



## Lesson Plans Digital Booklet

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# Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

# Unit Five

## *Country Case Studies*

### Module Twenty Nine: South Africa

This module provides an introduction to the Republic of South Africa, an important country on the continent of Africa because of its political, social, and economic influence. Although the country still faces challenges such as continuing racism, the HIV/AIDS epidemic, and poverty, many countries in Africa (even throughout the world) look to South Africa for leadership and as an example of successful conflict resolution. South Africa experienced a remarkable, peaceful transfer of power in 1994 when all citizens could participate in fully democratic elections. This came after a long struggle against an oppressive white government. Since then, the government and the dominant political party have worked to build a “Rainbow Nation,” a nation where people divided in the past by their race can live and work together. These issues and the history of South Africa are explored in the module.

Activity One introduces South Africa through an overview of its geography. Activity Two addresses South Africa’s history. This activity is designed to be a resource of basic knowledge of South Africa’s history as well as a lesson plan. Therefore, teachers are free to use the material as best suits their needs. A teacher may use the activity materials for one in-class presentation, a number of sessions focused on different periods of history, and/or assign the entire text as supplemental reading. Activity Three and Four focus in more detail on two aspects of building a “Rainbow Nation.” Activity Three looks at the renaming of places in South Africa, a logistical aspect of overcoming physical segregation with municipal restructuring, and a political issue regarding historical memory and the legacies of colonialism and apartheid. Activity Four looks at South African sport, an important part of South African culture that can help us understand both the country’s past and present.

# Module Twenty Nine

South African Geography

The History of South Africa

Renaming Places in South Africa

Sports in South Africa

## South African Geography

Time Needed	Approximately 45 minutes
Prior Knowledge	Basic knowledge of using maps
Lesson Assessment	Formative: reading guide
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i>
Materials Needed	Access to Exploring Africa, pencil, South African Geography reading guide <sup>1</sup>

### Objectives

Students will be able to...

- Use maps to learn about geographic landmarks, climate, and physical landscapes of a region
- Describe the geography of South Africa

Time	Learning Task	Methods or Procedures
3 min	Students receive reading guide, listen to instructions, and get online	Teacher hands out reading guide and instructs students to get onto google maps.
10 min	Students explore South Africa on google maps, and write down some notes about what they find under the first question of their reading guide.	Individual or partner student work; teacher monitors and assists as needed
2 min	Students get on Exploring Africa	Teacher instructs students to get onto module 29, activity 1 of Exploring Africa
30 min	Students read the text of the activity, filling out and answering the questions on their reading guide as they go.	Individual student work; teacher monitors and assists as needed

<sup>1</sup> Handouts and Worksheets, pg. 12-14

## The History of South Africa

Time Needed	Approximately 1 hour 15 min
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	Pencil, access to Exploring Africa, The History of South Africa Reading Guide <sup>2</sup>

### Objectives

Students will be able to...

- Explain the Black Consciousness Movement
- Identify key events in South African History
- Identify biases of a source

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions, receive reading guide, and get on Exploring Africa	Teacher hands out reading guide and instructs students to get onto module 29, activity 2 of Exploring Africa.
20 min	Students read through the text of Activity 2, filling out the reading guide as they go. Students should stop once they get to question 5 of the reading guide.	Individual student work; teacher monitors and assists as needed. Teacher instructs students to stop at question 5 on the reading guide.
3 min	Students read over the remaining questions on their reading guide.	Teacher instructs students to read the rest of their questions on the worksheet, and keep them in mind while they listen to the following clips.
20 min	Students listen to the clip on the Black Consciousness movement. Once the clip is finished, they answer question 5 (a, b, and c.)	Teacher plays the clip from 00:00 – 7:08 <a href="http://overcomingapartheid.msu.edu/audio.php?id=65-252-37">http://overcomingapartheid.msu.edu/audio.php?id=65-252-37</a>
30 min	Students listen to the clip on community projects. Once the clip is finished the answer the remaining questions on their reading guide.	Teacher plays the clip from approx. 31:38 – 38:00 <a href="http://overcomingapartheid.msu.edu/audio.php?id=65-252-37">http://overcomingapartheid.msu.edu/audio.php?id=65-252-37</a>

<sup>2</sup> Handouts and Worksheets, pg. 15-20

## Renaming Places in South Africa

Time Needed	Approximately 1 hour
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: worksheets, journal response, class discussion
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant Evidence</i> CCSS.ELA-Literacy.SL.8.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</i>
Materials Needed	Renaming Places Reading Guide <sup>3</sup> , Renaming Places Roleplay –Roles <sup>4</sup> , Renaming Places Roleplay –Issues <sup>5</sup> , pencil, journal, access to Exploring Africa

### Objectives

Students will be able to...

