

APARTHEID MUSEUM

Grade 9



You are entering a dark and difficult period of our history.
You will learn about the injustices and hardships
of people's lives under apartheid.
You will learn about people, organisations and events
that helped to end apartheid.

NAME:

Setting the Scene

Jacqui Masiza



The Apartheid Museum was opened in 2001. It is built on the site of a disused gold mine.

The museum shows us how hard life was for most people during the apartheid years.

Understanding apartheid helps us to understand some of the problems we face today.

We hope you will visit the museum with an open heart and mind.

Looks are everything

The architecture of the museum is a special part of its message. Each pillar in front of the museum represents one of the seven values on which South Africa's Constitution is based: democracy, equality, reconciliation, diversity, responsibility, respect and freedom.



@ the museum



Activity 1: First impressions

When I look at the museum I think about

.....

The museum building makes me expect to find

..... inside.

Definitions:

Race is a socially constructed idea.

It artificially divides people into groups based on characteristics such as physical appearance. BUT scientifically there is only one race, the human race.

Racism is based on the belief that some races are superior (physically, intellectually, or culturally) to others. Racism can take the form of one person acting against another, as well as a whole community against another community.

back @ school



Activity 2: Classified and labelled

Racial classification or labelling was one of the main apartheid laws. People were placed in one of four groups: native, coloured, Asian or white.

What 'race' are you? Do you like being identified according to your 'race'?

Explain your answer.



Segregation the beginning of Apartheid

Apartheid in South Africa did not start in 1948. It was a slow process that began with racial segregation in the early 1900s.

Racial separation became the official policy of the Union of South Africa. This laid the foundation for apartheid.

1910

In 1910, South Africa was united into a single state called the Union of South Africa. A constitution, which aimed to bring together English and Afrikaans speaking people, was adopted. This constitution denied the majority of black people the vote and other basic rights.

1912

The South African Native National Congress (SANNC), later renamed the ANC, was formed in 1912. Its vision was to unite Africans and to secure their right to the vote.

1913

The 1913 Land Act forced Africans to live in reserves which at first made up just over 7% of the land of South Africa, and later extended to 13%.

THE PEOPLE BEHIND THE SCENES



Mohandas Gandhi developed the strategy of passive resistance in response to anti-Indian legislation in the early 1900s.



Olive Schreiner was a celebrated South African writer in the early 1900s and was concerned about equal rights for all.



Sol Plaatje was an African writer and a member of the South African Native National Congress. In 1913, he went to London to plead with the king to oppose the Land Act.



J B M Hertzog was a Boer general who became Prime Minister of South Africa from 1924 – 1939. He encouraged the development of Afrikaner culture, and tried to protect the Afrikaner from British influence.



Jan Smuts was Prime Minister of South Africa twice - from 1919 to 1924 and again from 1939 to 1948. He was highly regarded as an international statesman.

@ the museum

Activity 3: What is leadership?

The people above occupied different leadership positions in South African society around the same time.

What can you find out about each of these people from the exhibits?

1. What do you think they had in common with one another?
2. In what ways were they different?
3. Do you think they were good or bad leaders? Why?
4. Imagine all of these people in a room together. What do you think they would have to say to one another?

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Activity 4: What makes a good leader?

- 1 What do you think the qualities of a good leader are?
- 2 How would you tell the difference between a good leader and a bad leader?
- 3 How do the moral values of a leader impact on their leadership?
- 4 How would you choose a leader for yourself?

What was apartheid?

@ the museum



Activity 5: Poor whites

Circle the words that you think best describe the people in the photograph:

happy sad
confused rich
poor lonely
desperate needy
hungry satisfied ill

In 1948 Afrikaner nationalists won the general election. The National Party introduced the policy of apartheid.

Many laws were passed which separated different race groups socially and controlled the movement and economic activity of blacks.

Apartheid was meant to uplift the poor Afrikaners and others in the 'volk' who were squeezed between black workers and English speaking business people.



Definition: Apartheid is the system of segregation or discrimination on the grounds of race in force in South Africa from 1948 to 1991.

@ the museum



Activity 6: White fears

Using the photograph above and the caption below, say what you think led to the rise of Afrikaner nationalism.

