

# 5 Es OVER WORLD CULTURES



## SOCIAL STUDIES STAAR<sup>®</sup> PREPARATION

Grade 6

Volume 2

Teacher Edition



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SAMPLE

### WHY IS TEACHING SOCIAL STUDIES IMPORTANT?

We live in a constantly changing global community. Thanks to technology, travel, and immigration, the world is becoming more interconnected. The study of social studies concepts, such as history and geography, provides the context necessary to plan for the future, understand the world in which we live, and comprehend both present and future challenges. Social studies skills teach students to seek information before forming opinions about others and to distinguish fact from opinion and bias from objectivity.

Studying the world's cultures is not just about studying a list of holidays or languages; it is about studying people's ways of life. Studying the world's cultures is an asset. Students need to be prepared to share and live in a world with other people from diverse backgrounds. This will enable them to become global citizens who can interact with others regardless of differences.

### 5 Es OVER WORLD CULTURES STAAR® PREPARATION

*5 Es over World Cultures: Social Studies STAAR® Preparation, Grade 6* is designed to help educators meet the challenge of teaching social studies within the parameters of the Texas Essential Knowledge and Skills (TEKS) to ensure students are academically equipped to pass the State of Texas Assessments of Academic Readiness (STAAR®) examination.

### Curriculum, Instruction, and Assessment Foundational Information

*5 Es over World Cultures* is a series of conceptually designed instructional lessons that are seamlessly aligned to the TEKS. The lessons are research-based, student-centered, and scaffolded to maximize learning opportunities for students of all ability levels. *5 Es over World Cultures* embeds activities and instructional strategies for differentiation for diverse learners, including struggling learners as well as advanced learners.

*5 Es over World Cultures* contains thematic lessons that focus on a variety of societies from the contemporary world. Societies studied are from the following regions: North America, Central America and the Caribbean islands, South America, Europe, Russia and the Eurasian republics, Southwest Asia, North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific islands.

Each lesson varies in duration and includes multiple TEKS. Each lesson ends with a performance assessment component and selected-response questions formatted to resemble the STAAR®. *5 Es over World Cultures* provides critical information on the curriculum to be taught, the components of an effective instructional lesson, and the importance of multiple forms of assessment to monitor student progress and guide instruction. This foundational information can be found throughout the introduction.

Teacher-ready lessons are based on the sixth-grade World Cultures TEKS with appropriate correlations to the high school World Geography TEKS. These lessons are organized conceptually and should be taught at appropriate times within the curriculum's scope and sequence.





### Discussion Question

- What do you think you will be learning about? *Student answers may vary. Accept all reasonable responses.*

### Explore

1. Instruct students to work individually.
2. Explain to students that they will be learning about apartheid.
3. Distribute RM 71 to each student.
4. Ask students what they think apartheid means.
5. Instruct students to write their definition in the Possible Definition box.
6. Instruct students to get in pairs.
7. Instruct each partner to orally share their definition. As the definition is being shared, the other partner should be recording the definition in the Partner's Definition box.
8. Instruct the pairs to discuss the Tour of Knowledge, and add their clues to the box that says Clues from Tour.
9. Distribute RM 72.
10. Instruct students to read the first two paragraphs of RM 72 to identify a formal definition for the word apartheid. Students should record the formal definition in the box titled Actual Definition.
11. Have students to draw a picture that represents the formal definition of the word *apartheid*.
12. Instruct students to remain in pairs.
13. Provide each pair with two highlighters. Give each partner a different color highlighter.
14. Instruct students to partner read the remaining sections of RM 72.
15. Assign each pair a different purpose for reading.
  - a. Partner A: Highlight the treatment of whites during apartheid.
  - b. Partner B: Highlight the treatment of nonwhites during apartheid.
16. Instruct each pair to exchange highlighters and share what they have highlighted.
17. As one partner shares, the other partner should highlight the other perspective.
18. Conduct a whole-class discussion using the discussion questions.

### Discussion Questions

- What is apartheid? *a systematic policy that made racial segregation legal in South Africa*
- How were whites treated during apartheid? *Whites were the minority and had more rights than nonwhites. They made the laws and lived well under apartheid.*
- How were nonwhites treated during apartheid? *Blacks could not use public facilities, went to separate schools, and were mistreated under apartheid.*

### Explain

1. Instruct students to continue to work in pairs.
2. Instruct students to work together to complete RM 73.
3. Conduct a whole-class discussion using the discussion questions.

