

## Lesson One: Confronting Apartheid

### Summary

Students are introduced to the concept of apartheid and learn about how South Africa's apartheid affected the day-to-day lives of South Africans.

### Duration

One 50-minute class period.

### About this Lesson

This lesson is focused on helping young people understand the historical context of apartheid in South Africa and how it manifested. Students begin by engaging in a personal journal reflection on how it feels to be treated differently and/or excluded on account of one of their identities or perceived identities before learning about the meaning of the word 'apartheid' and about the apartheid system in South Africa. Students then participate in a gallery walk exploring historical sources, including images, to learn about how apartheid affected the day-to-day lives of South Africans.

### Guiding Questions

- How did living under apartheid affect the lives of South Africans?
- What are the impacts of excluding people on account of one of their identities?

### Learning Objectives

- To understand what apartheid was and how it affected the lives of South Africans.

### Notes to Teacher

#### 1. Lesson Preparation

Apartheid can be a challenging topic to discuss in the classroom.

We recommend that you revisit your classroom contract before teaching this lesson. If you do not have a class contract, you can use [Teach for Tomorrow's contracting guidelines for creating a classroom contract](#) or another procedure you have used in the past.

We also recommend that you teach the first two lessons in the Teach for Tomorrow unit [Discussing Race and Racism in the Classroom](#): Preparing to Discuss Race in the Classroom and Introducing the Concept of Race.

## 2. Gallery Walk

As preparation for the [Gallery Walk](#), you will need to place slides 11-17 of the PowerPoint Lesson One: Confronting Apartheid around the room.

## 3. Exam Style Questions

This resource can be used and adapted by those teaching apartheid at GCSE and A-level. To this end, we have included a range of exam style questions in the extensions section of each lesson, which are intended as discussion prompts, extension activities and/or homework tasks rather than formal examination questions. They are designed to encourage students to engage with second-order historical concepts and assessment objectives commonly assessed across GCSE and A-level History specifications, including causation, consequence, change and continuity, significance, source analysis and historical interpretations. Teachers can select and adapt the questions that are relevant to their teaching and their students.

## 4. Classroom-ready PowerPoint Slides

Each lesson in this unit includes a PowerPoint of student-facing slides. The PowerPoints are intended to be used alongside, and not instead of, the lesson plans because the latter include important rationales and context that teachers should familiarise themselves with before teaching each lesson. The PowerPoints include basic content and student-facing prompts from the lesson plans but are minimally designed because we anticipate teachers will adapt them to fit the needs of their students and class.

## Materials

1. **PowerPoint:** [Lesson One: Confronting Apartheid](#)
2. **Handout:** [Early Apartheid and its Context](#)

## Activities

### 1. Reflect on Exclusion

Inform students that they will be learning about apartheid in South Africa. Before doing so, ask them to reflect on the following questions in a [journal](#) response. Inform them that they will not be required to share their answers.

Think about a time when you were excluded and/or treated differently on account of a feature of one of your identities (or perceived identities).

- What was going on in the situation?
- How did it feel to be excluded and/or treated differently?
- What, if anything, were the consequences?
- What did this experience teach you?

You may wish to invite any students who feel comfortable doing so share any reflections they had on completing the [journal](#) response, particularly any thoughts on the final question. Given the personal nature of these questions, this should not be a requirement and you may wish to model by going first.

## 2. Reflect on the Term 'Apartheid'

Next, invite students to share their understanding of what the word 'apartheid' means. Students may have heard the term, but may struggle to articulate a definition.

Then share the following definitions:

- Separation and discrimination on account of identity.
- A policy in South Africa that separated people from others and discriminated against the non-white majority on account of their race.

You may also wish to share the etymology of the term with students:

- In Afrikaans, apartheid means 'separateness' (apart = separate + hied = hood).

## 3. Learn About Apartheid

Next, distribute the Handout: [Early Apartheid and its Context](#) and read it as a class using one of the [Read Aloud](#) strategies.

You may also choose to share the following definitions to facilitate student comprehension as they read.