Caption: The above photograph shows a group of poor whites on the Witwatersrand in the 1930s. From the 1920s onwards, laws were introduced to protect white people in the towns. More and more black people were leaving the countryside to live in the towns and there was a fear among whites in the towns that they would be swamped by blacks.

back @ school



Activity 7: A turning point in South African history

Why do think the National Party won the 1948 election? Rank the reasons below in order of importance, starting with the most important and ending with the least important.

- Whites were afraid of the large numbers of Africans coming into the towns.
- Smuts had failed to deal with post-war problems such as housing shortages and rising costs.
- African farm labourers left the farms for new jobs in the city. This resulted in a labour shortage for many white farmers who switched their support from the United Party to the National Party.
- According to the Sauer Report, produced by the National Party, racial segregation was the only way of dealing with social problems.
- Afrikaner nationalism had become a strong force in South African politics.
- Rural constituencies (where most Afrikaner nationalists lived) had more MPs than urban constituencies (where most Smuts supporters lived).

Enforcing Apartheid 1950s

Look at the list of apartheid laws on the wall in the Apartheid Museum. They touched every aspect of life in South Africa.

Apartheid laws were designed to achieve strict racial separation and firm social and economic control.

"The glaring injustice of apartheid is there for all who are not blinded by prejudice to see." Bram Fischer

When apartheid was introduced, H F Verwoerd was Minister of Native Affairs. Although he only became Prime Minister in 1958, he is considered by many to be the architect of apartheid.

@ the museum



The Population Registration Act of 1950

The Group Areas Act of 1950

The Pass Laws of 1952

The Separate Amenities Act of 1953

The Bantu Education Act of 1953

143 other apartheid laws controlled every aspect of life.

How apartheid laws affected people's lives: The Group Areas Act of 1950

As a result of the Group Areas Act, towns and cities were divided along racial lines. All blacks living in so-called 'white' areas were forcibly removed to new areas, set aside for black occupation.

One of these areas was Sophiatown, a suburb of Johannesburg.

In the 1940s, Sophiatown had a population of nearly 54 000 Africans, 3 000 coloureds, 1500 Indians and 686 Chinese. The area was home to many of South Africa's most talented musicians, writers and artists, such as Hugh Masekela and Don Mattera.

But in 1954, under the Group Areas Act, the area became a 'whites only' suburb and was renamed 'Triomf', which means 'triumph' in Afrikaans.



@ the museum



Activity 8: Ghetto's removals

Watch the video in the maze that shows the removals and demolitions that took place in Sophiatown.

How would you feel if you were forced to leave your home?

.....

.....

.....

.....

Read Don Mattera's poem "The Day They Came For Our House"

Armed with bulldozers
they came
to do a job
nothing more
just hired killers.
We gave way
there was nothing we could do
although the bitterness stung in us
and in the earth around us.

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Activity 9:

Thinking about the poem

Link one of the apartheid laws listed above to the situation described in this poem.

- 1 Who does Don Mattera refer to as 'they' in the poem?
- 2 Who is 'we'?
- 3 How does the poem show that the people's spirit had been broken?
- 4 Choose a line from the poem that shows how the residents of Sophiatown felt about:
 - a. the police
 - b. being forcibly removed

The people resist - 1950s to 1960s

The **Defiance Campaign of 1952** was the largest scale non-violent resistance ever seen in South Africa. More than 8 000 people went to jail for defying apartheid laws.

The campaign did not overturn apartheid but it showed the power of African leadership, discipline and strength.

It brought together people of all racial groups under the leadership of the ANC and the South African Indian Congress (SAIC). It was the beginning of non-racial co-operation in the struggle.

"The time comes in the life of any nation where there remain only two choices – submit or fight." Manifesto of Umkhonto we Sizwe, 1961



The Freedom Charter of 1955

We, the people of South Africa, declare for all our country and the world to know:

That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people.

The people shall govern.

All national groups shall have equal rights.

The people shall share in the nation's wealth.

The land shall be shared among those who work it.

All shall be equal before the law.

All shall enjoy equal human rights.

There shall be work and security for all.

The doors of learning and culture shall be opened.

There shall be houses, security and comfort.

There shall be peace and friendship.

