



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

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**HISTORY P2
ADDENDUM**

This addendum consists of 12 pages.

QUESTION 1: HOW WAS RACISM APPLIED ON BLACK AMERICANS IN THE USA IN THE 1900s?

SOURCE 1A

The following extract is taken from *The USA – 1919 – 1941* by Nigel Kelly and deals with how blacks were treated after the emancipation of slaves.

The black people of the USA had first been brought to the country by white slave traders in the seventeenth century. When slavery was abolished the blacks were given their freedom, but they were a long way from being treated as equals. In the southern states, where the majority of blacks lived, Jim Crow laws were introduced to ensure that white and black communities were kept apart. Blacks were treated as second-class citizens and were not allowed to attend the same schools, eat in the same restaurants or even ride in the same railway carriages as whites. In the southern states they were not allowed to vote or serve on juries.

SOURCE 1B

The following written and visual source deals with the racist Ku Klux Klan (KKK) and their attitude towards blacks and is taken from *Working Together against Hate Groups* by Rose Blue.

WRITTEN SOURCE

An organisation called the Ku Klux Klan used violence to intimidate the black population. The Klan's main aim was to maintain white supremacy over black American immigrants. It was fiercely patriotic and believed that it was campaigning to protect white, Protestant America from the threats posed by black immigrants, Jews and Catholics. Members swore an oath of loyalty to the USA and promised to defend the country against the government, people, sect or ruler that is foreign to the country.

The Klan often held evening meetings where members paraded in white robes and hoods and carried blazing torches. Those chosen as victims by the Klan faced a number of possible 'punishment.' Sometimes people would simply be warned to leave town for their own safety. Other victims would receive beatings, have their homes and businesses burned down. The most terrifying punishment was to be lynched (death by hanging without a trial).

VISUAL SOURCE

SOURCE 1C

This source was taken from *New Generation* by SP Govender *et al* and deals with two perspectives on segregation.

VIEWPOINT 1

This viewpoint of Agnes Smedley wherein she condemns segregation.

The treatment of Negroes in the south has humiliated and shamed me so deeply that my blood runs cold in my veins. Travelling by bus, with the rain pouring, the driver ordered a dozen Negroes to step back and let two handsome white women aboard first. They came on, then the driver saw they had Negro blood in their veins-perhaps their hair showed it. The driver slapped his leg, bawled with laughter and said to the white passengers: "Now ain't that a joke! I thought they were white and they are Niggers." The faces of the two women and of all the coloured passengers were frozen. Mine froze too. Some of the white passengers broke out into a laugh at the joke ... Now when I heard this, I should have stood up and killed the driver. But I sat there petrified, sat there like a traitor to the human race. I kept thinking of what Jesus would have done, and knew that he would perhaps have allowed Himself to be killed. I didn't do a thing for many reasons: because I have been warned a dozen times by white people that if I did anything it would be the coloured people who will suffer for it.

Viewpoint 2

This view of James Eastland justifies segregation.

The southern institution of racial segregation or racial separation was correct, self-evident truth which arose from the chaos and confusion of the reconstruction period. Separation promotes racial harmony. It permits each race to follow its own pursuits, and its own civilization. Segregation is not discrimination. Segregation is not a badge of racial inferiority, and is recognised by both races in the southern states. In fact, segregation is desired and supported by both races. All free men have the right to associate exclusively with members of their own race if they so desire. Free men have the right to send their children to schools of their choice. These rights are inherent in the Constitution of the USA and in the American system of government. Both state and national, to promote and protect this right.

SOURCE 1D

On May 17, 1954 the US Supreme Court ordered the desegregation of American public schools. White Southerners were unhappy as they believed that segregation would ruin their schools and their children's education and that educated black Americans would compete with them for jobs. This photo was taken from Hate Groups by SE Thompson and shows that in spite of the proclamation white student did not want to allow Elizabeth Eckford in their school.



QUESTION2: WHAT WERE THE FACTORS BEFORE AND AFTER WORLD WAR TWO THAT CONTRIBUTED TO AFRICAN STATES GAINING THEIR INDEPENDENCE?

SOURCE 2A

This cartoon depicts Black Africa in chains, awaiting to break free and was taken from *History for a New Generation* by SP Govender *et al.*



Black Africa in chains, waiting to burst free

SOURCE 2B

The following extract was taken from *Africa: A Modern History* by Guy Arnold and deals with factors that contributed to independence.