- Explain the historical and cultural significance of names of places
- Explain how legacy of colonialism in South Africa appears in names
- Discuss and decide on issues as a group of diverse people

Time	Learning Task	Methods or Procedures
2 min	Students receive reading guide, listen to instructions, and get on Exploring Africa.	Teacher hands out reading guide and instructs students to get onto module 29, activity 3 of Exploring Africa.
20 min	Students read the text of activity 3, and fill out their reading guides as they go. Students stop when they reach the role play activity.	Individual student work; teacher monitors and assists as needed
2 min	Teacher randomly hands out a role to	Before class teacher should cut out enough roles

<sup>3</sup> Handouts and Worksheets, pg. 21-22

<sup>4</sup> Handouts and Worksheets, pg. 23

<sup>5</sup> Handouts and Worksheets, pg. 24



	each student, and passes out the Roleplay City Issues worksheet.	on the renaming places roleplay sheet for the class <sup>6</sup> . Teacher randomly distributes cut out roles to students in the class.
2 min	Students listen to instructions.	Teacher instructs: You are a member of the city council in East London in South Africa. 80% of the council is black Africans, 15% of the council is white, and 5% is coloured (mixed race). You are going to work together to discuss and decide on different city issues that arise.
30 min	Class discussion: class goes through issues one at a time, discussing them as if they were a real city council in South Africa trying to decide on these issues. At the end of each issue, students take a vote to decide on proposed solutions to the issue. The majority vote decides the solution to the issue.	Class discussion; teacher facilitates by introducing new issues, and holding vote for each issue. Students take notes on what is happening as they go.
5 min	Students get back on Exploring Africa and read what actually happened in deciding the issues. In their journal they write a response to what happened: <i>What actually happened? What do you think about their decisions?</i>	Individual student work; teacher monitors and assists as needed

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<sup>6</sup> For the amount of students in the class, there should be approx. 80% Black Africa role sheets, 15% white role sheets, and 5% Mixed Race role sheets There should be at least two of every role.

## Sports in South Africa

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: journal entry
Standards	CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant Evidence</i>
Materials Needed	Access to Exploring Africa, pencil, journal

### Objectives

Students will be able to...

- Explain the importance of sports in uniting South Africa

Time	Learning Task	Methods or Procedures
5 min	Students to get onto Exploring Africa	Teacher instructs students to get onto module 29, activity 4 of Exploring Africa.
20 min	Students read through the text of activity four	Individual student work; teacher monitors and assists as needed
20 min	Students answer the following question in their journal; <i>Do sports have the power to unite a country or is it divisive?</i> <i>Write a one page response, use examples to back up your argument.</i>	Individual student work; teacher monitors and assists as needed

# Handouts and Worksheets

South Africa Geography Reading Guide.....	12
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## South African Geography Reading Guide

1. Visit Google Maps and zoom in on South Africa to see what the landscape looks like. What do you see? Do you see mountains? Beaches? Can you find houses? What do they look like? Try and find the deserts, rivers, and big cities.
2. Follow the link given on Exploring Africa to look at the temperatures and rainfall received in South Africa during the past week, month, and three months. What season would South Africa be in right now? How does this affect how much rain each region receives and the temperatures in each region?
3. Follow the link given on Exploring Africa to go to the South Africa National Parks website and locate and count all of the national parks in the country. Compare this to the map of South Africa's vegetation. What types of climates and environments are most of the national parks located in?
4. Explain why the following features are significant or important to the development of South Africa. Then, draw and name them on the map on the next page.
  - a. The Limpopo River:
  - b. The High, Middle, and Low Veldts:
  - c. Cape Point/Cape of Good Hope:

d. Lesotho:

e. Swaziland:

f. The Atlantic Ocean:

g. The Indian Ocean:

h. Pretoria/Tshwane:

