

MANDELA

LONG WALK TO FREEDOM

THE IMPACT OF APARTHEID

GRADE LEVEL: 9-12

RELATED ACADEMIC SUBJECTS: World History, American History, Civics/Government, English/Language Arts

LESSON OVERVIEW:

The policy of apartheid defined South Africa for many decades, just as slavery and racial segregation defined the United States. Students will gain insight into the nature of segregation and its impact in South Africa as well as the United States. Working in small groups, students will formulate dramatic presentations of South Africans exercising their rights while simultaneously violating apartheid laws. Students will analyze the stories behind these presentations in light of decades of institutional segregation in South Africa and the United States and how both nations' racial policies shaped relationships between blacks and whites in their respective countries. Students will then summarize their findings in a report and make recommendations for change.

GUIDING QUESTIONS:

- What is apartheid and what impact did it have on South Africans?
- What similarities exist between South African apartheid and racial segregation in the United States?
- How did South African apartheid laws affect the black and white populations of South Africa?
- How can people who feel oppressed effectively communicate their concerns about laws they feel are repressive?

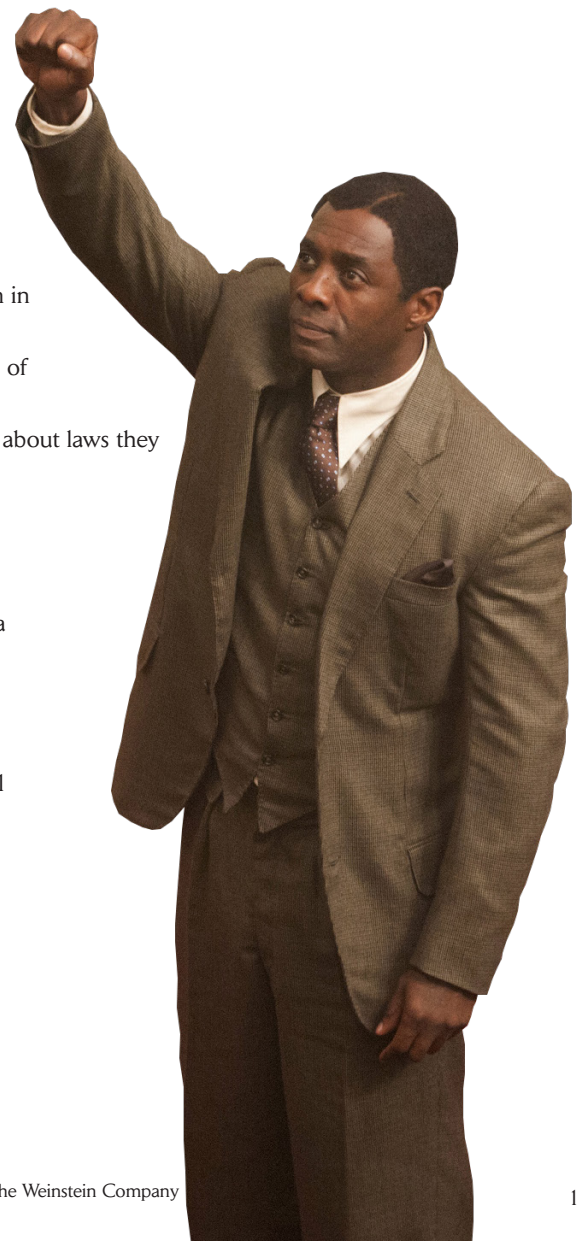
LESSON OBJECTIVES:

Students will be able to:

- Understand the meaning and analyze the impact of apartheid on South Africa
- Compare and contrast South African apartheid with racial segregation in the United States
- Analyze how South African apartheid laws affected whites and blacks
- Formulate ways citizens can communicate their concerns about laws they feel are repressive

ESTIMATED TIME:

- Opening Activity: 15-20 minutes
- Film Viewing Activity: 20 minutes (possible homework assignment)
- Main Activity: 1 to 1.5 class periods



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MATERIALS NEEDED:

- Computers with Internet access for research
- Copies of student handouts
 - Key South African Apartheid Laws
 - Apartheid Scenarios
 - Rubrics



Accessed via the African Activist Archive Project <http://africanactivist.msu.edu/>

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LESSON PROCEDURE

OPENING ACTIVITY

In this opening activity, students will simulate what life was like under apartheid in South Africa. They will role-play life in the classroom under an apartheid system and gain an understanding of how the system worked.