After World War Two, emerged two superpowers, the start of the Cold War and nationalist demands for independence. Moreover much of the groundwork necessary for the transition to independence had been laid during the war even though this had not been the intention. The losses suffered at the beginning of the war by the main colonial powers effectively destroyed their semi-conscious assumption that they had a natural right to rule the “uncivilized” world.

In October, just after the war, the sixth Pan-African Congress was held in England, to demand that the bad treatment of Africans by the colonial powers to stop. Jomo Kenyatta and Kwame Nkrumah attended the Congress. The Congress was to call for an end to colonialism, its members declaring in their manifesto, “We are determined to be free.” The Congress became a starting point for the coming independence struggle. The Congress rejected colonialism in all its forms. The Congress called for positive action, like Ghandi’s action, preferably without violence. The Congress called on Africans everywhere to organise themselves into political parties, trade unions ... Kwame Nkrumah (the future president of Ghana) called on Africans to demand an end to colonialism with strikes and boycotts if needed.

SOURCE 2C

This extract was taken from *In Search of History* by J. Bottaro *et al* and deals with Britain’s effort to get support from Africans and to declare their loyalty. This source has 2 viewpoints.

VIEWPOINT 1

A person with a loyalty certificate could not usually be prosecuted for any action against a non-loyalist, he could be exempted from paying school fees, he could travel without a pass, and he could become a member of land consolidation, school, church, and other committees. This certificate also enabled the holders to plant coffee and other cash crops, to obtain licences to own trading plots in market areas and to obtain vehicle licences.

VIEWPOINT 2

The Mau-Mau also had people swear their loyalty and in some circumstances it was forced upon them. I swear that I will fight for the African soil that the white man has stolen from us. I swear that I will always try to trick a white man, strangle him, take his gun and any valuables he may be carrying. I swear that I will offer all available help and further the cause of the Mau-Mau. I swear that I will kill, if necessary, anybody opposed to this organisation.

QUESTION 3: HOW DID THE FREEDOM CHARTER CHALLENGE THE APARTHEID GOVERNMENT AND THE RESULTS THEREOF?

SOURCE 3A

This extract is taken from *New Africa: History* by N. Frick *et al* and deals with the liberation movements decision to start a new resistance plan, called the Congress Alliance.

2 August 1953, Z.K. Matthews, president of the ANC in the Cape Province suggested that a national convention be called to discuss the problems facing the nation. 'This convention could draw up a Freedom Charter for the democratic South Africa of the future' he said. The Freedom Charter would be a document that reflected the hopes and wishes of people who were denied their human rights.

A National Action Council was formed to organise the Congress of the People. The ANC invited representatives from other organisations to take part- the South African Indian Congress, the Congress of Democrats and the Coloured People's Organisation and eventually met at Kliptown in 1955. It was in Luthuli's description, "the first fully representative gathering in the Union of South Africa's history... Nothing in the history of the liberation movement in South Africa quite caught the populations as this did, not even the Defiance Campaign."

SOURCE 3B

These extracts deals with different views about the Freedom Charter. This is an extract from the Freedom Charter, taken from *New Generation History* by SP Govender *et al.*

VIEWPOINT 1

“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.

That our people have been robbed of their birth right to land, liberty and peace by a form of government founded on injustice and inequality.

That our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities.

That only a democratic state, based on the will of the people, can secure to all their birth right without distinction of colour, race, sex or belief.

And therefore, we the people of South Africa, Black and White, together equals, countrymen and brothers, adopt this Freedom Charter. And we pledge ourselves to strive together, sparing nothing of our strength and courage, until the democratic changes here set out have been won.”

