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ABSTRACT

This unit is based upon study of Alan Paton's novel, "Cry, the Beloved Country," and includes a writing component in which students create an original Bill of Rights for the new Republic of South Africa. To create the new Bill of Rights, students study three basic human rights documents and work in groups to write the finished product. Appended sample materials that can be used to complement social studies/history resources are included. (EH)

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**Title:** Novel: **Cry, the Beloved Country**, by Alan Paton  
**Bill of Rights/Human Rights Project**

**Grade Level:** Sophomores

**Region:** Africa: Republic of South Africa

**Themes:** Part I-Novel: Disintegration and Restoration  
Part II-Bill of Rights Writing Project: Human Rights

**Year Developed:** November, 1996

**Description:** **Part I** of this two-part unit is a curriculum based primarily on the **novel** followed by **Part II: Writing** component whereby students write an original Bill of Rights for the new Republic of South Africa; however, it can also be used in conjunction with a social studies/history curriculum as an interdisciplinary World Studies unit. At the end are appended sample materials which can be used as complimentary social studies/history resources.

If used as a joint teaching discipline, additional material will need to be generated when the teachers who are coordinating the course determine the focus of the corresponding social studies/history section.

The novel will be read as a piece of work written by a native white South African during a period of history when the country was beginning to experience crime, violence, and an increased sensitivity to the abuses of a racially segregated society. The setting of the novel is post-WWII, approximately 1945-6. The novel was first published in 1948.

**Part II:** Students will take notes on three human rights documents, work in groups, and then write a 2-4 page document of 10 Articles safeguarding human rights for the new Republic of South Africa. This unit may also be used independently, but it presupposes students' knowledge of apartheid.

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TO THE EDUCATIONAL RESOURCES  
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**Required Resources:**

- Alan Paton: Revised edition**, by Edward Callan  
**Cry, the Beloved Country**, by Alan Paton  
Scribner Paperback
- Human Rights for All**, ed. Edward L. O'Brien, et al  
*A Publication of the National Institute for Citizen Education in the Law (NICEL)*, West Publishing Co., ISBN 0-314-04943-6, 1996: contains documents for the Bill of Rights end-project  
Bill of Rights from the Republic of South Africa
- Lost in the Stars**, Maxwell Anderson and Kurt Weill
- The Land and People of South Africa**, by Jonathan Payton ISBN 0-397-32362

Learner  
Outcomes:

1. **Geography:** Students will be able to trace the route traversed by Stephen Kumalo on his train trip to Johannesburg. Students will be able to locate the village of Ndotschéni, the city of Johannesburg, Soweto, Alexandra, and pinpoint the past location of Sophiatown.
2. **Literary analysis:** With the help of study guides, students will understand literary terms, e.g. irony, symbol, metaphor, theme, dramatic irony, etc. and apply them to the novel. Reading comprehension will be enhanced by both large and small group discussions. Additionally, students will be asked to understand:
  - A. A "sense of place"
  - B. Movement of blacks from rural to urban
  - C. Regional characteristics
  - D. Tribal customs
  - E. Racial differences and discrimination
3. **Composition:** Students will be required to write frequent journal assignments to stimulate discussion and improve composition skills through writing practice. Learn the skill of précis writing by making chapter synopsis and learn MLA notecard form. Students will write a Bill of Rights
4. **Study Skills:** Students will be required to take notes of class discussions and various other teaching aides.
5. **Test Taking Skills:** Frequent reading quizzes and a final unit test.

**5. Human rights:** After reading three documents related to human rights, students will generate a basic Bill of Rights for the new Republic of South Africa as they understand current and future needs.

**Assignment Calendar**

**Day #1**

Class:

Introduce unit: Background information on author

Journal: 1. Write for five minutes about a landscape which is important to you.

2. Describe how a landscape helps determine who we are as a culture or people.

3. Share and discuss above.

Novel: Read the first chapter of ***Cry, the Beloved Country***; Discuss and connect it to the journal assignment and discussion.

Homework:

Read Chapters 2-5; Use study guide; 3-point reading quiz

**Day #2**

Class:

Reading quiz at the beginning or after the discussion.

Map work:

1. Trace the route of the train which Stephen Kumalo takes from his home to Johannesburg.

2. Examine the area of Johannesburg and find the area which would have been Sophiatown and locate Alexandra.

3. Read descriptions of both townships.

4. Transparencies can be used to demonstrate and show the township locations to demonstrate how races were separated.

Characterization:

Examine the basic elements of the major characters.

Homework:

Read chapters 6-8

**Day 3**

Class:

Poetry:

Read and discuss two poems: "Sea and Sand" by black South African poet, Don Mattera &

“Alexandra Township”: by Mongane Serote.  
(in Jonathan Paton book), Connect to the novel

**Study Guides:**

Use for large class discussion or group work

**Homework:**

Read Chapters 9-11; Write a one-sentence synopsis for each chapter.

**Day #4**

**Class:**

Precis /paragraph synopsis: Check chapter synopsis which was the homework assignment. (If the students are not familiar with this concept, prior instruction may be necessary before the assignment is given.) Discuss chapters; check paragraph synopsis.

**Literary analysis:**

Begin to identify common motifs in the novel.  
Discuss characterization.

**Homework:**

Read Chapters 12-14; Reading quizzes.  
(Short reading quizzes can be given periodically to serve as a check for comprehension and to insure that homework is being completed).

**Day #5**

**Class:**

Group Work on study guides or students may read a scene from **Lost in the Stars**  
Slides (if available)

**Homework:**

Read chapters 15-17

**Day #6**

**Class:**

Journal: Discuss the remark about “sorrow being better than fear.” Give examples from life as it applies to you or to an observation you may have made.

Discussion: Review the structure and language of the novel-

Three books: Book I-Stephen Kumalo’s “journeys”

Theme of Disintegration and

Language of the bible and Zulu

**Homework:**

Read chapters 18-21

page 5

**Day #7**

Class: In-class writing on characterization and theme-(See addendum)

Discussion

Homework:

Read Chapters 22-25

**Day #8**

Class:

Novel Structure: Book II-James Jarvis, A Spiritual Quest

Journal: Compare and contrast the two journeys undertaken by the two fathers, Jarvis & Kumalo.

HW:

Read Chapters 26-29

**Day #9**

Class:

Discussion

Journal: Write an *interior monologue* for one of the characters at any point of the novel thus far. (Present tense, feelings, stay in character)

Share

HW:

Read Chapters 30-32

**Day #10**

Class:

Discuss theme of Book III: Restoration

HW:

Read Chapters 33-36

**Day 11**

Class: Final Discussion

HW: Unit Test

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***

by Alan Paton

VOCABULARY: Check the "List of Words" in your novel on pages 313-316..

1. veld:
2. Umfundisi:
3. Tixo:
4. Zulu:
5. Afrikaans:
6. Afrikaner:
7. apartheid:
8. kloof:
9. kraal:
10. Biblical:  
    Stephen:  
  
    Absalom:

*Although it is not required, it is always a good idea to read the explanatory information at the beginning of the novel, i.e., "Note on the 1987 Edition," "Note on the 1959 Edition," "Note on the 1948 Edition," "Forward," and the "Introduction."*

**CHARACTERS INTRODUCED IN CHAPTERS 1-6: Add a brief description; make additions as the novel progresses.**

1. Reverend Stephen Kumalo, Umfundisi:
2. His wife, "mother" (a term of respect for a mature female):
3. Gertrude, sister of Stephen Kumalo (25 years younger), has a young son:
4. Absalom, son of Stephen Kumalo:

Study Guide, page 2

5. Reverent Theophilus Msimangu, a Parson or Clergyman from Sophiatown, Johannesburg:
  
6. Mrs. Lithebe, landlady of a Johannesburg boarding house:
  
7. Tixo:

**Chapter Study Questions**

Chapter 1: What are the key emotions of this chapter. What **images** produce them?

Chapter 2: Describe the relationship between “mother” and umfundisi. What do you learn about the society and families in this chapter?

Chapter 3: What is Kumalo’s “little vanity, his little lie” on page 44?

Chapter 4: What is Kumalo’s first real lesson about the city?

Chapter 5: A major theme of the novel is described in this chapter. Write a full sentence indicating what you think is one of the central ideas of the novel thus far.

What is the crime of the white man against the tribe, p. 56?

Chapter 6: How does Stephen Kumalo show “tough love” to his sister?

Chapter 7: What are John Kumalo’s political views? What does Msimangu mean on page 70?



Study guide, page 3

Study Guide: Chapters 8-21

Chapter 8: Define "kaffir:"

What is the point of Msimangu's story on p. 76?

What "beats" Msimangu on p. 82?

Chapter 9: What is the "committee" in reality?

Chapter 10: Why is Msimangu bitter towards the young girl?

Chapter 11: What is the **irony** in this chapter?

Chapter 12: Why is the anecdote on p. 108b suspended in mid-sentence? What white attitude is depicted on p. 109t? Explain p. 110b and 111b. (A **lyrical** passage)

Chapter 13: Explain p. 121t "...This is madness...but it is also sin." How is this an example of "tough love?" What is "golden" about Msimangu's sermon. Why do black militants despise Msimangu (end of chapter)?

Chapter 14: Why is the young white man angry p. 134? Does Absalom show repentance in his conversation with Stephen Kumalo?

Study Guide , page 4

Chapter 15: Why does Fr. Vincent say that “sorrow is better than fear (p. 140t)? What is Vincent’s answer to Kumalo’s despair?

Chapter 16: Is Kumalo showing “tough love” to the girl, or just hurting her because of his own bitterness? What is the positive outcome of this scene?