The origins of the **Freedom Charter Campaign of 1955** can be traced to the Defiance Campaign of 1952. The Freedom Charter united people of all racial origins in a common struggle to end apartheid and to establish a non-racial democratic state. It formed the basis of our country's democratic Constitution of 1996.

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"Nothing in the history of the liberatory movement in South Africa quite caught the popular imagination as the Freedom Charter did, not even the Defiance Campaign. Even remote, rural areas were aware of the significance of what was going on." Chief Albert Luthuli

Activity 10: Calling for freedom

- 1 Why did Albert Luthuli want all South Africans to be involved in the creation of the Freedom Charter?
.....
.....
.....
- 2 Why did the government reject the idea of the Freedom Charter?
.....
.....
.....
- 3 What demands would you include if you were asked to help create a Freedom Charter today?
.....
.....
.....



Watch the video of the 1955 Congress of the people in Kliptown.

Who was Chief Albert Luthuli? He was a South African teacher and politician. He became the president of the ANC in 1951 and, in 1961, became the first African to be awarded the Nobel Peace Prize for his role in the struggle against apartheid.



Women resist! On 9 August 1956, over 20 000 women of all races marched through the streets of Pretoria to the Union Buildings to hand over a petition to Prime Minister JG Strijdom. They were protesting against the extension of passes to women.

Activity 11: Women in the Struggle

This march was led by four women: Helen Joseph, Lilian Ngoyi, Rahima Moosa and Sophia Williams-De Bruyn. Match the photograph of each of the leaders on the top row with the correct description of them on the bottom. Look for the photo of the March in the museum to help you. **The first one has been done for you.**



She was born in Pretoria in 1911 to a Bapedi family of six children. She joined the ANC Women's League in 1952, while working as a seamstress. She was one of the founding members of FEDSAW and became its president in 1956. In the same year, she was arrested for high treason, along with 155 other struggle leaders and spent 5 months in prison under the 1960 State of Emergency.



She was a founding member of the South African Congress of Trade Unions (now COSATU) and an executive member of the Textile Workers' Union in Port Elizabeth. Later she was appointed as a full-time organiser of the Coloured People's Congress in Johannesburg. In 1963, she joined her husband in Lusaka. She was the only leader who was alive to see the 60th celebration of the Women's March in 2016!



Born in England, this teacher, social worker and political activist moved to South Africa in 1931 after working as a teacher in India for three years. She became a founding member of the Congress of Democrats, and a leader of FEDSAW. She was the first person to be placed under house arrest in 1962 and survived several assassination attempts during her lifetime.



This Cape Town born shop steward became politically active from an early age with her twin sister, Fatima. She joined the Transvaal Indian Congress and later the ANC, where she became involved in organising the Congress of the People. She survived a heart attack in the 1960s, which caused her to suffer ill health. She died on 26 May 1993, a year before South Africa's first democratic election in 1994.

Activity 12: The Women's March

What messages (besides the one delivered) do you think this march gave to:

- 1 Other South Africans?
.....
.....
- 2 The government?
.....
.....
- 3 The resistance movement?
.....
.....

Although Prime Minister Strijdom had been told about the march, he chose not to be at the Union Buildings on the day. The anti-pass campaign ultimately failed and, by the 1960s, millions of black women were forced to carry passes.



State repression increases

"There are no lengths to which the apartheid government will not go to build and defend apartheid." Max Coleman, 1984



The Sharpeville Massacre

On 21 March 1960, the PAC organised a peaceful anti-pass campaign. A crowd of about 300 marched to the local police station planning to hand over their passes and give themselves up for arrest. The campaign came to a bloody end. At least 69 unarmed protestors were killed by the police and 180 wounded. The actions of the police shocked people all over the world. There was a massive outcry. The government responded to the situation by declaring a state of emergency. The ANC and the PAC were banned.

Museum Africa

@ the museum



Activity 13: Identifying who, what and why?

The PAC was an Africanist group led by Robert Sobukwe. Look out for his photo in the museum.

The party was formed in 1959 and believed in Africanism. Do you know what Africanism is? Ask a guide or teacher to explain it to you.

.....

.....

.....

.....

.....

The marchers were protesting against the use of passes and the unjust apartheid laws.



BAHA



WHO?