Before class starts, divide your classroom into two parts with masking tape on the floor. One part should be approximately 85% and the other 15% of the total room size. At the beginning of class, select a substantially smaller group of students by a visible characteristic such as eye or hair color, glasses, height, or length of hair and place them in the larger section. Have the remaining students sit in the smaller section.

Tell the small selected group of students they are going to be leading the activity and will set the rules. Give them some sort of currency (“funny money”, or treats) to “hire” one of the majority group to do the work such as cleaning their desk, running errands or sweeping the floor. The majority group must work for a living and are not given any currency at the outset of the activity. Everyone in this group must earn at least two items of currency to survive. If they do not earn a living they are sent to jail. They have no legal recourse if they feel they are being treated or punished unfairly.

Explain to the entire class that the smaller group is leading the class in the activity. The rest of the students are to follow their lead. The select group is free to roam anywhere they’d like in the room and put any member of the majority group in “jail” if they disobey a rule or are disrespectful. Tell the larger group that the only time they are allowed to leave their section is when they are hired by one of the members of the select.

Begin the role play and have it go on for about 10 to 15 minutes. You can have the minority group use some sort of currency, such as play money or treats.

After you feel students have fully experienced the system, bring the class together and debrief with the following questions:

- What is your reaction to this activity?
- What seemed to be the criteria that determined why some students were considered privileged and others weren’t? Do you think these criteria were fair? Why or why not?
- Why do you think a system like this is formed in a society? How do you think it gets started?
- Why was it so difficult for students in the majority group to obtain rights or have any recourse if they felt they were being treated unfairly?
- What would have to change in this system to make it more fair for everyone?

VIDEO VIEWING ACTIVITY

In this activity, students will view a clip from the film **MANDELA: LONG WALK TO FREEDOM** that dramatizes life under apartheid in South Africa during the 20th century. In this clip, a young Nelson Mandela is in a court room defending a “native” (black South African) in a charge of theft. Mandela questions the accuser, Mrs. De Kok, a white woman, to see if she can identify the stolen property.

1. Form the class into small groups of two to three students.
2. Have students view the film clip “Mandela Defends an Alleged Thief” (found on the film’s website.)
3. Provide time for students to review the clips and discuss the following questions:
 - What seems to be Mrs. De Kok’s attitude as Nelson Mandela first questions her on the witness stand?
 - What would you say is her level of respect for Mr. Mandela?
 - In the scene, Mandela tries to get Mrs. De Kok to identify the allegedly stolen property. Besides her humiliation in seeing women’s underwear (possibly hers), why else do you think she felt “so insulted” at the line of Mandela’s questioning?

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VIDEO VIEWING ACTIVITY

3. Provide time for students to review the clips and discuss the following questions (continued):
 - In U.S. courtrooms, defendants enjoy a presumption of innocence until proven guilty. Do you believe Mrs. De Kok held a similar view of the defendant in this case? How might her attitude toward the entire court procedure reflect her attitude about black South Africans and her assumptions about her social and legal position in an apartheid regime?
4. When students have finished their discussions, ask groups for their response.

MAIN ACTIVITY

In this activity, students will examine how apartheid affected the people of South Africa. They will review pivotal laws that helped establish and maintain the apartheid state and analyze their impact on black Africans as well as whites. They'll prepare small skits or demonstrations depicting how people were impacted by the laws and write reaction papers outlining their findings.

PROCEDURE:

Divide the class into small groups of two to three students. Distribute the handouts, "Key Apartheid Laws" and "Jim Crow Laws in the United States" to all students. Provide a few minutes for students to review the law explanations.