**Discussion Questions**

- In what ways did nonwhites in South Africa resist apartheid? *Boycotts, civil disobedience, and violent protests.*
- How did the international community cooperate to end apartheid in South Africa? *The international community was appalled and imposed economic sanctions of South Africa, refusing to conduct trade with or invest in the country.*
- What role did individuals and organizations play in helping to end apartheid? *Activists such as Nelson Mandela, Stephen Biko, and Archbishop Desmond Tutu played a huge role in ending apartheid by leading protests and encouraging economic sanctions. The African National Congress (ANC) also led protests and boycotted goods.*
- Which do you think had the greatest impact, economic sanctions by the international community or resistance by nonwhites in South Africa? *Student answers may vary.*

**Elaborate**

1. Instruct students to work individually.
2. Provide students with RM 75.
3. Show students various news clips about the impact of apartheid in South Africa, such as:
  - a. *Effects of Apartheid Linger in South Africa* (Al Jazeera English, April 21, 2009)  
<https://www.youtube.com/watch?v=-kIXaF297Rs>
  - b. *Apartheid Lingers In South Africa, And These Drone Pics Prove It* (Newsy, August 16, 2016)  
<http://www.newsly.com/stories/drone-photos-show-apartheid-still-affects-south-africa/>
  - c. *Do white people have a future in South Africa?* (BBC News, May 20, 2013)  
<http://www.bbc.com/news/magazine-22554709>
4. After each clip, instruct students to complete the respective portion on RM 75.
5. Place students in groups of 5–6.
6. Inform students that they will be engaging in a small group discussion.
7. Display the following question: *What has been the legacy of apartheid in South Africa? How has it changed the lives of Afrikaners and black Africans in South Africa?*
8. Instruct students to use RM 74 to guide their discussion about the legacy of apartheid in South Africa.
9. Conduct a whole-class discussion using the discussion questions.

**Discussion Questions**

- What is the status of equality in South Africa today? *While conditions in South Africa are still not equal between whites and nonwhites, there have been some improvements.*
- Do you think that South Africa will ever truly be void of racism? Why or why not? *Student answers may vary.*
- What lessons can be learned by other countries from apartheid in South Africa? *Student answers may vary. Accept all reasonable responses.*