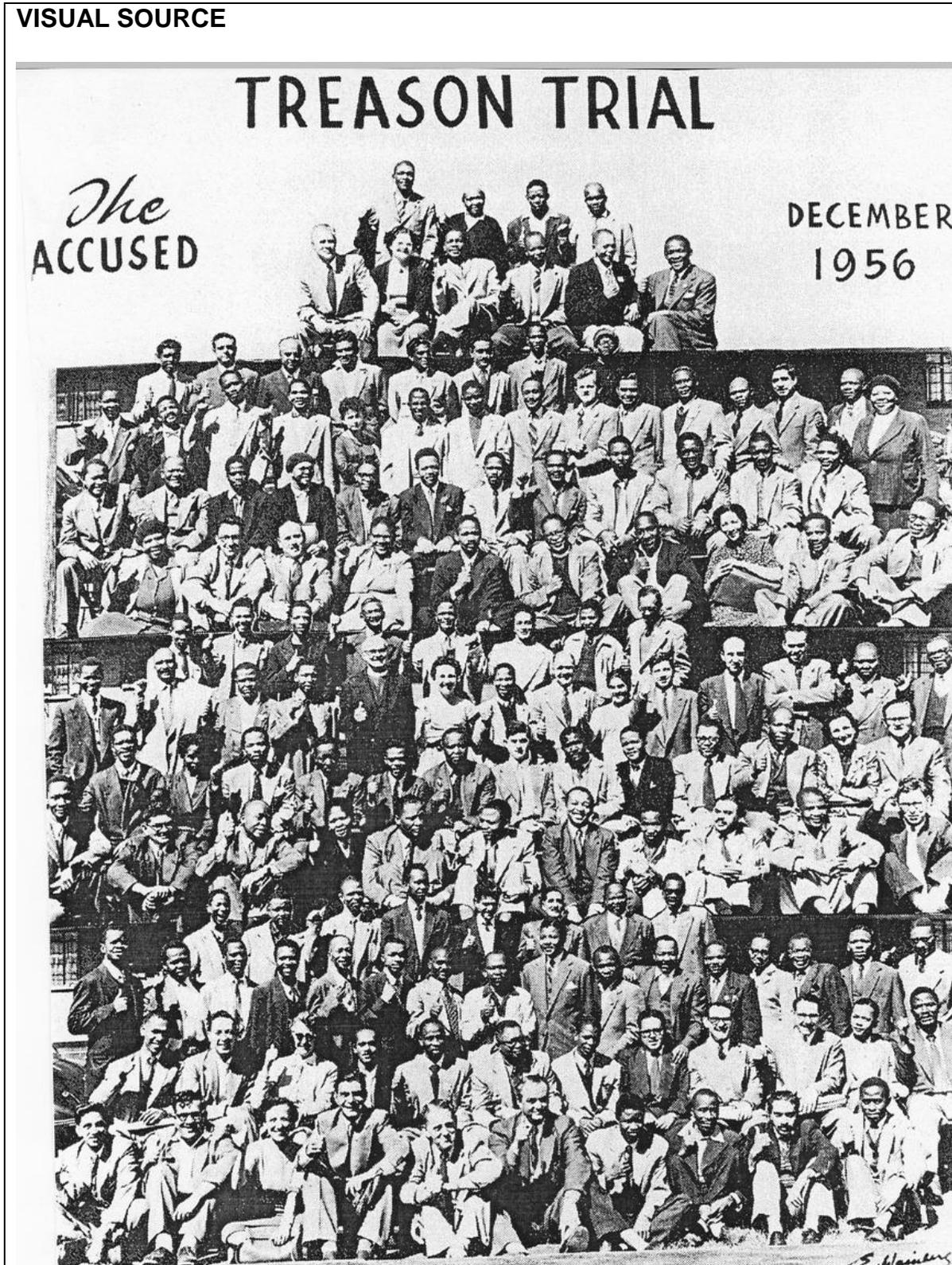
VIEWPOINT 2

This extract reflects dissatisfaction with the Freedom Charter and was taken from *South Africa: A Modern History* by TRH Davenport.

The content of the charter were immediately disputed. Many liberals were against the socialist-revolutionary statement in the document i. e., “There will be a committee of workers to run the gold mines and the workers will take over and run the factories”, and resented the influence of the Congress of Democrats, who was believed to be a front for the communist. The Africanist too were concerned with the statement pertaining to the rights and guarantees for all national groups.

SOURCE 3C

The following visual and written source was taken from *They fought for Freedom: Nelson Mandela* by K. Pampallis and deals with the High Treason of those who participated in Congress Alliance and the Freedom Charter.

VISUAL SOURCE

WRITTEN SOURCE

On 5 December, 1956, police arrested 156 people of all races. They were charged with High Treason. Mandela recalls, "We were taken (to the court) the Drill Hall in Johannesburg in a sealed police van escorted by heavy armed soldiers. When they arrived at the court at the beginning of the trial, the accused and their lawyers were surprised to see that a huge cage had been erected inside the court room. The accused were supposed to sit locked inside it. As a joke, one of them put a sign that said, "Dangerous. Please do not feed."

There were about 12 000 documents of evidence. Hour after hour the prosecutor read document after document. His voice went on and on in the hot court room. Even though the trialists were accused of a serious crime, it was hard to pay attention in this monotonous process. Some read, dozed off, some did crossword puzzles and played games such as chess.

ACKNOWLEDGEMENTS

Visuele bronne en ander historiese bewyse is uit die volgende geneem:

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