



GRADE 12

HISTORY

TELEMATICS

2020

TELEMATCIS SCHEDULE

TERM	DAY	DATE	TIME	TOPIC
2	Thursday	14 May	15.00 – 16.00	Black Power Movement / Civil Rights Movement
3	Tuesday	11 August	15:00 – 16:00	Black Consciousness Movement / International response to apartheid

PLEASE NOTE:

Even though the focus in Term 2 is on Paper 1 content you need to be prepared to write **both papers** in June exams.

Please ensure that you **know the content** and **use the various skills** taught to answer the questions.

Check the mark allocations and provide relevant and appropriate responses.

Analyse the essay questions first before attempting to answer the questions.

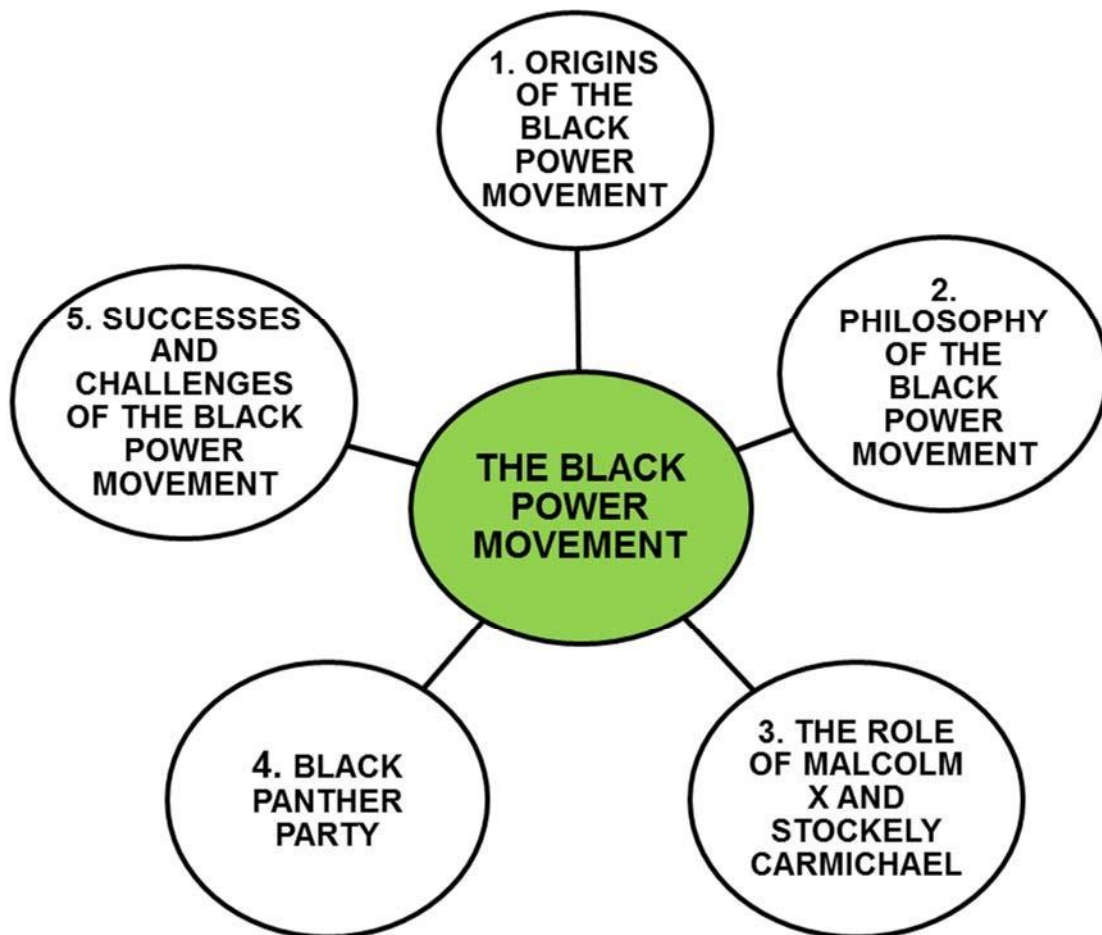
- What is the content focus of the question?
- Identify the time frame
- Who are the key role players?
- What is the question asking you to do?