Chapter 17: Describe the relationship between the two women.

Chapter 18: What is ironic about Arthur Jarvis being killed by a black?

Chapter 19: What is jarring about Jarvis’ view of Kumalo (p. 174t)?

Chapter 20: What practices did Arthur Jarvis see as “no longer permissible” for whites?

Chapter 21: Comment on the **symbolism** and **irony** of “allow me a minute,” (p. 188b)?

Study guide, page 5

Chapter 22: What are the inconsistencies in Absalom's replies to the Judge regarding the weapons?

Chapter 23: How convincing is the justification of capitalism on pp. 203-4?

Chapter 24: How is the policeman wrong about James Jarvis on p. 209? (An example of **dramatic irony**).

Chapter 25: Evaluate Kumalo's behavior and actions when he meets James Jarvis.

Chapter 26: Why is Msimangu glad that John Kumalo is corrupt (p. 221)?

Do you think that Msimangu speaks for the author here? Explain your response:

What does the last sentence of the chapter mean? predict?

Chapter 27: Why does Gertrude want to become a nun?

Chapter 28: Evaluate the verdict and sentence:

Chapter 29: Has Absalom grown spiritually? Explain.

What is Stephen's sin against his brother?

What is Msimangu's "new thing" he is doing?

Book III

Chapter 30: Explain the following quotes: "It is known here." (p. 256).

Study guide, page 6

“He knows it is not he, it is these people who have done it.” (p. 258)

Chapter 31: Explain “For the counsellors of a broken tribe have counsel for many things, but none for the matter of a broken tribe.” (P. 266)

Who is the small boy?

Chapter 32: Analyze Absalom’s letter:

What does the scene with the sticks contribute to the idea of the “broken tribe?”

Chapter 33: Give examples of the upward turn from despair that we see in Book Three.

Chapter 34: What changes the Bishop’s mind about sending Kumalo away to Pietermaritzburg?

Chapter 35: Explain Napoleon Letsitsi’s idealism about work and truth. (P. 302-3)

Chapter 36: Who is the man “who was in darkness, until you found him.” (P. 307b)

What are the ironies of symbol and feeling surrounding the rising of the sun at the conclusion of the book?

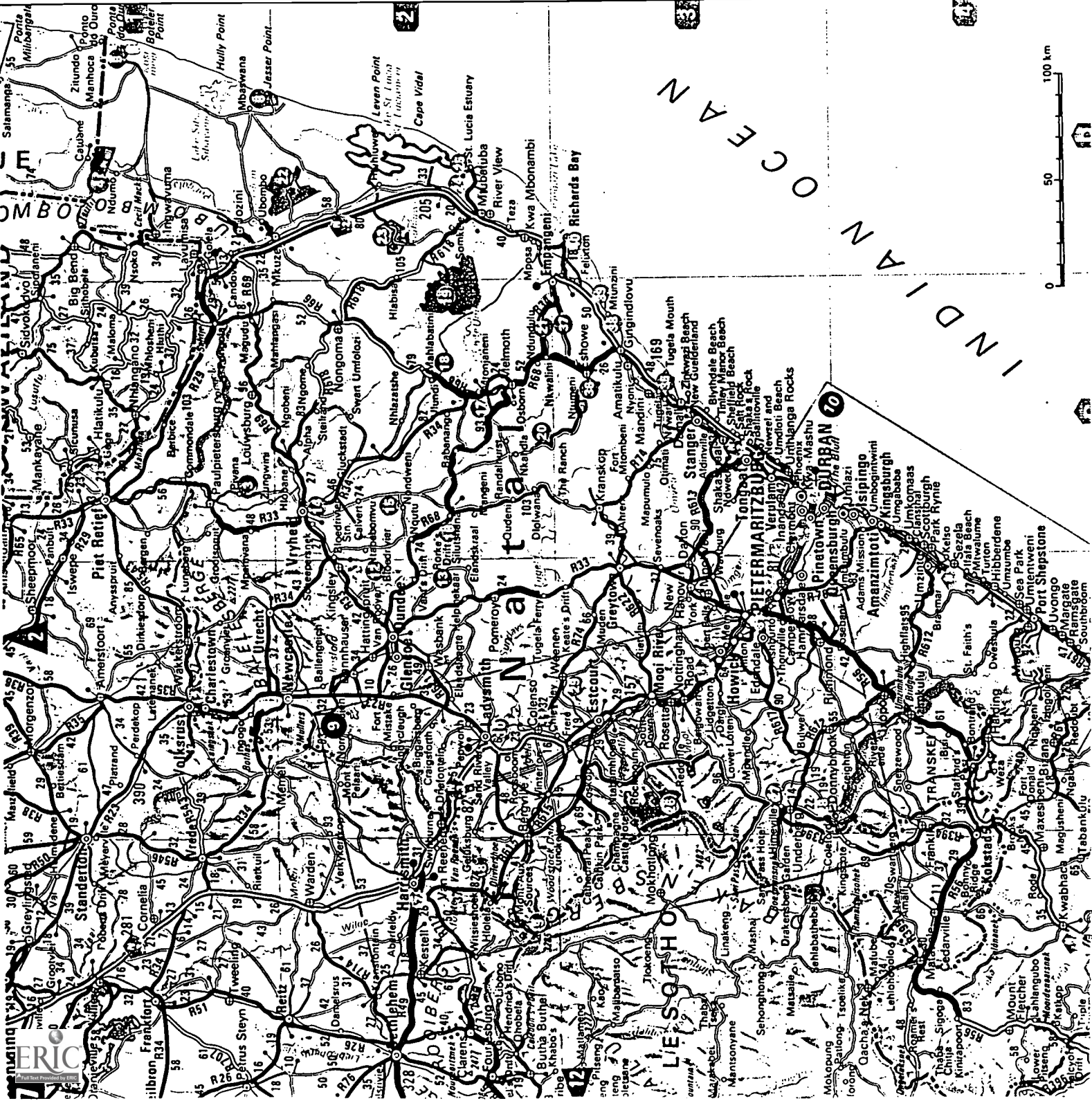
# Map 7 NATAL — Area Map

- 1 B1 Morgenzon; blockhouse; 'everlast footprints'
- 2 B1 Amajuba Hill; O'Neill's cottage
- 3 C1 Natal Spa Hot Springs
- 4 D1 Ndumu Game Reserve
- 5 D1 Kosi Bay Nature Reserve
- 6 D1 Sodwana Bay National Park
- 7 A2 Harrismith; petrified tree;
- 8 A2 Drakensberg Botanic Gardens
- 9 A2 Kerkenberg
- 10 B2 Royal Natal National Park
- 11 B2 Ladysmith; battlefields and monuments in the area
- 12 B2 Colenso; R.E. Stevenson Museum
- 13 B2 battlefields, monuments and war cemetery in the area
- 14 C2 Blood River Monument
- 15 C2 Rorke's Drift; battlefield, tribal ar and crafts centre
- 16 C2 Vryheid; Raadsaal (Council Cham and fort museums
- 17 C2 Prince Imperial's Grave
- 18 C2 Isandhiwana; battlefield and monument
- 19 C2 Dingaan's Kraai; Piet Retief Monu
- 20 C2 Ulundi Battlefield
- 21 C2 Umfolozi Game Reserve
- 22 C2 Nkandla Forest Reserve
- 23 C2 Zulu Kraal
- 24 D2 Mkuzi Game Reserve
- 25 D2 Hluhluwe Game Reserve
- 26 D2 Dukuduku Forest Reserve
- 27 B3 St Lucia Game Reserve
- 28 B3 Giant's Castle Game Reserve
- 29 B3 Himeville Nature Reserve
- 30 B3 Coleford Nature Reserve
- 31 B3 Weenen; Voortrekker (pioneer) Museum; old mill
- 32 B3 Howick Falls
- 33 B3 Pietermaritzburg; see Map 11
- 34 C3 Natal Lion and Game Park
- 35 C3 Valley of a Thousand Hills
- 36 C3 Durban; see Map 8
- 37 C3 Fort Pearson; series of forts; Ultri Tree; Fort Tenedos; Tugela Battl
- 38 C3 Eshowe; Dinza Forest Reserve;
- 39 C3 Nongai Fort, Ocean View Game
- 40 C3 Coward's Bush
- 41 C3 Umalazi Nature Reserve
- 42 C3 Raffia Palms
- 43 D3 Richards Bay Nature Reserve
- 44 D3 Oribi Gorge Nature Reserve