1. Ask student groups the following questions:
 - What seems to be the overall purpose of these laws?
 - Which laws seem aimed at regulating people's private lives?
 - Which laws seem aimed at regulating the political power of whites and blacks in South Africa?
 - Which law do you find the most repressive to black Africans?
 - Which laws are similar to Jim Crow segregation laws enacted in the United States in the 19th and 20th centuries to enforce separating blacks and whites?
2. Keep students in their smaller groups or reorganize them in to eight groups. Distribute the handout, "Apartheid Scenarios" to all students. Assign one scenario to each group.
3. Ask student groups to review their assigned scenario and complete the steps in the "Presentation Guidelines" section at the end of the scenarios handout.
4. Have half the groups formulate arguments that support the law and the other half formulate arguments that argue against the law as it was applied in this scenario.
5. Have all groups make their presentations and ask the class which law was involved in their scenario and why. Below is a list of apartheid laws applying to the scenarios:
 - **Scenario 1:** 1951-Act No 68, Bantu Authorities Act; 1952-Act No 67, Natives (Abolition of Passes and Co-ordination of Documents) Act
 - **Scenario 2:** 1951-Act No 68, Bantu Authorities Act
 - **Scenario 3:** 1949-Act No 55, Prohibition of Mixed Marriages Act; 1950- Act No 30, Population Registration Act
 - **Scenario 4:** 1945-Act No 25 Native Consolidation Act
 - **Scenario 5:** 1950-Act No 41, Group Areas Act
 - **Scenario 6:** 1950-Act No 44, Suppression of Communism Act
 - **Scenario 7:** 1953-Act No 47, Bantu Education Act
 - **Scenario 8:** 1953-Act No 49, Reservation of Separate Amenities Act

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DEBRIEFING QUESTIONS

The following questions can be used as a debriefing activity or as criteria for a final assessment paper.

- What seems to be the overall goals of the apartheid laws?
- What fundamental human rights were violated by these laws?
- Which law do you think was the most detrimental to the black African population and why?
- What similarities and differences do you see between these apartheid laws and Jim Crow laws in the United States? (See “Jim Crow Laws in the United States” document.)
- What recommendations do you have to make the law fairer and how would you convince those opposed to change to change the law? (This can be completed as a written assignment.)

ASSESSMENT SUGGESTIONS

- Active participation during discussions and activities
- Completion of notes from the “Video Viewing” activity
- Evaluation of students’ dramatic presentations and reaction papers using the suggested rubric provided at the end of this lesson or your own assessment tool

EXTENSIONS/ADAPTATIONS

Have students explore in more depth the similarities between U.S. segregation laws of the 19th and 20th centuries and South African apartheid laws between 1948 and 1994. Have them explore the intent of the laws and their impact on both black and white citizens. Have them explain the constitutional reasons for repealing these laws in both South Africa and the United States. Have them describe the mechanisms now in place in both countries that would help prevent similar laws from being enacted.

Have students create a political cartoon presentation comparing apartheid and segregation. In their analysis, they should describe the event or issue depicted in the cartoon, deconstruct each cartoon by explaining the use of labels, symbols, caricature and they represent, explain the cartoon’s message and explain their opinion/reaction to the message of the cartoon. They can formulate their presentation on a poster, PowerPoint slide show or in digital media.

RESOURCES

- Nelson Mandela Foundation and Centre of Memory
<http://www.nelsonmandela.org>
- Apartheid Museum
<http://www.apartheidmuseum.org>
- South African History Online
<http://www.sahistory.org.za>
- History of Apartheid Cartoons
http://www.rfksafilm.org/html/apartheid_cartoons.php
- The History of Apartheid in South Africa (Stanford University)
<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>
- African National Congress
<http://www.anc.org.za/show.php?id=4518>
- Anti-Apartheid Struggle in SA (1912-1994)
<http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries?sobi2Task=sobi2Details&sobi2Id=29>

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STANDARDS

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (<http://www.socialstudies.org/standards/strands>)

