Number of correct facts x Number of marks) = (TOTAL MARKS)

QUESTION 1

1. Use Source 1A.
- 1.1 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]* (1 x 2) (2)
 • Racial discrimination against African Americans
 • Restoring suffrage
- 1.2 *[Explanation of concepts – L1 – LO2 (AS1)]* (2 x 2) (4)
 a) Domination of one group by another
 b) Universal right to vote
- 1.3 *[Explanation and interpretation of evidence from Source 1A – L2 – LO2 (AS2)]* (1 x 2) (2)
 • Southern States was identified because it was still practising segregation
 • Heavy concentration of black population
 • Any other relevant response
- 1.4 *[Interpretation of evidence from Source 1A – L3 – LO2 (AS2)]* (1 x 2) (2)
 • Black Power extended the aims of Civil Rights Movement to include racial dignity, economic and political self- sufficiency.
- 1.5 *[Interpretation and evaluation of evidence from Source 1A – L3 – LO3 – (AS2 and 3)]* (1 x 2) (2)
 • The struggle had to include issues like fundamental rights of freedom, respect, dignity and economic and social equality
 • Any other relevant response

[12]

QUESTION 2

2. Refer to Source 1B.
- 2.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]* (2 x 1) (2)
 • Sit-ins
 • Marches
- 2.2 *[Explanation of concepts – L1 – LO2 (AS1)]* (1 x 2) (2)
 • The resistance used by citizens by disobeying rules and laws of the country
 • Any other relevant response

- 2.3 *[Explanation and interpretation of evidence from Source 3A – L2 – LO2 (AS2)]* (2 x 2) (4)
- Citizens became frustrated by gradual approaches to implement desegregation by the federal and state government
 - Massive resistance by proponents of racial segregation and voter suppression
 - Any other relevant response
- 2.4 *[Interpretation of evidence from Source 1A – L3 – LO2 (AS2)]* (1 x 2) (2)
- Local authorities acted spontaneously and differently because no clear policy existed
 - Led to civil disobedience
 - Actions of the practitioners favoured
- 2.5 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]* (2 x 1) (2)
- Judicial victory in the Brown v Board of Education
 - Passage of the Civil Rights Act of 1964
 - Voting Rights Act of 1965
 - Civil Rights Act of 1965
- 2.6 *[Explanation and interpretation of evidence from Source 1A – L2 – LO2 (AS2)]* (2 x 2) (4)
- This source is useful because:**
- Events in the source can be backed by authentic evidence
 - Could serve as a stimulus for further research
 - It gives the reasons for the formation of the Civil Rights Movement
 - It describes the type of action and the achievements of the CRM

[16]

EXTENDED WRITING

- 3.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should briefly discuss the changes that were influenced by the Civil Rights Movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should discuss the processes that the Civil Rights Movement engaged in their struggle.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
- Demands for the abolition of racial discrimination
- Segregation in public schools
- Banning of discrimination in employment practices in public accommodation
- Restoration of voting rights
- Dignity and respect regained
- Any other relevant response

CONCLUSION

Candidates should tie up their argument by mentioning the success of the Civil Rights Movement in effecting changes in the United States of America.

[30]

Use the first matrix on the next page to assess this extended writing.

OR

3.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

In writing the article candidates must focus on the role played by the Civil Rights Movement in the struggle for equality of African-Americans

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should give a brief background on the activities of the Civil Rights Movement.

ELABORATION

- Commitment to end segregation and racial discrimination
- Influence of Black Power Movement- racial dignity, economic and political self-sufficiency
- Southern Freedom movement – fundamental issues
- Passage of Civil rights Act of 1964
- Judicial victory between Brown v Board of education
- Civil rights Act of 1968 – banned discrimination in the sale or rental housing
- Any other relevant point

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

[30]

Use the second matrix on the next page in this document to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

SECTION C: HOMEWORK

Teacher Note: If the learner has difficulty with the homework questions, they should refer to the content notes or to their class teacher for assistance.

(Taken from DOE November 2009 Examination Paper 1)

SOURCE 1C

The photograph below shows the march to Washington in 1963. It is taken from *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*, S Bullard.



QUESTION 1

1. Study Source C.
- 1.1 What do you notice about the people in this photograph? (1 x 2) (2)
- 1.2 State THREE demands that the organisers of the march wanted to address. (3 x 1) (3)
- 1.3 Explain why you think the march to Washington was significant. (1 x 2) (2)
- 1.4 Compare Sources 3B and 3C and explain how the information in Source 3C complements Source 3B. (2 x 2) (4)
- 1.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the Civil Rights Movement in the United States of America was effective. (6)

Teacher Note: Learners will receive one of these paragraph-type questions at the end of every set of short questions. The guideline of 6 lines is just a SUGGESTION, not a set parameter. They also do not have to count their words. The format for the paragraph is as follows: 1 sentence introduction, 3-4 sentences elaborating answer, 1 sentence conclusion.

SECTION D: SOLUTIONS TO HOMEWORK**QUESTION 1**

1. Study Source C.
- 1.1 *[Explanation and interpretation of evidence from Source 3C – L3 – LO3- (AS2)]* (1 x 2) (2)
- Leaders of the community marching peacefully
 - Appear respectable and well dressed
 - Black and white leaders marching together in solidarity
 - Any other relevant response
- 1.2 *[Extraction of evidence from Source 3A – L1 – LO1 (AS3)]* (3 x 1) (3)
- Voting rights
 - Jobs for all
 - End of segregated races in public schools
- 1.3 *[Interpretation and evaluation of information from Source 3C – L3 – LO3 (AS2)]* (1 x 2) (2)
- Previous marches were done in different states this was the first time they march to the capital
 - Injustice brought to the attention of the headquarters, problems to be addressed nationally
 - To show that black and white can live together
 - The famous 'I have a Dream' speech was made
 - Any other relevant response
- 1.4 *[Explanation and interpretation of evidence from Source 3C – L3 – LO3- (AS2)]* (2 x 2) (4)
- Source C complements Source B by showing peaceful marchers
 - Source C complements Source B by showing civil disobedience crisis situation occurred
 - Any other relevant response
- 1.5 *[Interpretation, analysis and synthesis of evidence from all sources - L3- LO1 (AS3 and 4), LO2 (AS1,2,3) LO3 (AS 1,2,3,4)]* Candidates must focus on the following aspects: (6)
- United, focused action
 - Original aim was to abolish discrimination
 - Black power helped by enlarging demands
 - Civil disobedience through non violence changed the content of the struggle
 - Successes in some states encouraged civil rights movement to continue with demands vote
 - Judicial victory added value to Civil Rights Movement
 - Civil Rights Act of 1964 and 1968 sealed the victory of Civil Rights Movement
 - Any other relevant response

Use the rubric on the following page to allocate a mark:

[17]

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of why Civil Rights Movement in America was effective • Uses evidence partially to report on topic or cannot report on topic 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of why Civil Rights movement was effective • Uses evidence in a very basic manner 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of why Civil Rights Movement was effective • Evidence relates well to the topic Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 5 – 6