Tour of Knowledge









# Lesson 5: Apartheid

RM 70







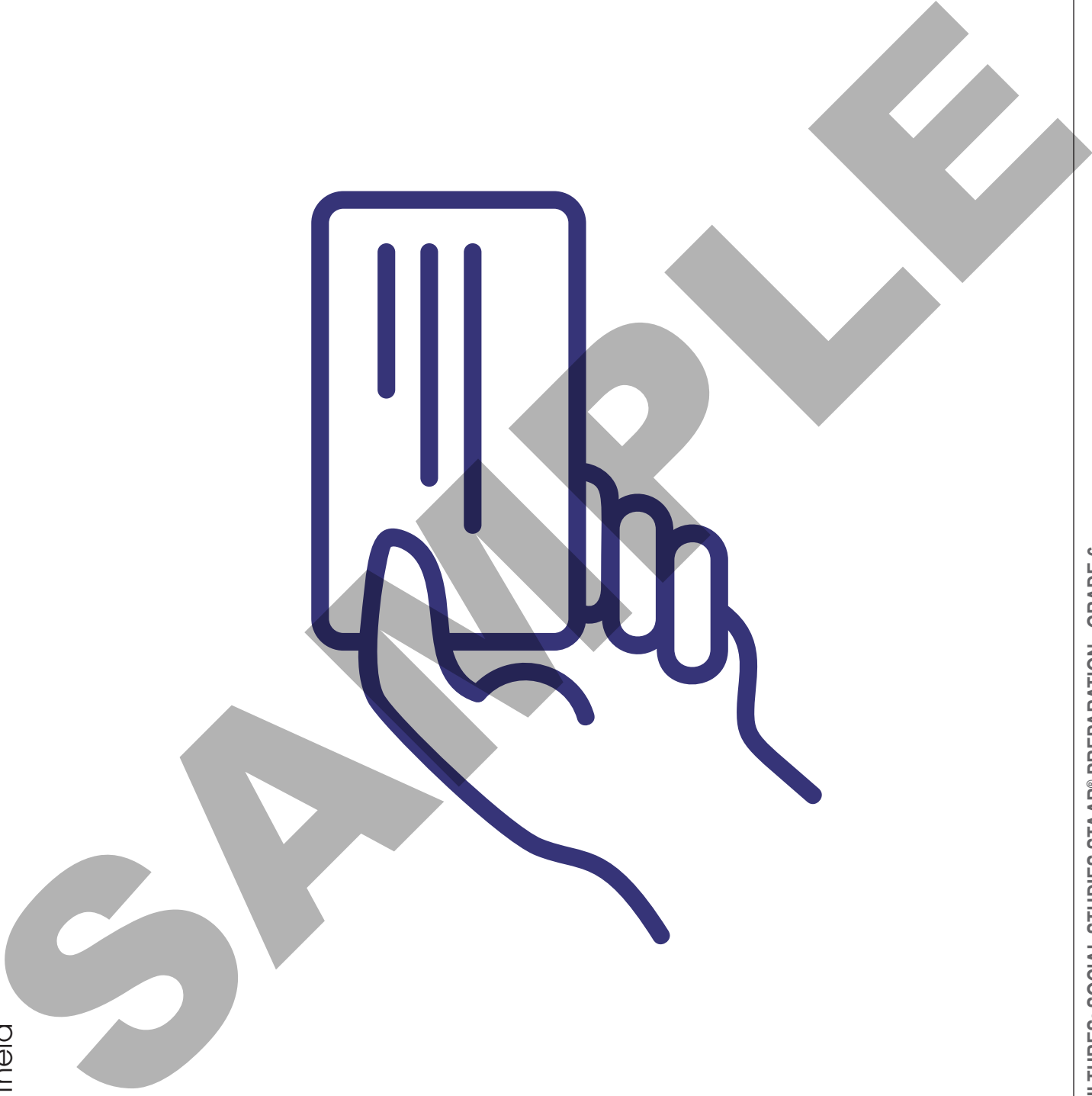






**Lesson 5: Apartheid**

**RM 70**



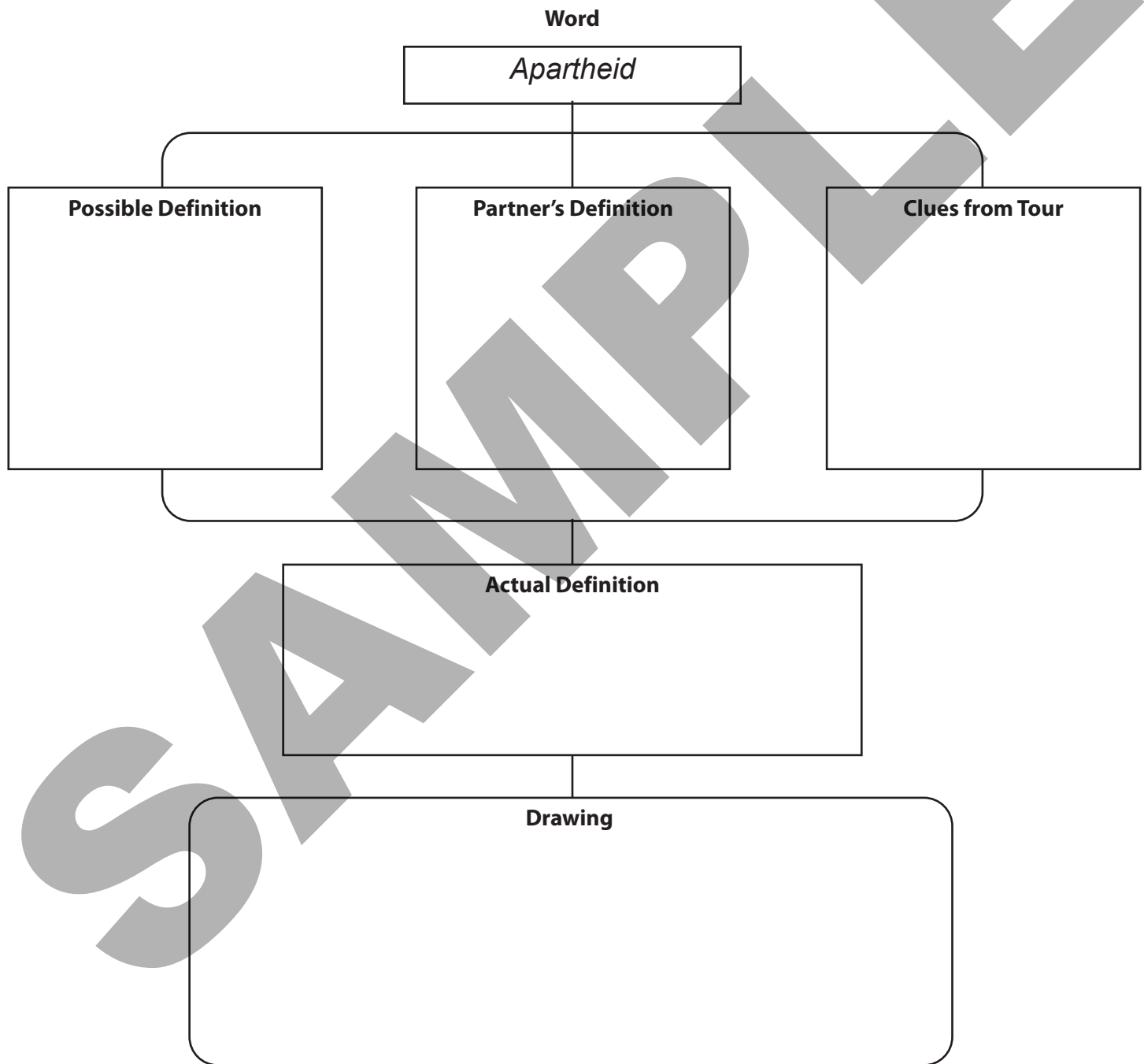
### Context-Content-Experience Graphic Organizer