- II. Time, Continuity, and Change
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance

PARTNERSHIP FOR 21STCENTURY SKILLS (<http://www.p21.org/overview>)

Creativity and Innovation

- Work Creatively with Others
 - Develop, implement and communicate new ideas to others effectively

Critical Thinking and Problem Solving

- Make Judgments and Decisions
 - Effectively analyze and evaluate evidence, arguments, claims and beliefs

Communication and Collaboration

- Communicate clearly
 - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

COMMON CORE STATE STANDARDS

English Language Arts Standards – History/Social Studies – Grade 9-12

CCSS.ELA-Literacy.RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

English Language Arts Standards – Reading: Informational Text Grades

CCSS.ELA-Literacy.RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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STANDARDS

COMMON CORE STATE STANDARDS (continued)

Speaking and Listening

CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

AUTHOR BIO

Greg Timmons has been a Social Studies educator for over thirty years. He has written over 300 classroom lessons for leading national news and educational organizations and has served as a consultant for a number of leading education groups.

GROUP SALES

For more information on Group Ticket Sales, email groupsales@weinsteinco.com.

Anyone disobeying these laws will be imprisoned, fined, and/or whipped:

All Africans over the age of 16 must produce a passbook on demand by a policeman.

Under no circumstances may an employer pay Africans the same rates as white persons even if they do the same work and work the same hours.

No African may strike for any reason whatsoever.

Any African who takes a job outside his town, even if he has lived there for 20 years, must leave that town within 72 hours.

Unless they have obtained a special permit to do so, a white person and a non-white person may not under any circumstances drink a cup of tea together in a cafe.

No white person may have sexual relations with an African, Coloured or Indian person. And vice versa.

No African may attend a birthday party if the number attending could make the gathering undesirable.

An African in an urban area who is out of work must take work offered to him by the Bantu Affairs Commissioner or be removed from the area.

No African may buy land, or own property, anywhere in the Republic.

Under no circumstances may a non-white person use facilities set aside for the use of white persons.

No white man may teach an African servant to read.

By order of the South African Ministry of Justice.

Issued in the interests of justice by the Anti-Apartheid Movement, 89 Charlotte Street, London W1, Tel: 01-580 5311

Accessed via the African Activist Archive Project <http://africanactivist.msu.edu/>

STUDENT HANDOUT: KEY APARTHEID LAWS

Below is a descriptive list of pivotal laws established in South Africa to support the government's apartheid policies. Many of these laws were subsequently amended after the 1950s up until the end of apartheid in 1994, often times with greater restrictions. Review the laws below and be prepared to discuss the questions at the end.

1913 ACT NO. 27 NATIVES LAND ACT :

The first major piece of segregation legislation passed by the newly formed Union of South Africa. The law decreed that only certain areas of the country could be owned by natives. These areas totaled 13% of the country.

1927- ACT NO 38, NATIVE ADMINISTRATION ACT:

The law established a separate legal system for administering African law and proclaimed Native areas subject to a separate political regime.

1927-ACT NO 8, IMMORALITY ACT:

Prohibited sexual relations between white people and people of other races outside of marriage. The penalty was up to five years for males and four years for females. Women who were allegedly provoking white males into a sexual relationship could be sentenced to six years in prison.

1949-ACT NO 55, PROHIBITION OF MIXED MARRIAGES ACT:

Prohibited marriages between white and non-white people. Though statistically there were few mixed marriages in the three years prior to the law (only one-third of one percent), this was one of the first pieces of legislation passed by the ruling National Party after their rise to power in 1948.

1950- ACT NO 30, POPULATION REGISTRATION ACT:

Required every South African to be classified in accordance to their racial characteristics: black, white, and mixed (referred to in the law as "coloureds"). Indians (people from South Asia) and their descendants were added later as a separate classification. Social and political rights as well as educational opportunities were largely determined by group. The closer one was to being white, the more rights were provided.