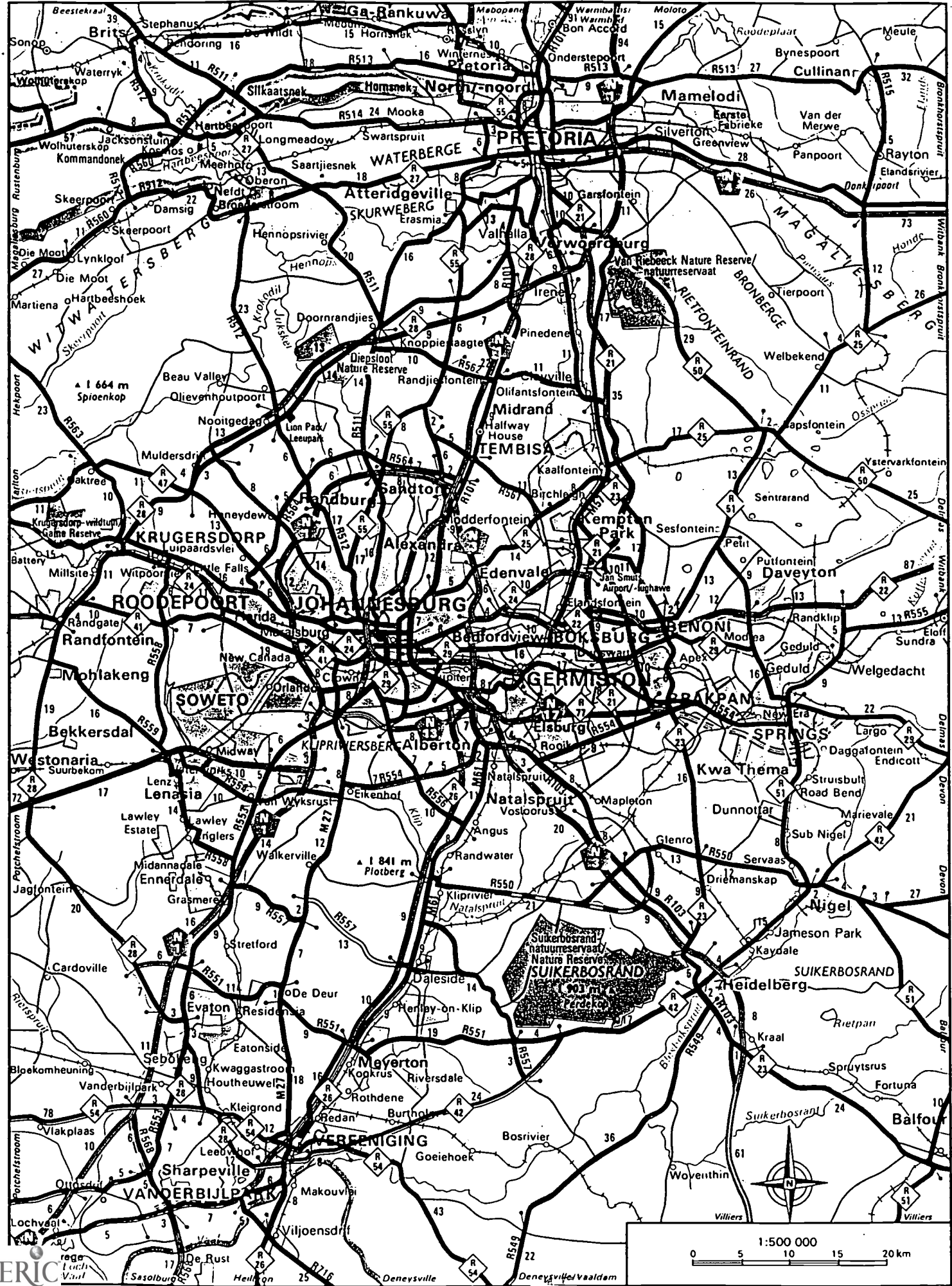
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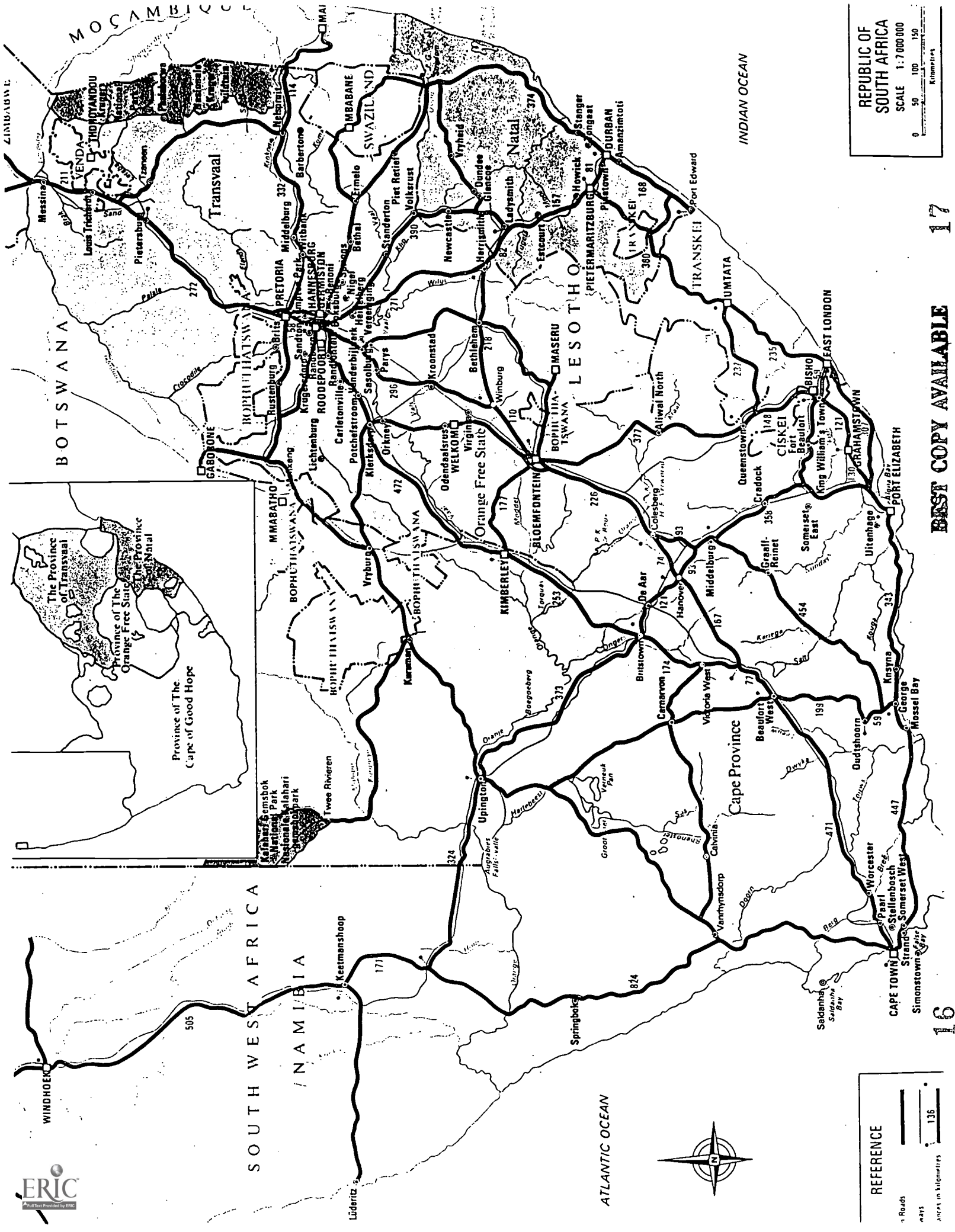
Freeways  
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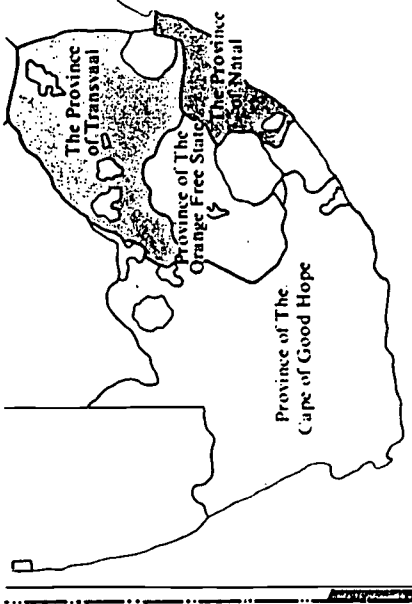






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16

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

POINTS POSSIBLE: 50

**Cry, the Beloved Country Unit Test B**

**I. MATCHING:** Use capital letters only. 1 pt. ea.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| _____ 1. Napoleon Letsitsi        | A. God/Spirit/Higher Power         |
| _____ 2. pro deo                  | B. Stephen                         |
| _____ 3. Kaffir                   | C. Reverend, priest                |
| _____ 4. Kraal                    | D. Agricultural demonstrator       |
| _____ 5. Tixo                     | E. Son of John Kumalo              |
| _____ 6. Pretoria                 | F. daughter-in-law of James Jarvis |
| _____ 7. Alexandra                | G. Racial slur                     |
| _____ 8. Umfundisi                | H. Legal term: free legal counsel  |
| _____ 9. Veld                     | I. Enclosure for cattle            |
| _____ 10. Biblical rebellious son | J. Bus Boycott                     |
|                                   | K. Place of execution              |
|                                   | L. Open grass country              |
|                                   | M. Absalom                         |

**II. Short Answer:** Answer each question in a sentence or two. (2 pts. ea.) BE SPECIFIC.

A. The setting of the novel are the years \_\_\_\_\_.

B. Why did Absalom come to Johannesburg:

C. The bus boycott was begun because

D. What event drew the attention of the public away from Absalom's murder trial?

E. Name two techniques the agricultural demonstrator intended to teach the villagers:

**III. Character Identification:** (2 points ea.)

A. "This is madness...but it is also sin." Spoken by \_\_\_\_\_ to \_\_\_\_\_. (Person described).



page 2

B . "--But I have heard some of the things you have said.

----What things?

----I have heard that some of them are dangerous things. I have heard that they are watching you, that they will arrest you when they think it is time." Person making the accusation \_\_\_\_\_  
to \_\_\_\_\_.

C. "He rose from his chair, and went out to see who might be riding in this merciless sun. And for a moment he caught his breath in astonishment, for it was a small white boy on a red horse, a small white boy as like to another who had ridden here as any could be." Identity of small white boy \_\_\_\_\_ and "another" \_\_\_\_\_.