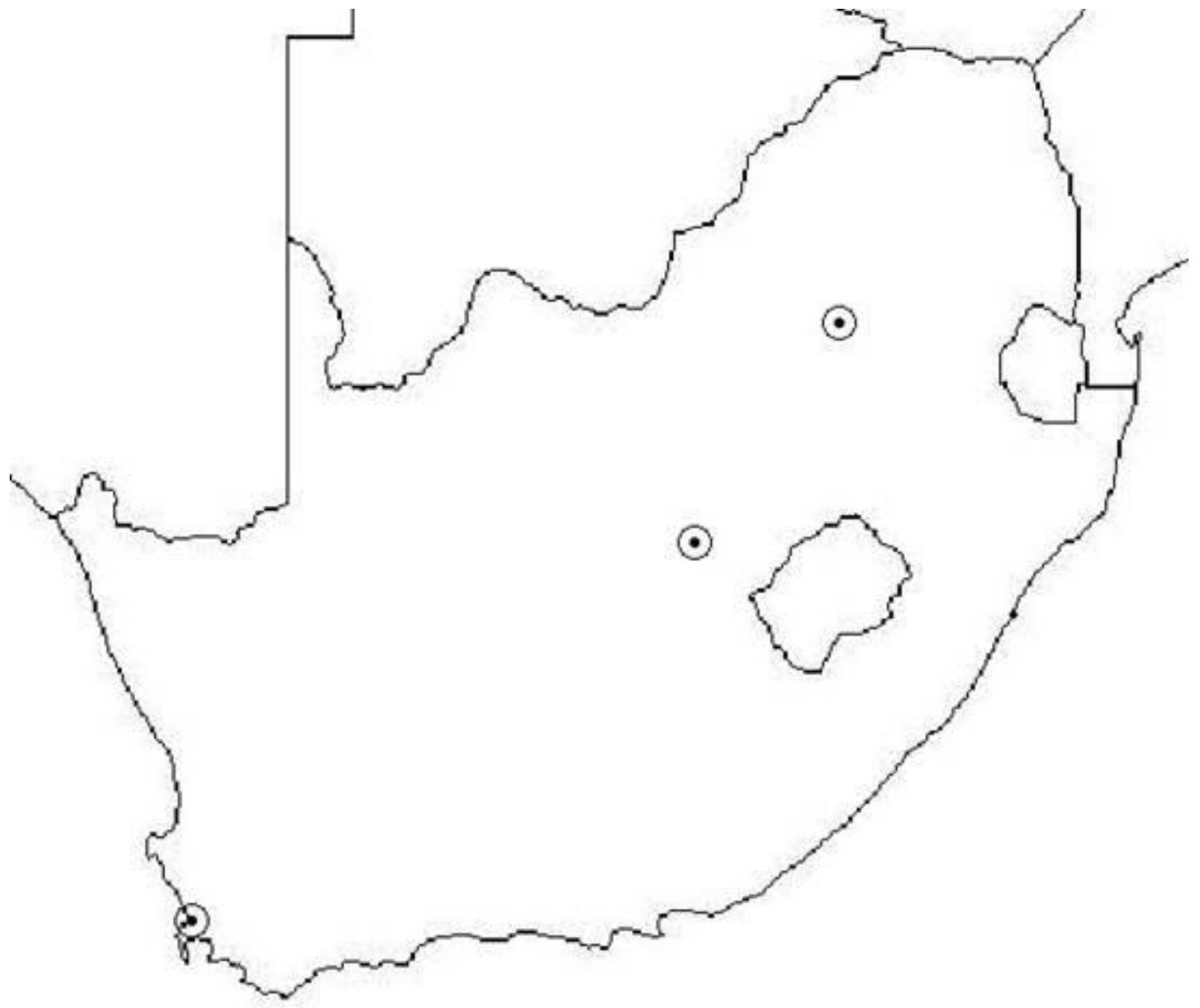
i. Cape Town:

j. Blomfontein:

k. The Western Cape:

l. The Mountain Escarpment:

m. The Witwatersrand:



## History of South Africa Reading Guide

1. Why do you think Cape Town was called a refreshment station? What does that show about how the Dutch East India Company viewed South Africa at this time?
2. Write about the power of national holidays, celebrations, and/or festivals and what they mean in U.S. society. Have you seen festivals and commemorations of local or national holidays change in the past years? What meanings do people place on historically significant days in the U.S. and does everyone agree on that meaning? (Note: Think of Columbus Day and how that is celebrated. In recent years there has been a move to recognize the Native American casualties of colonialism in the Americas on Columbus Day rather than viewing the day as a celebration of the founding of the United States as has been done in the past.)
3. Look at the maps of the South Africa Homelands. Why do you think the homelands are scattered and fragmented? Only the country of Israel recognized homelands as independent nation-states. Why do you think no other countries did so? Why do you think Israel did?