Who were the PAC?

WHAT?

In your own words, can you explain what happened on 21 March 1960?

WHY?

Why did people decide to march? What was the CAUSE of their unhappiness?

Activity 14: Causes and consequences

CAUSE

Resistance to apartheid

BECOMES

CONSEQUENCES

Consequences are the outcomes or results of an event.

Police opened fire on the Sharpeville protestors, killing at least 69 people and wounding about 180.

The government declared a state of emergency.

List one more consequence of the Sharpeville Massacre:

.....

.....

Remembering the Langa March

1960 21 March

African people from Langa township in Cape Town heeded the PAC's call to action. Six thousand people gathered in solidarity with those in Sharpeville to protest the injustices of apartheid. They were met with violence from police who opened fire and shot above the crowd, killing two people and injuring 28 others.

1960 28 March

A funeral for those killed at Langa was held. It was attended by 50 000 people. Thousands more stayed away from work.

1960 30 March

30 000 people gathered in Langa and Nyanga and spontaneously began to march peacefully to the centre of Cape Town. Leader of the protest, Philip Kgosana, arranged to meet with the Minister of Justice and sent the protestors home to avoid more violence. However, when Philip arrived for the meeting, he was quickly arrested.

1960 31 March

The army and the police entered Langa and Nyanga in their numbers and conflicts erupted. Within weeks, the townships were brought under police control. The dramatic events, which started on 21 March 1960, had been brought to a close.

@ the museum



Activity 15: Short-term and long-term consequences

Using the timeline, fill in the short-term (or immediate) consequences of the Langa March.

CAUSE

Resistance to apartheid

BECOMES

CONSEQUENCES

Consequences are the outcomes or results of an event.

Short-term consequences:

1 Philip Kgosana is arrested.

2
.....
.....
.....

Long-term consequences

There was a crackdown by the state on the leadership of the resistance movement. In July 1963, the police raided Lilliesleaf Farm in Rivonia. They arrested several struggle leaders and banned the PAC and ANC. All were charged with sabotage. Nelson Mandela, who was already serving a 3-year sentence for incitement, was brought to stand trial with them. In 1964, they were all sentenced to life imprisonment on Robben Island.

1970s The youth take charge

"Young people are capable, when aroused, of bringing down the towers of oppression and raising the banners of freedom." **Nelson Mandela**

Pink Floyd sang a song, "We don't need no education, we don't need no thought control" in the 1980s. They could have been singing about education in South Africa during apartheid.

Bantu Education served the apartheid system. H F Verwoerd said, "The Natives will be taught from childhood to realise that equality with Europeans is not for them. There is no place for the Bantu child above the level of certain forms of labour."

On 16 June 1976, school students took to the streets of Soweto in protest against being taught in the medium of Afrikaans. It gradually became a protest against wider oppression.



Sam Nzima

The photograph above was taken in Soweto by Sam Nzima on the day that changed the path of South African history. It started with a peaceful march of 20 000 unarmed students through Soweto. The police were unprepared and set dogs on the students, who killed the dogs. The police then opened fire on the students. Hector Pieterse was one of the first of many hundreds of students to die on this day.

The protest of Soweto children marked the beginning of a new militancy in the struggle against apartheid. Student rebellions and student organisations sprung up all over the country. From this time until democracy came, the youth of South Africa took centre stage.

back @ school



Activity 16: Thinking about the photograph

- 1 Have you seen this photograph before? How many times? (0-5, 5-10, 10-20)
- 2 Who took the photograph?
- 3 Say in your own words what you think this photograph represents.
- 4 Does this photograph tell the story of the young people on that day? How? What are its limitations?
- 5 When exploring the past and using sources (like a photograph), how can we make sure that we get more than one side of the story?

Ellen Kuzwayo, who witnessed the Soweto uprising, had this to say:

"And suddenly on the lips of every child you met was Hector Pieterse, Hector Pieterse, Hector Pieterse! That young boy on that day, yes, he died. He was killed by the police. But overnight he became a hero and you had to ask: Who is Hector Pieterse?"



Gisela Wulfsberg

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David Meyer-Gollan

Photographer Peter Magubane, another eye-witness, remembers the horror of June 16:

"Those children were martyrs because they died for a cause. Many had to leave the country. They had to put their heads on a block to achieve what we have today."

