Events Leading up to Apartheid

Review
Reading Pop Quiz
1. Khoisan is/are:

A. An advanced tribal group that rivaled the Egyptians
B. The earliest inhabitants of South Africa
C. The first white settlers in South Africa
D. A delicious form of taro root
2. The people who introduced farming to Africa moved down to Southern Africa, spoke Bantu, developed a political system and formed fluid tribal groups called the:

A. Zulu and Xhosa  
B. Utes and Cherokee  
C. Khoisan and Shaka  
D. Chichichuba and Cubs
3. Who were the first Europeans to settle the Cape of Good Hope?

A. Britians
B. Danish
C. Dutch
D. Swedish
4. Who are the Afrikaners?

A. A language derived from German
B. The first Dutch settlers in the Cape of Good hope
C. The Zulu and Xhosa tribes
D. The natives of South Africa (Khoisan)
The early Dutch settlers are the ancestors of modern Afrikaners. Afrikaner means “African” in Afrikaans, a Dutch-based language that developed in isolated South Africa (it’s like a dialect of Dutch). Afrikaners are also known as Boers (means farmer in Dutch).

The Afrikaners will eventually take political control of South Africa and implement Apartheid (we’ll learn more about their significance later).
Events leading up to Apartheid South Africa

1. British gain control of the Dutch East India Company and abolished slavery
   a. Made a political system based on class, not race. Afrikaners now at the bottom, so they trekked inland

2. Afrikaners won the Battle of Blood River against the Zulu (they were often battling with the Zulu and Xhosa → creates hatred)
   a. Said they were favored by God, and used it later as an excuse for Apartheid
Establishment of the Apartheid System

How was the system of Apartheid established and how did it impact different parts of South African Society?
In 1910 South Africa unified and became completely under British control. Soon after unification, the British government passed a number of laws that subjugated blacks, coloreds and Asians.

The **Native Land Act** of 1913 created separate areas for Europeans and Africans. African land ownership was limited to 8 percent of the countryside.
African, Colored and Asian Response

- The black, colored and Asian population did not readily submit to the restrictions. Many participated in tax boycotts, refusing to pay taxes they felt were unjustly imposed.
- These actions did not succeed in achieving more rights and many died fighting for more rights.
African National Congress (A.N.C.)

- In 1912 several hundred conservative African men formed the African National Congress to organize Africans and oppose discrimination through petitions to Great Britain.
- Basically... a group of political activists that had a goal to improve the condition of non-whites
The Struggle for Truth

- Having seen the failure of armed resistance during the colonial era, the ANC embraced a policy of passive resistance.

- The ANC was joined by South African Indian Congress, who both applied Gandhi’s idea of satyagraha (the struggle for truth). This was the foundation for non-violent resistance to white oppression.
One of the first major actions by the ANC was in 1919 by organizing a nonviolent demonstration against the passbooks (like passports for movement within South Africa) blacks were required to carry with them
Passbooks (this is an identification)

They contained:

- Personal Information -- birthdate and ethnic origin
- Employment history
- Residential rights (where you should be living)

Created to:

- Maintain the policy of “influx control” -- curbing black access to segregated townships on the fringes of white cities
- Ensure blacks stay where they are so there is enough labor for the mines

Violation of a passbook (not having it or being caught in the wrong area) resulted in harassment, fines, and/or jail time
The efforts of the ANC were mostly ineffective and the position of blacks in South Africa worsened. In 1936 the government repealed the limited voting rights some Africans had and installed THREE white representatives to speak for ALL blacks.
In 1948 the **National Party**, a conservative Afrikaner party, won a majority in the South African parliament. The National Party wanted to return South Africa to the values of the first Dutch settlers, which were focused on:

1. The believe they were God’s chosen people
2. Promoting Afrikaner culture
3. Responsible for directing humanity
4. Segregation was God’s Plan
Many Afrikaners were poor and living in cities. They wanted to distinguish politically and socially from blacks and wanted job protection.
“The more consistently the policy of apartheid can be applied, the greater will be the security for the purity of our blood and the surer our unadulterated European racial survival” - Geoff Conjie, Afrikaner professor
The Laws of Apartheid

Once in power, the National Party started to create a number of laws that segregated the races of South Africa.
Your Assignment

1. On your own, pick up a slip of paper that has a descriptor of one of the Apartheid Laws

2. On a piece of printer paper, create a notice about one of the laws that could be made by government officials and posted around the townships in Apartheid South Africa

3. The notification should include:
   a. The title of the law
   b. Summary of the law that can be easily understood by anyone
   c. Make a pretend consequence (if there isn’t one) for those who break the law
   d. A picture or symbol to represent the law
   e. On the back, in 2-3 sentences, explain the significance of the law using SPICE elements. Circle the SPICE element that would have the largest impact on life for Blacks and Coloured South Africans.