4. Fill in the following chart.

	Khoisan	Bantu	Dutch	British	Coloured	Indian
Who						
How						
When						
Language						
Important Events						









e. How does this interview contradict or support your other sources?

f. What did you hear in the interview that helps you understand the process of conducting oral history? What can you say about how historians construct history?



3. How do you think communities should decide which names are changed? How might white South Africans react to a proposal to change the name of their cities? How might black South Africans react?

4. Write about how you would feel if some people wanted to change the name of a place in your city. What places have significant names? What do they mean? What do you think about changing place names in South Africa?



## Renaming Places Roleplay –City Issues

**Directions:** Discuss and decide on the city issues below in order, with your classmates (using the perspective of the role you are playing). Take notes as you go.

1. Some people say the John Vorster Bridge, named after a former Prime Minister (1966-78) and President (1978-9) of apartheid South Africa, should be renamed. How do we decide if it should be renamed, and how do we decide what to call it?
2. How will members of the community react?
3. Should the statue of a British colonial soldier on a horse, who fought in the first South African war between the British and Dutch settlers of South Africa, remain at City Hall? List reasons why or why not.
4. Should a new statue of Steve Biko, an African who fought against apartheid and died while being interrogated in prison in 1977, be put up at City Hall? List reasons why or why not.



# Answer Keys and Examples

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## South African Geography Reading Guide

*Visit Google Maps and zoom in on South Africa to see what the landscape looks like. What do you see? Do you see mountains? Beaches? Can you find houses? What do they look like? Try and find the deserts, rivers, and big cities.*

Student answers will vary. Students may say they see beaches, lots of cities, etc.

*Follow the link given on Exploring Africa to look at the temperatures and rainfall received in South Africa during the past week, month, and three months. What season would South Africa be in right now? How does this affect how much rain each region receives and the temperatures in each region?*

Answer: \*\*\*The answer will vary depending on what time of year the students look at the map

*Follow the link given on Exploring Africa to go to the South Africa National Parks website and locate and count all of the national parks in the country. Compare this to the map of South Africa's vegetation. What types of climates and environments are most of the national parks located in?*

Answer: There are 19 national parks (as of 2016) in South Africa. They are in savanna, forest and semi desert climates

*Explain why the following features are significant or important to the development of South Africa. Then, draw and name them on the map on the next page.*

*The Limpopo River:*

Answer: This major river forms the border between South Africa, Mozambique, and Zimbabwe; because it is difficult to navigate, it did not support in-land trade in the past, but acted as a water resource to the people who lived in the region

*The High, Middle, and Low Veldts:*

Answer: These are the names for the different elevations of the grass-land interior plateau that covers much of northeastern South Africa; these areas receive enough rainfall to support farming along with livestock, particularly the high veldt, and in the past that is where farmers settled

*Cape Point/Cape of Good Hope:*

Answer: The most south-west point in Africa where the Benguela current from the West meets the Mozambique/Agulhas current from the East (Indian Ocean); this geographical feature is an example of South Africa's unique position in world geography, where many people and cultures converge.

*The Atlantic Ocean:*

Answer: The major ocean bordering South Africa on the West; the Benguela Current flowing North up the coast of South Africa makes it difficult to approach the coast from the Atlantic Ocean, thus South Africa was isolated from Atlantic trade in its early history.

*The Indian Ocean:*

Answer: The major ocean bordering South Africa on the East; the Mozambique Current makes it difficult to enter the ports on the eastern side of South Africa which also contributed to South Africa's isolation from Indian Ocean trading networks in its early history.

*Pretoria/Tshwane:*

Answer: The Administrative capital of South Africa

*Cape Town:*

Answer: The legislative capital of South Africa

*Blomfontein:*

Answer: The Judicial capital of South Africa

*The Western Cape:*

Answer: The Cape region or province in the southwest of South Africa known for its farming, fish, and vineyards; it has supported many people in the region with its farming and fishing and produces wine.

*The Mountain Escarpment:*

Answer: Major feature of South Africa dividing the coastal areas from the interior plateau; the escarpment catches the moisture coming from the ocean, resulting in greater rainfall along the coast which has supported different groups of people in South Africa's history who have lived there, including South Africa's earliest inhabitants, hunter-gatherers.