### Glossary:

- **Afrikaners:** Afrikaners is the name given to white South Africans, most of whom descended from Dutch colonists. Although some were of French and German origin too.
- **Afrikaans:** A language rooted in Dutch spoken by Afrikaners.
- **Segregation:** Keeping one group of people apart from, and treating them different to, another group.

Once students have read the text, ask students to discuss the following questions in pairs or groups before leading a short class discussion to check for understanding and see if there are any questions.

1. What was apartheid?
2. How did the listed apartheid laws impact those they targeted?
3. How did colonialism play a role in the formation of apartheid?
4. What do you find surprising and/or troubling about the information in this article?
5. What, if any, parallels do you see between how people were treated during apartheid and how groups of people are treated today?
6. What does it mean when society excludes and oppresses people on account of their race (or any other feature of one of their identities)? How does it feel? What are the consequences?

#### 4. Explore Living Under Apartheid

Inform students they will now be participating in a [Gallery Walk](#) (see slides 11-17 of the **PowerPoint: [Lesson One: Confronting Apartheid](#)**) to look at content that reveals what life was like under apartheid for the non-white population. Explain to students that the examples on the slides have been selected to shed light on different ways in which the freedoms and mobility of Non-White South Africans were curtailed and policed.

As students circulate around the room, ask them to respond to the following questions for each slide:

1. What is the focus of the content?
2. What does it reveal about life under apartheid?
3. What does the content make you think/feel?
4. What, if any, questions does it raise?

Once students have returned to their seats, lead a short class discussion inviting them to share their reflections and responses to the questions.

You may also choose to collect the questions the Gallery Walk raised on post-it notes in order to review them before the next lesson.

#### 5. Reflect on the Lesson

Finally, ask students to write a one sentence summary of what they learnt in the lesson about apartheid and ask them to share their summaries in a [Wraparound](#).

#### Extensions

## 1. GCSE Style Questions

### Lesson One Specific Questions

- Describe the ways in which apartheid was shaped by colonialism.
- Outline the reasons for the National Party's victory in 1948.
- Describe the key laws of early apartheid.
- Describe segregation in South African society.
- What do the sources reveal about the experience of people living under apartheid?
- Select an apartheid law implemented by the National Party and explain what its purpose was.
- Which of the sources is the most useful to a historian studying the impact of living under apartheid?

### Cross-Lesson Historical Enquiry Prompts

- Describe ....
- Outline ...
- Use source \_\_\_\_ and your own knowledge to describe the events that / the role of...
- Describe the impact of changes in...
- Explain why/how...
- How useful are the sources for investigating... ?
- What was the purpose of... ?
- Which of the sources is most useful to a historian studying... ?

## 2. A-Level Style Questions

### Lesson One Specific Questions

#### Historical Concepts and Enquiry (AO1)

- To what extent was apartheid a continuation of earlier colonial systems rather than a new development after 1948?
- Assess the reasons for the National Party's victory in 1948. Which factor was most significant?
- How far were economic factors more important than racial ideology in shaping apartheid policy?

#### Working with Sources (AO2)

- What can these sources reveal about the lived experience of apartheid, and what are their limitations as historical evidence?

- Assess the reliability and usefulness of visual sources for understanding everyday life under apartheid.
- How far do these sources support the view that apartheid controlled all aspects of daily life?

### **Working with Interpretations (AO3)**

- Some historians describe apartheid as a radical break with previous racial policies, while others see it as the culmination of earlier colonial and segregationist practices. Which interpretation is more convincing?

### **Cross-Lesson Questions**

These questions can be used alongside any lesson.

### **Historical Concepts and Enquiry (AO1)**

- Assess the relative importance of different factors in shaping...
- To what extent was ... a turning point?
- How far do you agree with the view that...
- Assess the significance of...

### **Working with Sources (AO2)**

- To what extent does the evidence support the view that...
- Assess the strengths and limitations of the sources for understanding...
- How useful are the sources for investigating...

### **Working with Interpretations (AO3)**

- Why might historians disagree about...
- Which interpretation is more convincing and why?
- How and why have interpretations changed over time?

View the next lesson in the Exploring the Freedom Charter resource: **Lesson Two: Exploring Resistance to Apartheid.**