1950-ACT NO 41, GROUP AREAS ACT:

Forced separation between races through the creation of residential areas designated for certain races in urban areas. An effect of the law was to exclude non-whites from living in the most developed areas. Many non-whites were forcibly removed for living in the wrong areas. In addition, the non-white majority was given a much smaller area of the country. Subsequently, the white minority owned most of the nation's land. The law also caused many non-whites to have to commute large distances from their homes on order to be able to work.

1950-ACT NO 44, SUPPRESSION OF COMMUNISM ACT:

Outlawed communism and the Community Party in South Africa. The definition of "Communism" was very basic; it included anything that called for a radical change in how the government worked or encouraged feelings of hostility between the European and non-European races. The Minister of Justice had the power to severely restrict the freedoms of anyone deemed a "Communist" including running for public office, attending public meetings, or travel within or out of the country. The Minister also had the authority to imprison anyone deemed to be a "Communist."

1951-ACT NO 68, BANTU AUTHORITIES ACT:

One of the pillars of apartheid in South Africa. This legislation created a legal basis for the deportation of black Africans into designated homelands. These homelands were independent states to which each black African was assigned by the government according to the record of origin—where they were born—which was frequently inaccurate. Black Africans could live only in their designated homeland and needed a pass to enter other areas of South Africa.

STUDENT HANDOUT: KEY APARTHEID LAWS

1952-ACT NO 67, NATIVES (ABOLITION OF PASSES AND CO-ORDINATION OF DOCUMENTS) ACT:

The law compelled every black African over the age of 16 to carry identification (which included a photograph, place of origin, employment record, tax payments, and encounters with the police) at all times. The law stipulated when, where, and for how long a black could remain in an area. A passbook without a valid entry allowed officials to arrest and imprison the bearer of the pass.

1953-ACT NO 47, BANTU EDUCATION ACT:

Established a Black Education Department and developed a curriculum suited to the "nature and requirements of black people." The unstated aim of this law was to prevent black Africans from receiving an education and restrict non-white youth to the unskilled or low-skilled labor market.

1953-ACT NO 49, RESERVATION OF SEPARATE AMENITIES ACT:

Enacted segregation in all public areas including buildings and public transport. Only public roads and streets were excluded from the act. Section 3a made it legal to exclude people from public places based on their race and section 3b of the act stated that the facilities for the different races did not need to be equal.

DISCUSSION QUESTIONS:

- What seems to be the overall purpose of these laws?
- Which laws seem aimed at regulating people's private lives?
- Which laws seem aimed at regulating the political power of whites and blacks in South Africa?
- Which law do you find the most repressing to black Africans and why?
- Which laws are similar to Jim Crow segregation laws enacted in the United States in the 19th and 20th centuries to enforce separating blacks and whites?

STUDENT HANDOUT: “JIM CROW” LAWS IN THE UNITED STATES

“JIM CROW” LAWS IN THE UNITED STATES

BACKGROUND: After Reconstruction officially ended in 1876, many states, not just in the South, enacted laws to segregate whites and African Americans. These laws mandated segregation in all public facilities such as education, transportation, housing, medical care, and employment. Segregation was also ordered within an institution such as the United States Armed Forces up until the 1950s. In 1896, the Supreme Court upheld Jim Crow laws in *Plessy v. Ferguson* stating such accommodations were lawful as long as they were “separate but equal”. In reality, accommodations for African Americans were inferior to those provided for white Americans, which created economic, educational, and social disadvantages. In 1954, the Supreme Court reversed its earlier decision in *Plessy* unanimously ruling in *Brown v. Board of Education* that state-sponsored school segregation was unconstitutional. Such discrimination was outlawed by the Civil Rights Act of 1964.

Examples:

The following examples are a collection of Jim Crow laws enacted by different states.