**Context:** Identify a statement or phrase from the reading or video that contains the term apartheid.

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## Apartheid Reading

Racial segregation and white supremacy were practiced in South Africa long before the start of apartheid. After gaining its independence, the Afrikaners' National Party gained control of the government. Afrikaners were descendants of Dutch settlers in South Africa. They promoted economic policies that favored white South Africans. This steered the government to strengthen its racial segregation policies against nonwhites. Black Africans formed the African National Congress (ANC) in response to their treatment.

Apartheid was the official government policy in South Africa from 1948 to 1994. Apartheid was a systematic policy that made racial segregation and discrimination legal in South Africa. *Apartheid* is an Afrikaans (West German language spoken in South Africa) word that means *apartness*<sup>1</sup>. It permitted discrimination against all nonwhites, especially black Africans. Mixed races and Asians were not treated as harshly as black Africans. This apartness extended to every aspect of daily life in South Africa.

A series of laws passed by the South African government made apartheid possible. Laws were passed to classify all South Africans as black African, *Coloured*<sup>1</sup> (or mixed race), white, or Asian. Each ethnic group had to live separately from each other. Another law prohibited nonwhites from living in or owning land in restricted areas. It also barred them from owning and operating businesses in these areas.

An additional law set aside most of the land for whites. White Afrikaners made up only 10% of the population but were given more than 80% of the land. This included most of the most fertile farmland. Although blacks made up the majority of the population, they were forced to live in poor rural areas called homelands. These homelands were based on ethnic groups.

Whites in South Africa lived well under apartheid. They ran the economy and held the best jobs. They also held all government positions. Whites had the best schools, living conditions, and health care. Coloureds and Asians were treated as second-class citizens. But, no group was treated as badly as the black Africans were. Whites were allowed to move freely throughout the country. Nonwhites had restricted movement. The government strengthened existing "pass laws". Pass laws forced nonwhites to carry identification cards and authorization documents. These documents gave black Africans permission to be in restricted areas, usually for work.

Whites made almost eight times the amount of money that nonwhites made. Whites could work whatever jobs they wanted. But the government restricted the types of jobs blacks could hold. Blacks also did not have the right to strike or hold certifications for specific types of jobs. There were few jobs available near the homelands. Many blacks had to leave their families to work in distant white cities. Blacks were not allowed to live in the cities. Many were forced to live in shacks outside the city, called townships.

Other laws created segregated public facilities. Blacks could not use restrooms in restricted areas. The government also gradually ended public services such as low-cost housing and hospitals. Blacks had little access to health care. The South African government also created separate schools. Homeland schools were extremely poor. Universities also refused to accept nonwhites.

1. See *Encyclopedia Britannica*: Coloured refers to "a person of mixed European ('white') and African ('black') or Asian ancestry, as officially defined by the South African government from 1950 to 1991."



The government also passed laws to limit social contact between whites and nonwhites. The government banned marriages between whites and nonwhites. Sporting activities between mixed races were not permitted. Whites and nonwhites were also buried in different cemeteries. Whites and nonwhites were separated on trains and buses.

The cities in South Africa were reserved for whites. Blacks could enter these designated areas only if they had permission. Although blacks made up the majority of the population, they were not allowed to vote. Although the government tried to squash all criticism of its policies, there was continued resistance. Black African groups and some white sympathizers held strikes and other peaceful demonstrations. Leaders of the ANC led many protests. An important leader of the ANC was Nelson Mandela. The ANC used boycotts as well as violent protests to oppose apartheid. The South African government eventually outlawed the ANC and put Mandela and other leaders in prison for life. Stephen Biko was an anti-apartheid activist. He was arrested and beaten to death while in police custody. Many South Africans were angered by his death. Biko and Mandela became important symbols of the anti-apartheid movement in South Africa.