4. Be prepared to teach the class about your assigned law
The cornerstones of the Apartheid Laws:

1. Divided people into different racial categories

2. Assigned the racial categories to different living spaces
The Prohibition of Mixed Marriages Act (1949)

The Prohibition of Mixed Marriages Act said whites and members of other racial groups could not marry.
The Population Registration Act

• The Population Registration Act (1950) created three official races in South Africa to which all residents would be assigned: white, colored and African (Asians were placed in the coloured category)

• The goal of these laws was to “divide and conquer” the non-white population of South Africa. Preventing communication of different African groups became a major element of Apartheid.
The Group Areas Act (1950) divided the land of South Africa amongst the three official racial groups. The Whites held the best land and controlled 86 percent of the total land area, despite only making up about 20 percent of the total population.
“Apartheid was, at its root, an economic system designed to keep coloured, Asians, and blacks in particular, in servile roles while whites benefited from the low-cost labor.”
Impact on Daily Lives

The Group Areas Act forced people who lived in cities and towns before Apartheid to move areas called townships. Workers commuted to jobs in white areas domestic servants and factory workers.
Townships (this is an identification)

- Underdeveloped urban living areas that were reserved for non-white residents, namely Indians and black people.
- In townships most families lived in small homes without running water, sewage or electricity. The land on the reserves was not suitable for farming, trapping Africans to depend on the white economy for jobs.
Resistance

• Different Apartheid opponents advocated different methods of resistance to these laws. In 1944 young radicals in the ANC formed the Youth League. They advocated for massive non-violent protests that included boycotts and **strikes**.
The Defiance Campaign

Working with the SAIC, the ANC launched Defiance Campaign in 1952. Nelson Mandela made himself the volunteer-in-chief of this campaign.
Nelson Mandela  (this is an identification)

● Mandela was a South African anti-apartheid revolutionary, politician who served as President of South Africa from 1994 to 1999.
● As a ANC leader, they committed themselves to the apartheid government's overthrow.
● Mandela served 27 years in prison before becoming president in 1994.
Resistance

• The first test of the Defiance Campaign came against the Natives Abolition of Passes and Coordination Documents Act (1952). The law increased the amount of information: fingerprints, employment statistics, etc… required on passbooks.
Resisting the Defiance Campaign

Drawing from the teaching of Gandhi, the Defiance Campaign intended to fill the courts and jails with people arrested for not carrying their passbooks until the system was overloaded. Over 5 months, over 8,000 offenders were arrested.
Government Response and Escalation

The government of South Africa saw the resistance as a threat and responded aggressively. They passed the Criminal Law Amendment Act and the Public Safety Act to impose stiff penalties on protesters and gave the government the ability to declare a state of emergency which allowed them to pass new laws when the current ones were challenged legally or through protest.
The Freedom Charter

In 1954 members of the ANC formed an alliance with other anti-Apartheid groups into a group called the Congress Alliance. They passed Freedom Charter called for a non-racial future for South Africa.
The South African government declared the members of the Congress Alliance traitors and in December 1956 had 156 people arrested for high treason, including Nelson Mandela.
Treason Trial

• The Treason Trial lasted for over four years. During this time, the leaders of the anti-apartheid movement used their time during the trial to better organize and continued to call for passive resistance to the Apartheid system.
Radicalism Grows

• During the Treason Trial, young radicals in the ANC formed a splinter group called the Pan Africanist Congress
P.A.C. (Pan African Congress) (this is an identification)

- PAC prioritized African nationalism (wanted them to form an African identity emphasized the importance of unity of the various African peoples) and felt that non-violent collective action was just the first step
- PAC leaders called for dramatic confrontation of the white community.
- Encouraged a “mental revolution” to help Africans lose their “slave mentality”
- Placed greater value on the individual spontaneity and involvement of average citizens (the ANC loved orchestrated protests)
On March 21, 1960 the government of South Africa called for the arrest of the PAC leadership. At Sharpeville, a township south of Johannesburg, a protest formed against the arrest of the PAC leaders.
Sharpeville (this is an identification)

The protest swelled to over five thousand protesters throughout the day. A policeman was pushed in front of the police station. As the crowd surged forward to see what happened, the officers opened fire on the crowd. 69 Africans were killed and 186 were wounded.
END OF LECTURE (!)