1. Separate school facilities and programs for whites and blacks.
2. Unlawful for a restaurant or other eating establishment to serve people of mixed races in the same room.
3. Separate ticket office, entrances and seating areas in places of entertainment, (theaters, concert halls, etc.)
4. All passenger stations operating any motor transportation company shall have separate waiting rooms and ticket windows for white and black races. Separate seating for white and black races shall be maintained on any motor vehicle, either as a separate vehicle or part of a vehicle.
5. Unlawful to rent an apartment to a black person or family when said facility is occupied by white person or family.
6. Unlawful to print, publish, or circulate material presenting arguments in favor of social equality or intermarriage between whites and blacks.
7. Every hospital is required to maintain separate entrances, facilities, treatment, and visitors’ rooms or people of white and black races.
8. Marriage between white and black persons are unlawful.
9. Unlawful to bury a black person upon ground set apart or used for the burial of white persons.

¹“Jim Crow Laws” American Public Radio <http://americanradioworks.publicradio.org/features/remembering/laws.html>

STUDENT HANDOUT: APARTHEID SCENARIOS

These scenarios are based on actual accounts of people living under apartheid in South Africa. Review your assigned scenario(s) and compare it to the list of key apartheid laws. Identify the laws that were involved in the scenario. Prepare a short dramatic presentation for the class in which you reenact the scenario much like a play with a narrator and actors with lines of dialogue. Use the guide at the end of the handout to prepare your presentation.

1. **A black South African couple** recently moved from Johannesburg to Alexandra to live because the wife, Mandisa, wanted to go back to her hometown to take care of her aging parents at their home. The husband, Tau, had a work permit for his job in Johannesburg, his homeland. However, because he had not lived in Alexandra for 15 continuous years, he didn't qualify to live there and instead had to stay in Johannesburg. Tau did find housing at a male hostel in Johannesburg, but couldn't obtain a pass to legally travel back to Alexandra to see his wife.

2. **Kagiso, a South African mother of two**, was born in Mamelodi, a township next to Pretoria and had lived there all her life and so had her daughters, Jewel and Jacoline. After she divorced her husband, she moved with her children to her brother's house in Alexandra to reestablish herself and get a new job. Originally, Kagiso was able to get a permit to live in Alexandra as long as she was gainfully employed. A white shopkeeper offered her a job. However, the living permit didn't list her children and she was told she would have to move to a hostel and send her children back to their homeland of Mamelodi to live with their father. She had to tell her employer she couldn't accept the job because she couldn't leave her children.

3. **Lefu, an elderly South African mine worker** was living in Wellington with his wife of 40 years, Mosa, who was taking care of him because he could no longer work. The couple had no children. They both had grown up in the same South African rural township and family trees indicated they were distant cousins. She was told she could not continue to live with him because she was classified as non-white and he was classified as white because his skin was a lighter color. She was ordered out of the area, leaving her husband to take care of himself.

4. **The Mbekis, a black African family**, had four boys all over the age of 16. One day a notice arrived in the mail informing all black Africans that urban areas were deemed "white areas" and all black African males had to carry a permit, known as a "pass" at all times. The family owned a small store outside of Pretoria and all family members worked there. One day, three of the boys were making a delivery of groceries and supplies to their regular customers, a white family that lived in Pretoria. Just inside the city limits, they were stopped at a check point by Afrikaner police. When the boys parked the truck, they were asked to show their permits to travel in an urban area. None of them had their passes with them and they were immediately arrested, taken to jail with no opportunity to call their parents. Their truck was confiscated and the goods weren't delivered.

5. **When the notice arrived, the Khumalo family** couldn't believe it. They had just bought a large house in the city of Johannesburg, something almost unheard of in South Africa for a black family. The father was a university professor and was glad to find a home where he could walk to work so his wife could have the car to run errands, take their five kids to school, and drive to her part-time job. Now they were being told they would have to sell their home in Johannesburg within a week and find housing in one of the designated areas for blacks and coloreds in rural South Africa. Because housing in the rural areas was in short supply, it would be difficult to find an apartment with adequate space for the entire family. The father would have to get a pass to commute between their home and his work.