D. "...he and Kumalo went to the church. At the church door he spoke to Kumalo and said gravely. I see it is not God's will that you should leave Ndotsheni." (Person speaking)  
\_\_\_\_\_

E. "Although his money was little, he bought her a red dress and a white thing that they called a turban for her head." (Person who gets the new clothes) \_\_\_\_\_

IV. Essay (20 points): When Stephen Kualo returns from Johannesburg he is suddenly made aware of many inherent problems with the tribal system in Ndotsheni. Specifically, what are these problems? What events and experiences in Johannesburg "opened Stephen's eyes" and how does he resolve some of the issues?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

POINTS POSSIBLE: 50

**I. MATCHING:** Use capital letters only. 1 pt. ea.

- |  |                                     |
|--|-------------------------------------|
| _____ 1. Napoleon Letsitsi                     | A. God/Spirit/Higher Power          |
| _____ 2. Ndotsheni                             | B. Stephen                          |
| _____ 3. Umnumzana                             | C. Reverend, priest                 |
| _____ 4. Kraal                                 | D. Agricultural demonstrator        |
| _____ 5. Tixo                                  | E. Son of John Kumalo               |
| _____ 6. apartheid                             | F. daughter-in-law of James Jarvis  |
| _____ 7. Alexandra                             | G. Sir; title of respect            |
| _____ 8. Umfundisi                             | H. Village of Stephen Kumalo        |
| _____ 9. Veld                                  | I. Enclosure for cattle             |
| _____ 10. First martyr of the Christian Church | J. Bus Boycott                      |
|  | K. Principle of separation of races |
|  | L. Open grass country               |
|  | M. Absalom                          |

**II. Short Answer:** Answer each question in a sentence or two. (2 pts. ea.) **BE SPECIFIC.**

A. Of what tribe was Kumalo a member:

B. Why did Gertrude come to Johannesburg:

C. Shanty Town was built because

D. What event drew the attention of the public away from Absalom's murder trial?

E. Name two techniques which the agricultural demonstrator intended to teach the villagers:

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III. Character Identification: (2 points ea.)

A. "Although his money was little, he bought her a red dress and a white thing that they called a turban for her head." (Female who is described)

---

B. "His shop is always full of men, talking as you have heard. But they say you must hear him at a meeting." (Person described).

---

C. "I am forsaking the world and all its possessions, but I have saved a little money. I have the permission of the Church to give this to you, my friend..." (Person speaking).

---

D. "He rose from his chair, and went out to see who might be riding in the merciless sun. And for a moment he caught his breath in astonishment, for it was a small white boy on a red horse, a small white boy as like to another who had ridden here as any could be." (Person described- small boy)

---

E. "It was a pleasant evening at the Mission House. The rosy cheeked priest was there, and they talked about the place where Kumalo lived and worked. And the white man in his turn spoke about his country." (The white man)

---

F. "Yes, he was always speaking here and there. You know the kind of thing. Native crime and more native schools, and he kicked up a hell of a dust in the papers about the conditions of the non-European hospital."

---

IV. Essay Question: (18 points-2 pts for ea. character; 8 points for the paragraph essay.

In about one specific sentence for each character listed below, describe how he/she **grows as a human being** (make spiritual or mental progress) in the course of the novel. If you see no growth, say so and justify. Then choose **ONE** character whose growth you feel is significant, or important to Paton's message, and discuss in a well-developed paragraph essay.

**Absalom, Gertrude, Absalom's girl, Stephen Kumalo, James Jarvis**

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***  
Quiz IA-Chapters 1-5 (1 pt. ea.)

1. Define "kloof":
2. What is the relationship between "mother" and "umfundisi?"
3. What is Kumalo's "little vanity, his little lie?"

EC: Who is the biblical Absalom?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***  
Quiz 1B-Chapters 1-5 (1 pt. ea.)

1. Define "Tixo:"
2. What is the relationship between Stephen Kumalo and Gertrude?
3. What is Kumalo's first lesson about the city?

EC: Who is the biblical Stephen?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***  
Quiz 1C-Chapters 1-5 (1 pt. ea.)

1. Define "veld:"
2. Who is Mrs. Lithebe?
3. Why does Stephen Kumalo journey to Johannesburg?

EC: What is a post office book?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***  
Quiz 1D-Chapters 1-5 (1 pt. ea.)

1. Define "veld:"
2. Stephen Kumalo discovers how Gertrude has been leading her life. Describe specifically.
3. Who is John Kumalo?

EC: What is a post office book?

NAME: \_\_\_\_\_  
CLASS PERIOD: \_\_\_\_\_

**Cry, the Beloved Country**: Quiz IAA, Chapters 1-5 (1 pt. ea.)

1. What is the relationship between “mother” and “umfundisi?”
  2. What is the relationship between Stephen Kumalo and Gertrude?
  3. Why does Stephen Kumalo journey to Johannesburg?
- EC. What is a post office book?

NAME: \_\_\_\_\_  
CLASS PERIOD: \_\_\_\_\_

**Cry, the Beloved Country**: Quiz 1 BB, Chap. 1-5 (1 pt. ea.)

1. Who is Mrs. Lithebe?
2. Who is John Kumalo?
3. Stephen Kumalo discovers how Gertrude has been leading her life. Describe specifically:

EC. Who is the biblical Stephen?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

**Cry, the Beloved Country**: Quiz 1CC, Chap. 1-5 (1 pt. ea.)

1. Define "Tixo":
  2. Why did Gertrude go to Johannesburg?
  3. What is Stephen Kumalo's first "lesson" about the city?
- EC. What is a post office book?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

**Cry, the Beloved Country**: Quiz 1DD, Chap. 1-5 (1 pt. ea.)

1. What did the letter to Stephen Kumalo say? Be specific!
2. Where did Stephen Kumalo get the money to take his trip?
3. Who is Mrs. Lithebe?

EC: Name two of the items on the ANC banner/logo (bulletin board)

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

**Cry, the Beloved Country**  
**Quiz 1B: Chapters 1-11 (10 points)**

- \_\_\_\_\_ 1. Alan Paton is /was  
a. a white Afrikaaner b. a writer c. director of a boys' reformatory d. all of the above
2. The three African "labor leaders" are  
Dubula, the "heart"  
Tomlinson, the "brains"  
John Kumalo, the \_\_\_\_\_
3. A post office book is \_\_\_\_\_.
4. According to Rev. Msimangu, power corrupts unless it is the power of \_\_\_\_\_.
5. Name one actual historical event that is depicted in the novel:  
\_\_\_\_\_.

**Character Identification:**

6. "Then she sat down at his table, and put her head on it, and was silent, with the patient suffering of black women..." \_\_\_\_\_.
7. "It was the voice of a man whose heart was golden, reading from a book of golden words." \_\_\_\_\_
8. " \_\_\_\_\_ was a courageous young man, and a great fighter for justice."
9. & 10. In two or three sentences, identify a major motif in the novel and give a specific example:

EC: Name the language which is the native tongue of Stephen Kumalo.



NAME: \_\_\_\_\_  
CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***  
Quiz Book II: 4 points

1. Why is so little attention paid to the trial in Johannesburg? (1 pt.)
  
  
  
  
  
  
  
  
  
  
2. How is the policeman wrong about James Jarvis when he leaves the home of his son by the front door (after his second visit to read more of his son's papers)? (2 pts.)
  
  
  
  
  
  
  
  
  
  
3. Who is "the small boy on a red horse with a white face?" (1 pt.)

EC. What is the name of the video you will watch on Thursday and Friday?

NAME: \_\_\_\_\_  
CLASS PERIOD: \_\_\_\_\_

***Cry, the Beloved Country***  
Quiz B - Book II (4 points)

1. Who is "the small boy on a red horse with a white face?" (1 pt.)
  
  
  
  
  
  
  
  
  
  
2. Comment on the **irony** of "allow me a minute..." (1 pt.)
  
  
  
  
  
  
  
  
  
  
3. How is the beginning of chapter 18 similar to **and** different from the beginning of chapter 1? (2 points)

EC. What is the name of John Kumalo's son?

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

**Cry, the Beloved Country**  
**Quiz B: Chap. 18-21; 5 points**

1. T/F: James Jarvis had wished that his son would leave the farm and the area to make a life of his own rather than continue at High Place.
  2. T/F: Arthur Jarvis and his father shared the same views on the "native question."
  3. There are pictures of two historical people on the wall of Arthur Jarvis' study. Identify these people:
    - A.
    - B.
  4. Which historical figure seemed to have the most influence on Arthur Jarvis, using the number of books he had as a guide.
- E.C. On your assignment sheet there are five title of books about Africa. Name one.

NAME: \_\_\_\_\_  
CLASS PERIOD: \_\_\_\_\_  
POINTS POSSIBLE: 10

15 minute In-Class Writing Assignment: Chapter 12

**Directions:** In the space below respond to the assignment. Please keep in mind all the elements of good writing: Central focus, topic sentence(s), complete, well-structured sentences, and logical development and organization. You might consider making notes before you begin.

*Review the "voices" at the beginning of chapter 12. Pick one of these voices and write a brief characterization sketch as you imagine the character. Do any of the voices resemble the people you hear talking about American's problems. Could this character live in your community?*  
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## Cry, the Beloved Country

### Characterization and Theme

Directions: Select one of the characters listed below and answer the question in each category.

Stephen Kumalo  
Absalom Kumalo  
James Jarvis  
Arthur Jarvis

Gertrude Kumalo  
Msimangu  
Absalom's wife

John Kumalo  
Mrs. Lithebe  
Jarvis' grandson

\*\*\*\*\*  
\*\*\*\*\*

LIST EVERYTHING YOU KNOW ABOUT THE CHARACTER:

\*\*\*\*\*

COMMENT ON THE "UNIQUENESS" YOU SEE IN THIS CHARACTER AND WHAT INSIGHTS DOES THIS GIVE YOUR ABOUT REAL WORLD PEOPLE?