Take five minutes and try to answer the key question in a complete paragraph of 5-8 sentences.
Effects of the Sharpeville Massacre

1. The ANC decides to launch sabotage campaigns against the government
   a. The group “MK” (armed wing of the ANC) is born and is led by Nelson Mandela. Fun Fact: They live in a secluded house paid for by the Communist party.

2. The PAC forms the militant group called “Poqo” -- used guerilla war tactics and targeted both white and black collaborators

3. In response to the sabotage and guerilla tactics, the government passed laws that allowed for more arrests and detentions

4. Nine of the ANC leaders -- including Nelson Mandela -- are arrested, tried in the Rivonia Trial and sentenced to life in prison in 1964
The Soweto Uprising

The SOuth WEst TOwnship of Johannesburg

- Soweto high school students are mad about their inadequate schooling and the demand to be taught Afrikaans when no one else in the world spoke it
- Staged a massive demonstration
- Teenagers ran at police who were firing at them
- Over 600 teenagers killed, 2,500 injured
OPVL Practice
“OPVL” is a technique for analyzing historical documents. It helps you figure out why the document is important and why it is significant.
TOGETHER, the Origin and Purpose are used to explain the Value and Limitation of the document.

**ORIGIN**

Tells us where the document came from. This is 1-2 sentences.

**PURPOSE**

Explains why the author decided to create it. Says who the author was writing it to. This is also 1-2 sentences.
Trevor Noah grew up in Apartheid South Africa as a “colored” person and is currently the host of the Daily Show in New York. He is the author of *Born a Crime: Stories from a South African Childhood*, published in October 2016 by Spiegel & Grau New York.
PURPOSE

Born a Crime

Noah wrote this novel to inform Americans about the hardships non-whites experienced during Apartheid South Africa.
With reference to the origin and the purpose, what is the value/limitation for historians studying/learning about this event?
In reference to the Origin and Purpose...

**VALUE**

Explain why this document could be important for historians or learners.

REMEMBER, you must include evidence from the source AND explain how value is given to the document based off of what you know about the Origin and Purpose.

**LIMITATIONS**

Sure this source can teach us something, but where does it stop short. Where could it hamper our learning and not be beneficial?

REMEMBER, you must include specific references to the source in your response AND explain how there is a limitation on the source based off of what you know about the Origin and Purpose.
Born a Crime gives value to historians because, as an autobiography, it provides an intimate and personal view of the everyday life of a man who lived through the hardships of Apartheid South Africa. Not only did Noah live through it, but he also experienced a life where he was constantly in danger due to his illegal existence of being a “colored” man. Since there are few others who were born in Apartheid South Africa from parents of different races, Noah can provide historians with a unique view of how the government and rules of his country affected his everyday life. From the piece, we can tell Noah wishes Americans to know that people do not have to be accept the lot they have been given in life, as exemplified by “We were black people who could wake up and say, ‘Where do we choose to go to today?’ Historically, we learn that even in a time of tight surveillance, there were ways to avoid the law such as when Noah explains that his “mother refused to be bound by ridiculous ideas of what black people could or shouldn’t do.”
The document, *Born a Crime*, provides limitations to historians since it was written as a pop culture novel with the intent to entertain the reader. As such, his work could be exaggerated or fabricated to only include elements that would make the novel interesting to drive sales and increase his profit. In the title, it says that the book consists of “stories”, which suggests that the information in there could not necessarily be completely accurate. Since he is writing to Americans, he would write about topics that Americans could relate to or wouldn’t be offended by. Additionally, the novel was written 30 years after his childhood. Not only was he a child during these experiences, but also the lengthy gap between his childhood and the time he wrote the book could result in skewed or false memories.
YOUR TURN.

With a partner, read and complete an OPVL for the interview on Winnie Mandela.