Activity 17: Me and June 16

What significance does June 16 hold for young people today? Tick the one you think is most appropriate and add your own ideas:

- ☐ It is a reminder to the youth of today that they can make a difference.
- ☐ It is not significant at all, it belongs to our parents not us.
- ☐ It is a story of courage and is an inspiration to young people today.
- ☐ (Write your own)



Mike Mzeleni

back @ school



Activity 18: Writing messages of solidarity

In 1986, on the 10th anniversary of the Soweto uprising, a group of people who wanted to share messages of solidarity, shame and sorrow about what had happened arranged for flowers to be delivered to Soweto. Thousands of posies with messages were collected but people delivering them were stopped by the police and the flowers were confiscated. Some flowers did reach people via a plane drop.

1

Write your message to the youth of 16 June 1976.

2

Think about the position in which many young people find themselves today. List some of the challenges you face. Now write a message to the youth of today.

1980s total strategy – reform or repression?

“We have a strong feeling that they are here to kill us – not protect us.”

Township resident, 1980s film, Apartheid Museum

In 1983, P W Botha introduced a new constitution. Indians and coloureds were given limited representation in a Tricameral Parliament. Africans were excluded from voting altogether.

Hundreds of anti-apartheid groups joined together to form the United Democratic Front (UDF) in 1983 to oppose the Tricameral Parliament. In 1985 the Congress of South African Trade Unions (COSATU) was formed. Both of these groups opposed apartheid and supported the principle of non-racialism.



The casspir became a daily sight in the townships of South Africa. People made up nicknames for it like ‘mello yello’ but there was nothing mellow about what it represented.

@ the museum



Activity 19: They called it ‘mello yello’!

Look out for the casspir in the exhibition space.

- 1 During the apartheid years, who would have been sitting inside it?
- 2 Who would have been outside?
- 3 How do you think the young people on the streets felt when they saw the casspir coming towards them?
- 4 Why do you think they called it ‘mello yello’? Was it mellow?



Activity 20: The final showdown

Read the questions at the end of this page before you watch the movie on the 1980s. They will give you some idea of what to focus on. As you watch, write down your feeling and thoughts about what happened in the 1980s. Do this by completing this mind map.

1980s
MIND MAP
Fill in your ideas.

Look out for the 'mello yello' in the movie. How was it used?

Paul Wenberg / South Photographs / africanpictures.net



Activity 21: Group reflection after the movie

Your guide will work through some of these questions with your group:

1. Brainstorm a list of words together that describe South Africa in the 1980s.
2. What do you think the purpose of the dancing and singing you saw in the movie was? What was the dancing called?
3. The ANC called on those in the struggle "to render South Africa ungovernable". The youth took to the streets and resistance swept through the country. How did the government respond?
4. Why was it so strange for P W Botha to say he would only release Nelson Mandela if he was willing to reject violence?
5. What role do you think young people played in bringing change to South Africa?

1990s The move to democracy

@ the museum



"Our struggle has reached a decisive moment: We call on our people to seize this moment, so that the process toward democracy is rapid and uninterrupted."

Nelson Mandela's speech at the Grand Parade, Cape Town, 11 February 1990

The sustained actions of the mass democratic movement, ongoing pressure from the liberation movement in exile and economic strain forced the Nationalist government to the negotiation table.

At the same time, the resistance movement had not been able to

bring the government to its knees. Both sides realised that continuing the conflict was not to their advantage. A deadlock had been reached.

In 1989 F W De Klerk became the new president. On 2 February 1990, he announced the unbanning of political parties,

the unconditional release of political prisoners and the repeal of apartheid laws.

How was this different from what PW Botha had said in the 1980s movie? Why do you think the government changed its approach?



At 4.16pm on Sunday 11 February 1990, Nelson Mandela walked free after 27 years in prison. Imagine being part of the crowd at the Grand Parade in Cape Town, waiting for Mandela to appear.

Activity 22: Waiting for Mandela

■ How would you have felt? ■ What would you have expected Mandela to say? ■ What do you think the release of political prisoners at this time symbolised?