*The Witswatersrand:*

Answer: Mountain range in the north-eastern part of South Africa that holds the major mineral resources of gold and diamonds; these minerals have been a source of wealth for the country and influenced the growth of industrial development.

## History of South Africa Reading Guide

*Why do you think Cape Town was called a refreshment station? What does that show about how the Dutch East India Company viewed South Africa at this time?*

Answer: It was a place where traders could stop and 'refresh' or get more supplies. South Africa was viewed as a place to be used for their needs, not an already existing land with people living there.

*Write about the power of national holidays, celebrations, and/or festivals and what they mean in U.S. society. Have you seen festivals and commemorations of local or national holidays change in the past years? What meanings do people place on historically significant days in the U.S. and does everyone agree on that meaning? (Note: Think of Columbus Day and how that is celebrated. In recent years there has been a move to recognize the Native American casualties of colonialism in the Americas on Columbus Day rather than viewing the day as a celebration of the founding of the United States as has been done in the past.)*

Answers will vary

*Fill in the following chart.*

	<i>Khoisan</i>	<i>Bantu</i>	<i>Dutch</i>	<i>British</i>	<i>Coloured</i>	<i>Indian</i>
<i>Who</i>	First group of people to inhabit the land	Africans, migrated and settled in South Africa in 4 <sup>th</sup> century BCE	First influential Europeans to settle in South Africa	European settlers in South Africa	A group of people classified as mixed race	People from India who migrated to South Africa
<i>How</i>	-Hunter gatherers and pastoralists -inhabited high veldt and western semi-arid regions -cave paintings	-settled in eastern regions -mixed farming economies Semi-permanent agricultural societies -defined gender roles, patriarchy -chieftaincies and	-Dutch East India Company - established a refreshment station for traders - established a colony	-Took over Dutch East India Company when Dutch economic power declined -took charge of the cape colony - segregation	-During apartheid, official racial classifications were assigned, and people had to register under racial classification laws -relocation of large numbers	-became indentured servants on European farms and sugar plantations -Mahatma Gandhi -Today South Africa has the largest population of Indians outside of India

		kingdoms				
<i>When</i>	They have lived here for nearly 5,000 years	4 <sup>th</sup> century BCE	1652	1795	Apartheid	1860s
<i>Language</i>	Unique dialect that uses clicking sounds	-Zulu -Xhosa -Sotho	Dutch	English	Mixed	Hindi
<i>Important Events</i>	-Bantu migration -15 <sup>th</sup> century beginning of European exploration -Dutch conquered their communities	-Bantu Migration -Mfecane wars -15 <sup>th</sup> century beginning of European exploration -Frontier Wars	- established a refreshment station in South Africa - established a colony -conquered Khoisan communities	-Took over Dutch East India Company -Took charge of the cape colony -Frontier Wars -Anglo-Boer War	-Apartheid -end of Apartheid	-Migration to South Africa

## Renaming Places in South Africa Reading Guide

*Look at the two maps of the Eastern Cape Province. The second map depicts some of the changes in names of cities in that Province. What changes do you see? Why do you think they made these changes? Do you predict any changes in the future?*

Answers will vary.

*Why do you think South Africans would want to rename a city, street, or landmark? Why would they not want to do so? Why would Americans want to rename a city, street, or landmark? Can you think of examples in your city, town, or neighborhood of names that have been changed?*

Answers will vary.

*How do you think communities should decide which names are changed? How might white South Africans react to a proposal to change the name of their cities? How might black South Africans react?*

Answer: There are those who may feel threatened or alienated by the change in names. Place names with historical meaning become types of monuments to the past or displays of public history. Many new place names reflect “the struggles and the spirit of the people and shape the consciousness of the country.” Like historical monuments, place names represent the values of the dominant group in a society. Changing the names of streets and cities is a sensitive issue because it can alienate certain members of society. In South Africa’s case, it may make some white South Africans feel uncomfortable or threatened. For example, a young Afrikaner woman who, when asked what she thought of when she heard the phrase, “strangers in our own country,” replied that white people in South Africa may feel like strangers in their own country with the changes the end of apartheid brought, the changing of place names being one of them.)

*Write about how you would feel if some people wanted to change the name of a place in your city. What places have significant names? What do they mean? What do you think about changing place names in South Africa?*

Answers will vary