\*\*\*\*\*

Write a central **theme** based upon the above information:

**South Africa Project: Part II**  
**End-of-Unit Project**  
**Bill of Rights**

**Homework**

1. Read "Universal Declaration of Human Rights (1948)" Handout
2. Make 7 notecards (standard size) to be checked the next day.  
Consult **A Writer's Reference**, Third Edition, Pp. 255-260.  
Second Edition, Pp. 208-213.  
Use the MLA Style for notecards: (See note below under Day 1, #1 regarding notecard format.)  
A- One bibliography card  
B - Six notecards: (6 different Articles) 2 which summarize,  
2 which paraphrase and two which quote exactly from  
the Articles from the "Original Text" column.

**Day 1:**

1. Notecard check/comments (If students are unfamiliar with the concept of notecards, prior teaching may be necessary.)
2. Large group discussion:  
Brainstorm: Definition of "human rights," and explore the reasons why one should learn about human rights.
3. Group Work: Groups of 4-5 students work particularly well.  
Groups will list six areas of human rights they feel are important. Record on large poster sheet. Post the sheets around the room. One person from each group should be able to justify/explain/defend the choices-one or more.
4. Movie: **Cry, Freedom**: Life of Steve Biko as told through the eyes of journalist Donald Woods. The movie is approximately 2:30, but, if time is an issue, the portion on Biko is approximately 1:30.

**Homework:**

1. Read the first 20 Amendments to the US Constitution.
2. Record 6 more notecards: 2 paraphrases, 2 summaries, 2 quotes from six different articles.

**Day 2:**

1. Notecard check
2. Briefly review US Amendments
3. Skim "UN Convention on the Rights of the Child" (10-15 minutes)
4. Group work:  
Use chart "Bill of Rights Group Chart" (Social/Cultural, Economic, and Political): Select 3 "rights" for each category
5. Place on poster paper and post; explain: Prelude to assignment.

**Homework:** First Draft of Bill of Rights for the Republic of South Africa  
Explain homework according to the directions which follow (Also see homework handout in the addendum)

6. **Cry, Freedom**

**Directions for Bill of Rights Assignment:**

**Directions:** Write a Bill of Rights which will be presented as significant for South Africa, taking into consideration past history and future needs.

**Requirements:**

1. 10 Articles of at least 3-4 sentences in length (more if justified by the topic), which is written in **complete sentences** with a clear separate and central focus for each article.
2. Articles should address South Africa as you understand it today.
3. Use appropriate language **in your own words.**
4. 2-4 pages in length, typed (standard manuscript form) with pre-writing notes, first draft and critique sheet and final draft submitted on schedule. Any paper submitted without the above will automatically be awarded a "C."

**Day #3**

1. Critique first drafts (See addendum for the form).
2. **Cry, Freedom**

**Homework:** Final draft of South African Bill of Rights

## NOTECARDS

**SAMPLE BIBLIOGRAPHY CARD (for the book which contained the documents)**

**O'Brien, J.D., Edward L., et al  
HumanRights for All.  
Minneapolis/St. Paul.  
West Publishing Co. 1996.**

### **Sample QUOTE**

**Human Rights            O'Brien**

**Article 8 "You should be able  
to ask for legal rights..."  
(p. 129)**

### **Sample PARAPHRASE**

**Human Rights            O'Brien  
U.S. Amendments**

**Amendment VIII (1791)  
Bail or fines which are exorbitant  
cannot be "imposed" on anyone  
as well as unreasonable punishment.  
(p. 122)**

### **Sample SUMMARY**

**Human Rights            O'Brien  
"Rights of the Child"**

**Article 18-Parental Responsibilities  
Government believes that parents or  
guardians must take proper care of  
children and will help them if  
necessary, incl. child care. (p. 156)**

**Bill of Rights  
Group chart**

Directions: In your group select *three* basic but important human rights for each of the three categories listed below. Choose carefully and be able to defend your selections!

**GROUP MEMBERS:**

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**SOCIAL/CULTURAL**

**ECONOMIC**

**POLITICAL**

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**Bill of Rights  
Group chart**

Directions: In your group select *three* basic but important human rights for each of the three categories listed below. Choose carefully and be able to defend your selections!

**GROUP MEMBERS:**

---

---

**SOCIAL/CULTURAL**

**ECONOMIC**

**POLITICAL**

---



**Republic of South Africa Bill of Rights**  
**Combined English/history Assignment**

Timetable:

- Day #1-First draft due in class
- Day #2-Peer Critique
- Day #3-Final draft due by 3 pm

**ASSIGNMENT:**

Write a Bill of Rights for the human rights needs of the current and future Republic of South Africa

**REQUIREMENT:**

1. Write a document of 10 Articles of *at least* 3-4 sentences in length (more if justified by the topic being considered) which is written in **complete sentences** with a clear, separate and central focus for each article.  
  
**\*\*As a *Preamble* or final concluding paragraph, write one paragraph of 8-10 sentences justifying/explaining your choices.**
2. The individual articles should each address South Africa as you understand it today, concentrating on current and long-term issues of human rights.
3. Use appropriate language **in your own words.**
4. The document you write should be 2-4 pages in length, typed, standard manuscript form with pre-writing notes, first draft, critique sheet, and final draft submitted together on schedule. Any paper submitted without the above material will automatically be awarded a "C." The paper grade will be counted for both English and history.

**Content:**

1) Has the writer created a bill of rights which responds to the particular social, political, and economic issues that characterize South Africa?

Where have they done so? Provide an example and a comment on the South African reality that creates the need for this article:

Identify any place where the writer's choice of articles does not adequately address the situation in South Africa -- recommend a solution:

2) Has the writer fully justified his (or her) choices in a final paragraph? Does that paragraph contain a topic sentence? Logically ordered and substantiating detail?

3) Write down the beginning of a passage which you think is particularly strong:

(over)

**SOUTH AFRICA UNIT  
Bill of Rights Project  
Evaluation**

**Writer:** \_\_\_\_\_

**Format, layout, and presentation:**

**Proofreading, mechanics, and spelling:**

**Sentence structure, language, and clarity. Do the sentences conform to standard usage? Are they active, forceful, and easily understood?**

**Accuracy and specificity of language. Does the language address the human rights issues specifically, or is it vague or fuzzy?**

**Relevance of content. Does the Bill of Rights address South Africa's past, present, and future in specific and helpful ways?**

**Process Work:**

**General Comment**

**THE FOLLOWING PAGES  
ARE  
SAMPLE RESOURCE  
MATERIALS FOR A  
HISTORY / SOCIAL SCIENCE  
COMPONENT TO THE  
SOUTH AFRICA  
LITERATURE UNIT**

**THE following resource materials have been provided by a  
colleague, John Finch.**

Zulu	Hottentot	Cape Dutch	Frontier Dutch	British
<i>Economics</i>				
<i>Technology</i>				
<i>Political Structure</i>				
<i>Social Structure</i>				
<i>Values</i>				

**World Studies - History**  
**South Africa**  
 Time Line, 1652 - 1994

Name \_\_\_\_\_  
 Period \_\_\_\_\_

South Africa

Elsewhere in the World

- |  |   |
|--|---|
| 1652 - First Dutch (plus French Huguenots & German Calvinists) begin Cape Colony under Dutch East India's Jan van Riebeeck   | English establish colonies in North America.  |
| 1750 - Voortrekkers (Boer) reach Great Fish River, encountering Bantu (Matabele)   | Age of Enlightenment , English I. R. Am. Rev. (1775), French Rev. (1789)            |
| <hr/>  |   |
| 1814 - Great Britain gains control of Cape Colony. Shaka begins Zulu military traditions, 1816.  | Congress of Vienna, 1814-1815<br>US ends slave trade in West Africa ('08)           |
| 1820's - British (outlanders) replace Afrikaans with English language and establish laws designed to improve legal status of non-whites in Cape Colony. Boers react by trekking into Natal, Orange Free State, and Transvaal. Hostilities grow between trekkers & Bantu groups (Xhosa, Swazi & esp. Zulu). | Spanish colonies in Latin America gain independence.                                |
| 1828 - Shaka killed by half-brother Dingane  | U.S. declares Monroe Doctrine (1823).   |
| 1837 - Piet Retief leads Boer on Great Trek, establishing Natal Colony. Retief killed by Dingane. Pretorius defeats Zulus at "Blood River" ('38).  | Slavery ends in British Empire and the Factory Act is passed (1833).                |
| 1844 - Great Britain annexes Natal Colony.   | Liberal revolutions of 1848 hit Europe. <i>Communist Manifesto</i> published, 1848. |
| 1854 - Transvaal Colony is established by Boer trekkers.   | American colonialism begins in Japan. Civil War, slavery ends, in U.S. ('65)        |
| <hr/>  |   |
| 1870 - Diamonds are discovered at Kimberly. Kimberly annexed and becomes part of Cape Colony. Mass influx of <i>outlanders</i> threatens Boer's Orange Free State.   | Germany and Italy become nations. Bell patents the telephone.                       |
| 1879 - Last Zulu war begins. Historical battle occurs at Isandhlwana, Natal Province.  | Edison invents the incandescent lamp.   |

1880 - Gold is discovered at Johannesburg, Transvaal. A "gold rush" into the Boer area further strains relations between Boer and British government. British living in the Transvaal demand extension of British "civilization" into the Transvaal.

Source of malaria discovered. Edison granted patent for light bulb.

1899-1902 - South African War (Boer War)  
448,000 British troops battle 90,000 Boer.  
First modern war against civilians produces war atrocity trials and concentration camps.