6. **In 1952, the African National Congress** decided to take action against certain laws they considered unjust and discriminatory against black Africans. Leaders of the ANC planned peaceful demonstrations to be held on April 6, 1952, the 300th anniversary of white settlement in the Cape of South Africa. Ten thousand people of both races showed up at the demonstrations in several cities. Officials deemed the demonstrations illegal even though no public gathering laws were broken. Over 8,000 people were arrested for encouraging hostility between whites and non-whites. During the arrests, many people gathered as demonstrators were loaded into busses. Many of the whites in the crowds jeered and taunted the prisoners as they were taken away.

STUDENT HANDOUT: APARTHEID SCENARIOS

7. **Baruti** had gone to a school run by missionaries and performed brilliantly in biology and physics. There he learned English and the philosophy of the equality of man. He knew he would have to go to a segregated, all-black university, but he hoped to pursue his dream of becoming a doctor. However, a newly passed law decreed that non-whites were only allowed to have certain low-skilled jobs and would thus need only the training necessary to be qualified for these jobs. As he was preparing to enroll in college, he discovered the curriculum no longer contained classes in human biology or anatomy, only classes in carpentry, welding and building construction.

8. For years, parts of **Port Elizabeth, South Africa**, had enjoyed a diverse culture of “coloureds,” blacks, Indians, Chinese and some whites who had always lived and worked together. For the most part, they shared parks, schools, hospitals, and other public resources. **Dikeledi, Herman, Kopano, and Dominick** had grown up together, gone into town to shop, visit attractions and just hang out. After graduating from high school all four students went to four-year boarding schools in Europe and America. Upon their return to Port Elizabeth, they were overwhelmed and distressed. All over the city, there were now signs designating facilities for non-whites and whites—public restrooms, parks, beaches, restaurants and shops, and even benches in the parks. As the weeks and months moved on, the once closely-knit group found a gap emerging between them. Though they lived in the same city as they always had, they found it increasingly more difficult to enjoy their friendship as the differences between them widened.

PRESENTATION GUIDE:

Summarize the events in the scenario making sure to include the names and actions of the individuals involved.

Formulate an argument either in support or against the law that was violated or denied individuals the opportunity to complete a desired action.

Identify the law in question and explain how the actions of the individuals came in conflict with the law.

STUDENT HANDOUT: KEY APARTHEID LAWS

DRAMATIC PRESENTATION RUBRIC

STUDENT NAME: _____

CATEGORY	4	3	2	1
UNDERSTANDING OF TOPIC	The team clearly understood the topic in-depth and presented their information forcefully and convincingly	The team clearly understood the topic in-depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team did not show an adequate understanding of the topic
INFORMATION	All information presented in the debate was clear, accurate and thorough	Most information presented in the debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Information had several inaccuracies OR was usually not clear
USE EVIDENCE OR EXAMPLES FROM THE SCENARIO	Arguments either in support or against the law were well supported with several examples from the scenario	Arguments either in support or against the law were adequately supported with some examples from the scenario	Arguments either in support or against the law were supported with examples from the scenario	Arguments either in support or against the law were not supported with examples from the scenario
ORGANIZATION	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical	Arguments were not clearly tied to an idea (premise)

STUDENT HANDOUT: KEY APARTHEID LAWS

REACTION PAPER

CATEGORY	4	3	2	1
ORGANIZATION	Information is very organized with well-constructed paragraphs and subheadings	Information is organized with well-constructed paragraphs	Information is organized, but paragraphs are not well-constructed	The information appears to be disorganized
AMOUNT OF INFORMATION	All topics are addressed and all questions answered with at least 2 sentences about each	All topics are addressed and most questions answered with at least 2 sentences about each	All topics are addressed, and most questions answered with 1 sentence about each	One or more topics were not addressed
QUALITY OF INFORMATION	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples are given	Information has little or nothing to do with the main topic
MECHANICS	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors
PARAGRAPH CONSTRUCTION	All paragraphs include introductory sentence, explanations or details, and concluding sentence	Most paragraphs include introductory sentence, explanations or details, and concluding sentence	Paragraphs included related information but were typically not constructed well	Paragraphing structure was not clear and sentences were not typically related within the paragraphs