This was a highly charged time for South Africa as it stood on the brink of change. If things were not handled with great care, it was quite possible that the violence already being experienced would spiral into a full-scale civil war.

Look at the timeline below. It shows key events in the negotiation process.

- 1 What events derailed the negotiation process? Why?
- 2 How was the conflict finally resolved?
- 3 What does this teach you about finding a way through conflict?

1991

A Jiffy One Call Only / T-Mobile

1992

1993

A black and white photograph of a man with a beard and sunglasses, shouting into a megaphone. The image is high-contrast and grainy, capturing a moment of intense protest or activism. The man's mouth is wide open, and the megaphone is held close to his mouth. The background is dark and indistinct.

Elections are an important part of a democratic society. They give people the chance to choose their leaders. They also give citizens an opportunity to change their government by voting for somebody else.

- 1 How many elections has South Africa had since 1994?
- 2 How regularly do we hold elections?
- 3 What do you think the term 'regular, free and fair elections' means?
- 4 Explore ways that you can use elections at school to make your decision-making processes more democratic and fair.

[illegible]

2000s Beyond Apartheid

Bophelo ke molaetsa. Thee letsa.

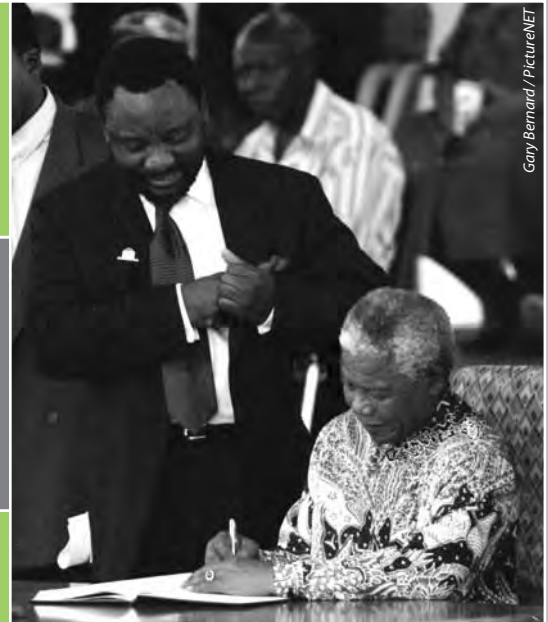
Life is a message. Heed it.

Northern Sotho proverb

The Constitution is the highest law of the land. To make sure that the South African Constitution reflected the wishes of the people, all South Africans were invited to give input. This was a long process but resulted in what many consider to be the most advanced constitution in the world.

The South African Constitution contains a Bill of Rights. Putting the Bill of Rights into the Constitution makes human rights central to the laws of South Africa. After the inhumanity of apartheid, it is very important for human rights to be central to our Constitution. We want to ensure that apartheid and similar crimes against humanity will never be repeated.

President Nelson Mandela, with Cyril Ramaphosa looking on, formally adopted the Constitution on behalf of the whole country, on 10 December 1996 in Sharpeville.



Gary Bernard / PictureNET

@ the museum



Activity 25: What does it mean to be 'born free'

You are part of the 'born-free' generation. A 'born-free' is a nickname for those who were born and grew up after the end of apartheid. This means that whatever your race, you have the right to vote, the right to express your opinions, the right to an equal education and the right to live where you choose.

What does it mean to you to be 'born free'?.....
.....

back @ school



Activity 26: "Yes we can"

Even though apartheid has ended, many people say the struggle continues. Can you think of some of the problems we still face in South Africa?

.....
.....
.....

Democracy and human rights are not just the responsibility of the government. They are all of our responsibility.

What can the 'born-free' generation do to help build a better democracy and protect human rights in South Africa? Add your own ideas to this list.

- Treat one another fairly and with dignity.
- Participate in community projects.
- Help to protect human rights by reporting abuse to the Human Rights Commission.
- Make the most of the opportunities you have, for example your education.
- Vote when you are old enough.

@ the museum



Activity 27: My message

1. When you first arrived at the museum, you saw the pillars outside which list the core values of our Constitution.

The same values are listed on the walls in the room around you. Write them down again.

.....
.....
.....
.....

2. As you leave the museum, add a stone to the pile.
3. Tell a classmate what that stone means to you.