Anglo-Japanese Treaty signed (1902).  
U.S. imperialism extends to Pacific islands and China.

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1910 - Jan Smuts leads in establishment of Union of South Africa. Louis Botha, moderate Afrikaner is elected first Prime Minister.

Sun Yet Sen founds Chinese Republic (1911)

1913 - Natives Land Act sets aside land for white ownership; further segregation laws follow.

1914 - South African troops occupy German African colonies, gaining S.W. Africa.

War breaks out in Africa. English split German colonies with French after war.

1930 - World Depression forces rural Blacks and whites into cities for employment.

1929 Wall Street "crash" begins Great Depression. First call for US companies to divest interests in SA issued.

1939 - Strict apartheid laws are established by Afrikaner government. Colored population disenfranchised by voting restrictions. Afrikaner leaders arrested for "pro-Nazi" activities.

War begins in Europe. Atomic age and Cold War begin ('45).

1947-1950 - National Party founded ('48).  
Apartheid laws passed: Mixed Marriage Prohibition, Population Registration, Suppression of Communism, Group Areas, and Immorality acts.

Orwell's 1984 published. India, China, and Israel, the worlds' three oldest civilizations, become independent republics. U.N. founded in San Francisco.

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1960 - Albert Luthuli becomes first S. African to win Nobel Peace Prize. Massacre at Sharpeville - 69 killed demonstrating against pass laws. Nelson Mandela is arrested, ANC (and PAC) declared illegal.

Kennedy defeats Nixon for US president. - Civil Rights Act passed.

- |   |  |
|---|--|
| 1962 - South Africa becomes a republic. Nelson Mandela is sentenced to life imprisonment.   | Cuban missile crisis in October. James Meredith enters Ole Miss. Woodstock (1969).                       |
| 1967 - Terrorism Act provides for unlimited detention without trial; ANC begins guerrilla warfare.  | Six Day War in Middle East; R. Kennedy & M. L. King assassinated ('68).                                  |
| 1969 - S. A. Student's Organization founded.  | U.S. lands on moon.  |
| 1973 - Labor unrest in Durban spreads.  | Watergate break in ('72); Yom Kipper War   |
| {1976 - Hundreds die in Soweto, near Johannesburg, during riots protesting Bantu "resettlement" policies.   | AIM occupies Wounded Knee (1973). Republic of Vietnam surrenders (1975). Jimmy Carter elected president. |
| {1977 - Steven Biko's death at the hands of security forces brings international outcry to end violence in South Africa. P.W. Botha becomes Prime Minister.   | World concern mounts over human rights issues in South Africa.   |
| 1979 - White government makes first concession to growing pressure against apartheid by legalizing Black unions. SASC begins civil disobedience; Denmark boycotts SA coal.                            | Camp David Peace Accords signed between Egypt & Israel. Soviet troops invade Afghanistan.                |
| 1980 - Church leaders, including Desmond Tutu, are arrested.  | Archbishop Oscar Romero is assassinated. R. Reagan is elected president. U.S. boycotts Olympics.         |
| 1982 - UN sanctions begin against South Africa. Major U.S. investors (companies like 3 M, Honeywell, and colleges and universities like Macalester and the U of M) begin to divest holdings in SA.    | US debt tops \$1 trillion.   |
| 1984 - Rev. Desmond Tutu becomes the second South African to win the Nobel Peace Prize. Protests waged against Indian & Colored congressional elections.  | Reagan reelected president. N. Duarte elected president in El Salvador.                                  |
| 1985 - Restrictions on the number of Black workers a company can hire and practice of not promoting black to oversee whites in companies are ended. Laws forbidding interracial marriages are lifted. | M. Gorbachev comes to power, USSR.   |



- |   |  |
|---|--|
| {1986 - Pass laws are ended. State of emergency is declared. Covert repression of ANC heightens.  | Chernobyl disaster near Kiev   |
| {1987 - Laws requiring segregation of public facilities are lifted. Violence escalates in Natal.  | Iran-contra affair in US.  |
| {1988 - Church leaders are arrested during illegal protest. Tutu clashes with Botha at meeting.   | G. Bush is elected. USSR begins pullout from Afghanistan.  |
| 1989 - Botha resigns. Demonstrations & protests mark election of F.W. de Klerk.   | FMLN offensive, El Salvador  |
| <hr/>   |  |
| 1990 - Apartheid laws are ended.  | Berlin Wall falls (1989). Breakup of USSR. War with Iraq. Jean-Bertrand Aristide elected president in Haiti. Germany unified for second time in 120 years. |
| - Feb. 11th, ANC leader Nelson Mandela is released from prison following world wide campaign.   |  |
| - June, Mandela travels to the U.S.   |  |
| - August, the ANC declares an end to its war against the SA gov.  |  |
| 1991 - Mandela meets Zulu leader, Mangosuthu Buthelezi. National Peace Accord signed.   | New York Peace Accords signed. Gulf War begins.  |
| 1992 - Fighting continues between ANC and Inkatha (Zulu) parties.   | Presidential election year in U.S.; UN sanctioned food lift to Somalia, Dec.   |
| 1993 - Feb., ANC and S.A. government reach agreement to end white minority rule.  | Truth Commission report is issued.   |
| 1994 - April, Nelson Mandela (75) is elected President in nation's first multiracial democratic election in 342 years. F.W. de Klerk is the vice-president and Zulu leader Buthelezi is a cabinet minister. | Invasion of Haiti restores Aristide to power. Calderon Sol is elected.   |

**1994 Election Results**

Seats in the National Assembly (Shades of the FRENCH REVOLUTION!):

- ANC = 62.6% (Mandela)
- National Party = 20.4% (de Klerk)
- Inkatha = 10.5% (Buthelezi)

## **South Africa's People, 1995**

### **Language Groups (Culture Specific)**

#### **Afrikaans**

- Afrikaners
- Boer (vee boer)
- Cape Dutch
- Huguenot immigrants (French Protestants)
- Frontier Dutch (voor trekkers, trekboeren, trekkers)

#### **English**

- British/Britons
- Uitlander/outlander

#### **Bantu**

- Nguni
  - Northern groups: Zulu & Swazi
  - Southern group: Xhosa
    - Subgroups of the Xhosa according to Nelson Mandela:  
Baca, Bomyana, Gcaleka, Mfengu, Mpodomis, Mpondo, Sotho, & Thembu (Mandela's clan is in this group.)

#### **Khoisan**

- San (Bushmen)
- Koi-Koi (Hottentots)

#### **Additional people by cultural groups:**

- Cape Colored
- Malay
- East Indian
- East African Arabic
- Chinese

## **S.A. T erms to Discuss:**

### **Imperialism -**

1) an intensified form of colonialism (1890-1900) where industrialized nations sought to exercise complete domination of colonial society for purposes of economic exploitation.

2) resulted in economic exploitation and human rights abuses in less developed areas of the world, while serving as a justification for international competition and eventually world war.

### **Social Darwinism -**

19th century concept which served to justify imperialism, stressed strongest nations will survive by dominating the "lesser" nations through a corrupted notion of Darwin's concept of "natural selection".

South Africa Notes  
Anglo-Boer War

**People:**

Joseph Chamberlain - British Colonial Secretary for South Africa

Paul Kruger - President of South African Republic

Sir Alfred Milner - High Commissioner of South Africa & Lieutenant of Cape Colony

Louis Botha - General of Boer army; led commando raids, later helped Smuts found pan Afrikaner Union Party and elected the first prime minister of the Union of South Africa, 1910

Jan Smuts - political leader of Afrikaner, speaks in favor of peace, May, 1902; founds Union Party with Botha and establishes the Union of South Africa, 1902

**Phases of the War, 1899-1902:**

Phase I - War by the rules: Oct. 11, 1899 - 1900

Black Week - Dec. 11-15

Buller is replaced as British general by Lord Roberts

Phase II - Escalation of British Effort: 1900-1901

“Juggernaut”

Roberts & Kitchener

scorched earth begins

Phase III - Anti-Commando (Guerrilla) Action: 1901-1902

concentration camps

Hobhouse & debate in Parliament (Vietnam War like)

## Kitchener's Peace (Pretoria, May 31, 1902)

### Costs of War:

British ~~£~~200 million (\$1 billion)

400,346 pack animals

100,000+ lives (5x Boer) of 448,435 troops who fought (23%)

Boers ~~£~~1 million

7,000 of 87,365 troops (8%)

Women, Children & Men in Concentration Camps - 28,000 of 160,000 (17.5%)

Black Africans/Bantu - 12,000 who were captured

**World Studies-History**  
**South Africa**  
**Map Exercise**

Name \_\_\_\_\_  
Period \_\_\_\_\_

I. Using the Goode' World Atlas and the supplemental map of South Africa, complete the following instructions:

A. Color code and label the following countries of Southern Africa. Create a key to explain your color code.

1. Namibia
2. Botswana
3. Mozambique
4. Zimbabwe
5. Lesotho
6. Swaziland

B. Locate and label the following cities of South Africa.

1. Mafeking
2. Pretoria
3. Johannesburg
4. Durban
5. Cape Town
6. Kimberly
7. Port Elizabeth
8. East London
9. Petermaritzburg
10. Bolefontein
11. George (Lawaaiikamp - St. Paul's sister city), 35S 22E

C. Color code and label the nine provinces of SA:

1. Western Cape (Cape Province)
2. Northern Cape (CP)
3. Eastern Cape (CP)
4. North West (CP)
5. Free State (Orange Free state)
6. Gauteng (Transvaal)
7. Northern Province (Trans.)
8. Mpumalanga (Trans.)
9. Kwazulu Natal (Natal)