Apartheid also gained the world's attention. Archbishop Desmond Tutu, a black Anglican cleric and civil rights leader, helped convince the international community to stop trading and investing in South Africa until it ended apartheid. He and other civil rights organizations urged consumers not to buy any South African products. He believed that the human rights abuses in South Africa were brutal and that the government deserved penalties. People around the world began to protest apartheid. Sports organizations even began withdrawing from events where South Africa was competing. Over time, these restrictions had a huge effect.

In 1989, the new South African president, F. W. de Klerk, began making changes to apartheid laws. President de Klerk legalized the ANC. He also repealed the apartheid laws. Additionally, in 1991, he released the imprisoned leaders, including Mandela. Mandela had spent 27 years in a South African prison. In 1993, a new constitution gave all South Africans, including nonwhites, the right to vote. This led to a change in the distribution of political power. The African National Congress became the country's most powerful political party. Mandela was elected president in 1994. De Klerk became one of his two vice presidents.

The new government in South Africa aimed to repair the economic damage caused by apartheid. Economic sanctions from other countries ended. Trade with other African nations also resumed. This led to an improvement in the economy. In 1995, the new government created a Truth and Reconciliation Commission. This group was tasked with easing racial tensions in the country. While conditions in South Africa are still not equal between whites and nonwhites, there have been many improvements.

### Apartheid Acrostic Poem

**Directions:** Create an acrostic poem for the word apartheid from the perspective of the black Africans and white Afrikaners.

**Whites**

**Nonwhites**

*Activists such as Nelson Mandela, Stephen Biko, and Archbishop Desmond Tutu played a huge role in ending apartheid.*

**A**

**P**

**A**

**R**

**T**

**H**

**E**

**I**

**D**

*Thought they were better than black Africans*

## Apartheid Acrostic Poem Key

## Whites

*Apartheid benefited the white Afrikaners in South Africa*

*Promoted economic policies that benefited only whites*

*Attempts were made to restrict social contact between whites and nonwhites*

*Rights to move freely about the country were given to whites*

*Thought they were better than black Africans*

*Held the majority of the land, even though they were only 10% of the population*

*Economy was controlled by whites who held the best jobs*

*Income was eight times that of blacks*

*Designated land areas were created for whites in the cities*

## Nonwhites

*Activists such as Nelson Mandela, Stephen Biko, and Archbishop Desmond Tutu played a huge role in ending apartheid.*

*Pass laws were created to restrict the movement of blacks and other nonwhites throughout the country*

*Asians and Coloureds were also mistreated under apartheid, but not as badly as blacks were*

*Restrooms, buses, trains, hospitals, and even cemeteries were segregated*

*Townships—towns made of shacks—were created outside cities for workers who had to travel far for work*

*Homelands—poor rural areas—were created and blacks were forced to live there; based on ethnic groups*

*Education for nonwhites was not as good as education for whites*

*Identification cards were required for nonwhites*

*Demonstrations and protests were held to oppose apartheid*

### Apartheid in the News

**Directions:** View each news clip. Identify the source and summarize the news clip. Ask additional questions or state unresolved issues.

Title	Source	Summary	Further Questions or Unresolved Issues



## Lesson 5 Evaluate

1. Apartheid is—
  - A a systematic policy that made racial segregation and economic and political discrimination legal
  - B a law that forced black Africans to carry identification cards to enter certain areas
  - C shanty towns or shack communities that black African city workers lived in outside of the city
  - D an ethnic community in the rural parts of the country where nonwhites were forced to live
2. Which statement best characterizes apartheid in South Africa from 1948 to 1990?
  - A The black majority removed all European influences from the region.
  - B The South African government closed off trade with the West.
  - C The minority population governed the country and controlled the economy.
  - D The government committed genocide against the minority group.

- President of the African National Conference
- Elected president of South Africa in 1994
- Important symbol of the anti-apartheid movement

3. Which historical figure is described in the text box above?
  - A F. W. de Klerk
  - B Archbishop Desmond Tutu
  - C Nelson Mandela
  - D Stephen Biko
4. Which action most contributed to the end of apartheid in South Africa?
  - A protests and demonstrations by black African citizens
  - B the economic sanctions placed on the country
  - C the activities of Nelson Mandela and the African National Congress
  - D the help of white sympathizers in the South African government

**Performance Assessment:** Write a tombstone epitaph for apartheid. An epitaph is a poem engraved on a tombstone by which a person, time, or event can be remembered. The tombstone epitaph should:

1. Be an original expression of no more than 25 words
2. Reflect the definition of apartheid
3. Include the dates of apartheid

