Labour
By the late 1800s, the African kingdoms had been destroyed and the Boer and British governments controlled the land.
Now African farmers were forced to pay hut and labour taxes. They went to work on the ................. to earn money. The Land Act of ................. forced African people to work on white farms. Many men preferred to work on the mines.

Urbanisation
Many people came to the towns built around the mines to .......................................................... Industries sprang up in the towns to meet the needs of people who lived there. How do you think life in the towns was different from life in the rural areas?
..................................................................................................................................................
..................................................................................................................................................
I was a gold miner on the Witwatersrand during the 1960s. Life was very hard for me and my family. “My family could not live with me. They lived in the reserves. I only saw my family once a year when I finished my contract. As a migrant labourer, I had to travel long distances to get back home.”

“Life was very hard for me and my family. ‘My family could not live with me. They lived in the reserves. I only saw my family once a year when I finished my contract. As a migrant labourer, I had to travel long distances to get back home.’”

“‘My family could not live with me. They lived in the reserves. I only saw my family once a year when I finished my contract. As a migrant labourer, I had to travel long distances to get back home.’”

South Africa’s first trade union movement was the Industrial and Commercial Workers Union (ICU), formed in 1919.

Many workers in the towns were very unhappy about their working conditions. They formed organisations called trade unions to fight for decent wages and better conditions of work. In what other ways do you think workers expressed their unhappiness with the system?

The largest non-racial trade union federation ever formed in South Africa, COSATU, was launched in 1995.

These people were associated with trade unions or other forms of resistance against apartheid. How many of them can you see in the museum? Circle the ones that you find.

These and other laws governed the lives of millions of African and white people living under apartheid. The Land Act, The Group Areas Act, The Separate Amenities Act, and The Bantu Education Act were enacted to perpetuate racial segregation and discrimination in South Africa.

“‘I worked long hours underground in dangerous conditions for little pay. I lived in a hostel with many other men.’”

Write your own caption for one of these two photographs:

[Caption: These people were associated with trade unions or other forms of resistance against apartheid. How many of them can you see in the museum? Circle the ones that you find.]

[Caption: These and other laws governed the lives of millions of African and white people living under apartheid. The Land Act, The Group Areas Act, The Separate Amenities Act, and The Bantu Education Act were enacted to perpetuate racial segregation and discrimination in South Africa.]

“I worked long hours underground in dangerous conditions for little pay. I lived in a hostel with many other men.”

Write your own caption for one of these two photographs:
Resistance by the Youth

Young people in Soweto and other townships helped to bring about the end of apartheid. Their actions in 1976 marked a turning point in the struggle against apartheid. Today young people can still contribute to building a positive future for South Africa.

& Acts

These and other laws governed my life and the lives of millions of African, coloured, Indian and white people living in South Africa:

- Land Act of 1913
- Group Areas Act of 1950
- Separate Amenities Act of 1953
- Bantu Education Act of 1953

What things about your life today that are different from what life was like for children living under apartheid?

- My children went to government schools for African children. They did not receive the same education as white children did. They learned in very poor conditions.

- "If any of us fell ill, we had to go to a separate hospital for African people. We did not get proper care and attention in these hospitals."

- "African, white, Indian and coloured people were all kept separate from each other. The government controlled where people lived and worked. African people had to carry passes."

What is this child saying?

"My children went to government schools for African children. They did not receive the same education as white children did. They learned in very poor conditions."

What do you want to say to these children?

"African, white, Indian and coloured people were all kept separate from each other. The government controlled where people lived and worked. African people had to carry passes."

Write something you would like to say to these children.

- My children went to government schools for African children. They did not receive the same education as white children did. They learned in very poor conditions.

"African, white, Indian and coloured people were all kept separate from each other. The government controlled where people lived and worked. African people had to carry passes."

Laws & Acts

These and other laws governed my life and the lives of millions of African, coloured, Indian and white people living in South Africa:

- Land Act of 1913
- Group Areas Act of 1950
- Separate Amenities Act of 1953
- Bantu Education Act of 1953
Listen to what a few people are saying on the last television screen in the museum. Choose any letter of the alphabet and write your own thoughts about the new South Africa.

Many people you have learned about in the museum dedicated their lives to changing South Africa. We still face many challenges today. Think about a challenge you know of. Read the newspapers to help you.

Write a challenge you know of:
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

Write down what you think you can do about it:
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................