D. Locate and label the following physical features:

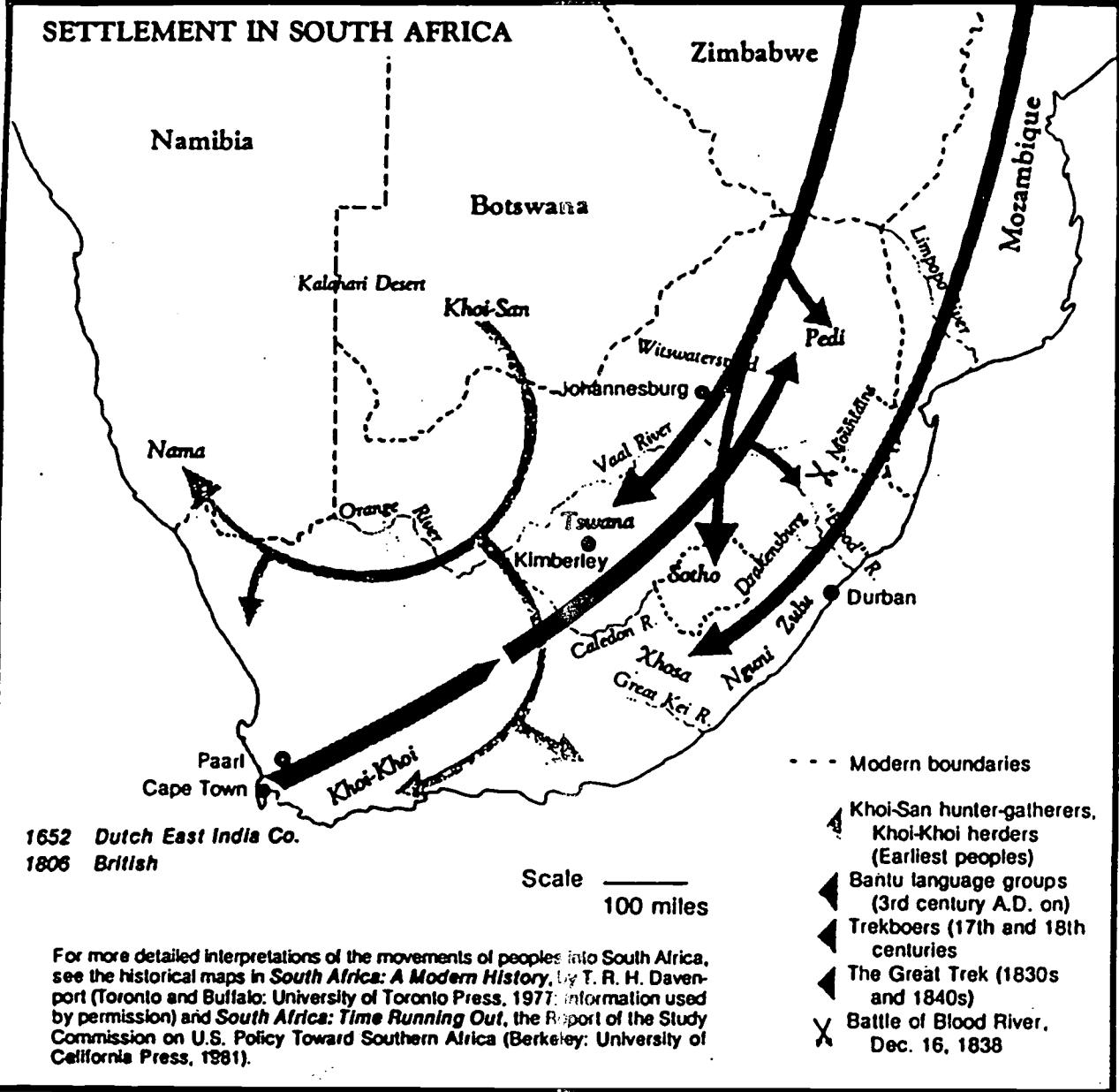
1. Orange River
2. Vaal River
3. Drakensberg Mts.
4. Great Karroo Desert
5. Kalahari Desert

(over ----->)

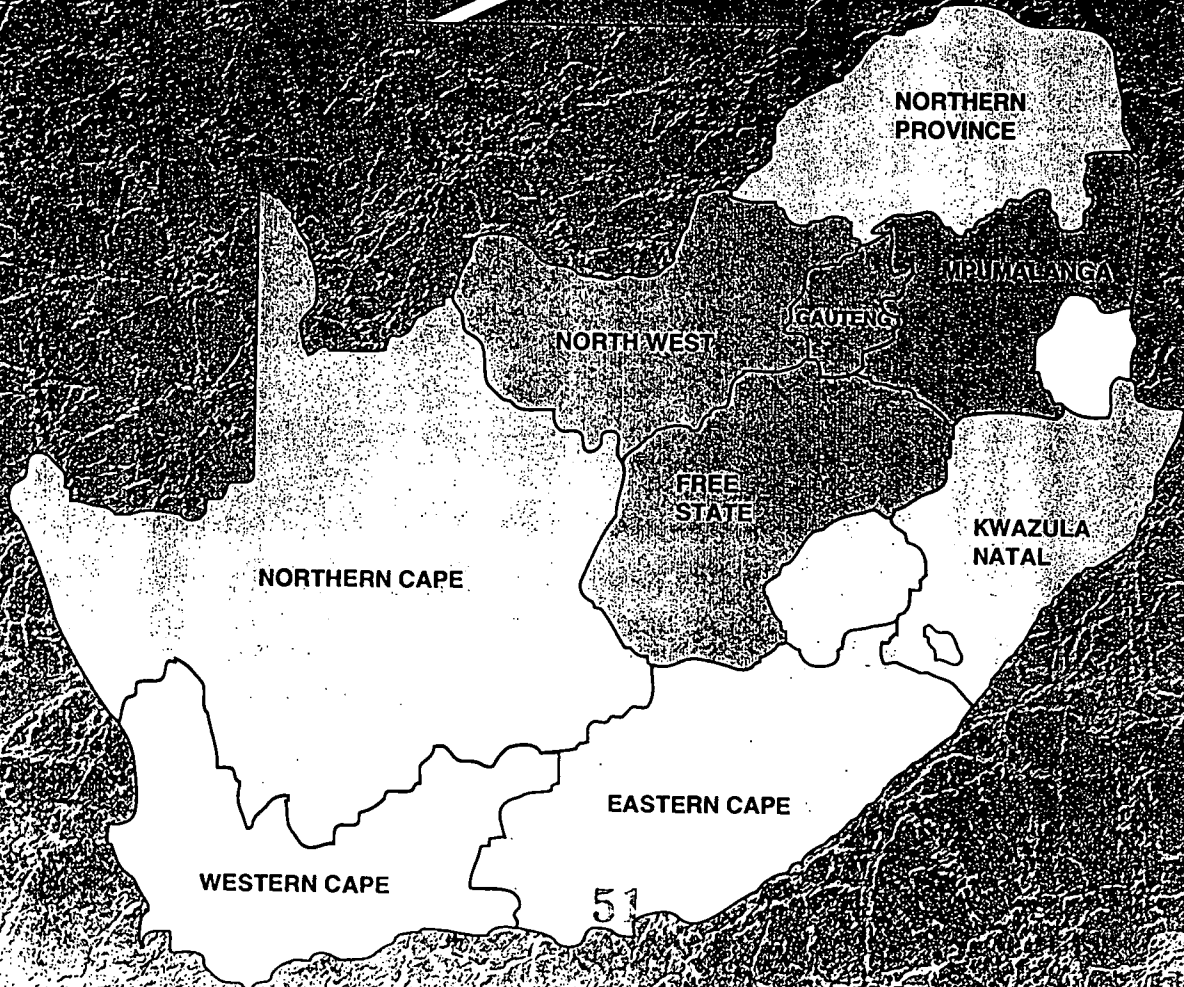
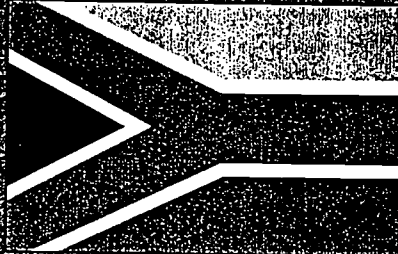
6. Atlantic Ocean
7. Indian Ocean
8. Cape of Good Hope
9. Tropic of Capricorn (-----)

II. Using the "Settlement in South Africa" map, complete the following:

- A. Indicate the migration route of the Khoi-San people from region of today's Botswana to the region of modern South Africa. Color code the migration route and add to your key.
- B. Indicate the migration route of the Zulu along the east coast of southern Africa; color code and add to the key.
- C. Indicate the two migration routes taken by the Trekboers (1750) and the Great Trek Boer (1837); color code and add to the key.
- D. Indicate the site of the "Blood River" battle.







# THE REPUBLIC OF SOUTH AFRICA



- ⊗ National Capital
- ★ Province Capitals
- Other Cities

Johannesburg  
 Moroko • Germiston  
 Baragwanath  
 Orlando

ATLANTIC OCEAN

Table Bay  
 Cape Town  
 ⊗ Devil's Head  
 ▲ Lion's Head  
 ▲ Table Mountain

Great Fish R. →



30° 25° 20°

30°

World Studies - History

**South Africa**

Time Line Exercise

Name \_\_\_\_\_

Period \_\_\_\_\_

South Africa

Event(s)

Elsewhere in the World

**[Dutch Colonialism]**

1652 -

English establish colonies  
in North America.

1750 -

Age of Enlightenment. Enclosure  
of English fields = 50%

1770's -

Am. Rev. (1775), French Rev. (1789)  
Napoleon's coup d' etat [1799].

**[British Mercantilism]**

1815 -

Congress of Vienna held, 1814-1815.  
US ends slave trade in West Africa ('08).

1820's (2) -

Spanish colonies in Latin  
America gain independence.

1828 -

U.S. declares Monroe Doctrine (1823).

1830's -

Charles X abdicates in France during  
student-worker riots [1830]. Slavery  
ends in British Empire and first Factory  
Act passed[1833).

1837 -

1838 -

El Salvador becomes independent.

1844 -

Liberal revolutions of 1848 hit Europe.

1854 - Transvaal Colony is established by  
Boer trekkers.

Crystal Palace opens in London [1851].  
America "opens" Japan to West.

**[British Imperialism]**

1870 -

Germany and Italy become nations.  
Age of Romantic nationalism.

1879 -

European age of Social Darwinism.

1880 -

Race for colonies intensifies.

1899 -1902 - South African War (Anglo-  
Boer War)

Africa & China partitioned by imperialist  
nations (1900).

World Studies - History

South Africa

Time Line I-A

South Africa

[Moderate (White) Revolution]

1910 -

-

1912 -

1913 -

**1914-1918** - South African troops occupy German African colonies, gaining South West Africa (diamonds).

1919-1924 -

1924 -

-

[Breakdown of Moderate (White) Revolution]

1930 -

1939-1946 - Smuts ...

1939-1945 -

-

-

Name \_\_\_\_\_

Period \_\_\_\_\_

Elsewhere in the World

Sun Yet Sen founds Chinese Republic (1911).

War breaks out in Africa. English split German colonies with French after war.

1929 Wall Street "crash"  
Rise of fascist dictators in world

War begins in Europe. Atomic age and Cold War begin ('45).

**[Radical (White) Revolution/"Reign of Terror"]**

1948 - U.N. founded in San Francisco.

1950 -

- Group Areas Act ...

1951 -

Korean War ends

1952 -

1953 -

1956-7 -

Soviet space satellite "Sputnik"

**[(Black) Resistance to Terror]**

1960 - Albert Luthuli becomes first S. African to win Nobel Peace Prize. Massacre at Sharpeville - 69 killed demonstrating against pass laws. Nelson Mandela is arrested, ANC (and PAC) declared illegal.

Kennedy defeats Nixon for US president. Civil Rights Act passed.

1976 -

1977 -

1979 -

I. Multiple Choice

- \_\_\_\_\_ 1. When the frontier Dutch engaged in the Great Trek, 1837, their major objective was to escape the "harsh" influences of British culture. This action was taken mostly to prevent which of the following? a) accommodation b) extermination c) amalgamation d) assimilation
- \_\_\_\_\_ 2. In 1833, the British take action to eliminate which of the following in South Africa? a) Zulu b) Boer c) gold miners d) slavery e) blue skies and sandy beaches of Cape Town
- \_\_\_\_\_ 3. Scorched earth and concentration camps were policies used by the British specifically against a) Zulus b) Boer women and children c) Boer guerrilla fighters d) ANC freedom fighters e) SWAPO commandos
- \_\_\_\_\_ 4. Emily Hobhouse worked to end mistreatment of women and children during the Boer War by a) writing the Queen b) carrying on a legal battle against the British army c) conducting a hunger strike d) using the British press to publicize mistreatment to the world e) writing poetry
- \_\_\_\_\_ 5. At the end of the Boer War, the British win, but the Boer get control of the country. Why? a) There are more Boer people than any other group. b) No other group wants to have political input in running the country. c) The Boer are the true Africans d) All the laws are written in Dutch so only the Boer can read them. e) Non-white are not allowed to vote by the British and there are simply more Boer than British

II. Terms: Do one. Define and tell the significance of each.

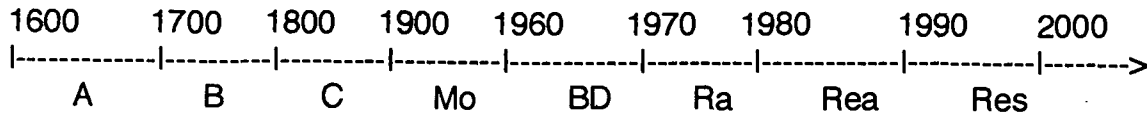
Mandela as a Napoleon -

Shaka -

Afrikaner -



III. Chronology



- \_\_\_\_\_ 1. Tutu wins Nobel Peace Prize & Botha resigns
- \_\_\_\_\_ 2. Mandela is elected president in first multiracial democratic election in 342 years
- \_\_\_\_\_ 3. National Party wins election and passes apartheid laws
- \_\_\_\_\_ 4. South Africa escapes moderating influence of British law, becomes an independent republic
- \_\_\_\_\_ 5. Bantu resettlement and Biko's death
- \_\_\_\_\_ 6. "textbook" colonialism begins in SA
- \_\_\_\_\_ 7. Zulu War ends; accommodation begins

IV. Matching

- |                          |                         |
|--------------------------|-------------------------|
| _____ 1. Pretorius       | a. Hottentot (Koi-Koi)  |
| _____ 2. Cetewayo        | b. "Blood River" leader |
| _____ 3. Dingane         | c. ANC                  |
| _____ 4. Mandela         | d. homelands            |
| _____ 5. Bantu removal   | e. Shaka's 1/2 brother  |
| _____ 6. nomadic herders | f. Shaka's nephew       |

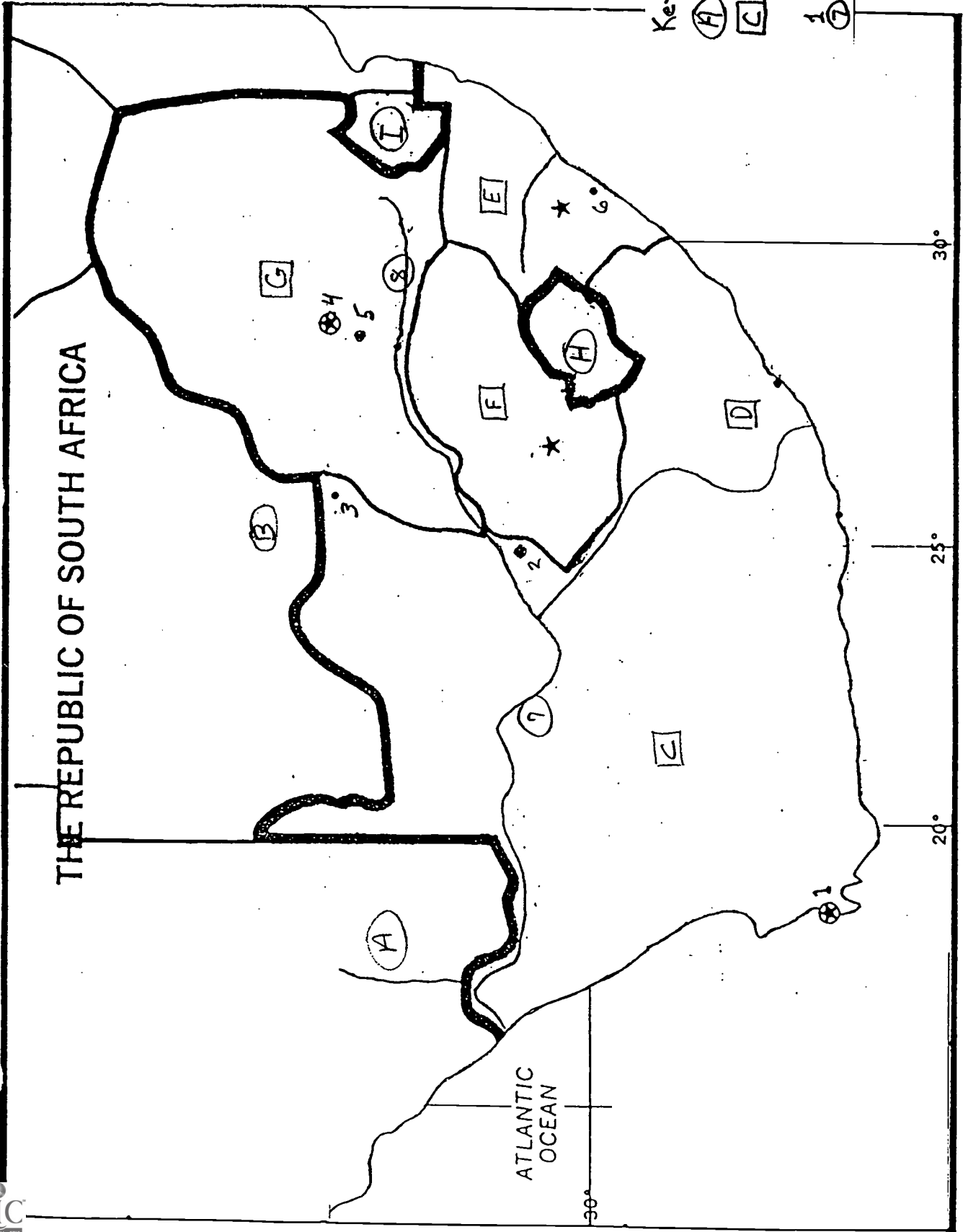
V. Map

	<u>Location</u>	<u>Name</u>
1. Current home to San (Bushman); contains the Kalahari Desert	_____	_____
2. River trekkers crossed to found nation's capital	_____	_____
3. Province where Zulu War was fought	_____	_____
4. City that is original home of colonial Dutch	_____	_____
5. Where gold were first discovered	_____	_____





# THE REPUBLIC OF SOUTH AFRICA



mailed January 1, 1997



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