Analyse the sources and understand the content and context of each source

- Read the contextualisation –what is the source about?
- Underline definitions and explanations
- Circle reasons
- Look for different opinions – note who said what and why -
Note the reference (at the end) of the source.
- Note the similarities / differences in sources

TOPIC: BLACK POWER AND CIVIL RIGHTS MOVEMENTS

BLACK POWER MOVEMENT



Concepts

Black Power Movement	.
Militant	
Segregation	
Conspiracy	
Enfranchisement	



Black Power Movement

QUESTION 1:

WHAT ROLE DID FRED HAMPTON PLAY IN MOBILISING AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960s?

SOURCE 1A

The source below is part of a speech that Fred Hampton delivered at Olivet Church in 1969. It focuses on how the Black Panther Party was able to identify and address challenges that working class African Americans faced.

So what did we do? We as members of the Black Panther Party ensured that people had an education. Basically people learn by observation and participation. And that's what we're trying to do. That's what we got to do in this community. These are the basic things that you got to do anytime you intend to have yourself a successful revolution.

A lot of people get the word revolution mixed up and they think revolution is a bad word. Revolution is nothing but like having a sore on your body and then you put something on that sore to cure that infection. And I'm telling you that we're living in an infectious society right now. I'm telling you that we're living in a sick society.

And anybody that endorses integrating into this sick society before it's cleaned up is a man who's committing a crime against the people. We got to face some facts. That the masses (working class) are poor, that the masses belong to what you call the lower class, and when I talk about the masses, I'm talking about the white masses, I'm talking about the black masses, and the brown masses, and the yellow masses, too. We've got to face the fact that some people say you fight fire best with fire, but we say you put fire out best with water. We say you don't fight racism with racism. We're going to fight racism with solidarity. We say you don't fight capitalism with black capitalism; you fight capitalism with socialism.

We're going to organise, mobilise and dedicate ourselves to revolutionary political power and teach ourselves the specific needs of resisting the power structure of capitalism ...

... I might not be back. I might be in jail. I might be anywhere. But when I leave, you'll remember what I said, with the last words on my lips, that I am a revolutionary.'

[From <https://www.historyisaweapon.com/defcon1/fhamptonspeech.html>. Accessed on 17 July 2019.]

1.1 Refer to Source 1A

- 1.1.1 Explain why you think Hampton emphasised a call for a revolution in the USA. (2 x 2) (4)
- 1.1.2 How, according to the source, did Hampton intend to resist the economic system of capitalism? (2 x 1) (2)
- 1.1.3 Comment on why you would regard the information in this source useful when researching the impact that Fred Hampton had on citizens of the United States of America. (2 x 2) (4)

SOURCE 1B

The source below explains how Fred Hampton, the national deputy chairman of the Black Panther Party, was murdered by the Federal Bureau of Intelligence (FBI) and Chicago Police on 4 December 1969.

Fred Hampton was successful in bringing about a merger (union) of the Black Panther Party and various political organisations around Chicago, including former gang members of the African American, Italian, Latino and white communities. This attracted the attention of not only the FBI, but also the Chicago police, the Cook County State's Attorney Office, and more. The contradiction though was that the FBI's own paid informant, a criminal, William O'Neal, was hired to spy on Hampton. He later became Hampton's bodyguard and reported to J Edgar Hoover (Chief of the FBI) that the primary role the Black Panthers played in Chicago was simply to feed hungry school children. ... Hoover instructed the informant to 'find' anything that indicated that the Black Panthers wanted to stir violence and hate ... The informant provided information as to where illegal guns were stored in the apartment as well as a drawing of Hampton's bedroom. The FBI then supplied the Chicago Cook County State's Attorney, Edward Hanrahan, with this information so that the police could undertake the execution of Hampton. The night before the murder, that same informant slipped secobarbital (powerful sleeping drug) into Hampton's drink so that he wouldn't wake up during the raid. The police and the FBI were going to be certain that Fred Hampton was dead. The police fired about a 100 rounds of ammunition into Fred Hampton's apartment. He was seriously wounded in the shoulder ... a barely conscious Hampton was dragged into the hall of the apartment by a couple of officers who fired two shots at point-blank range, killing him.

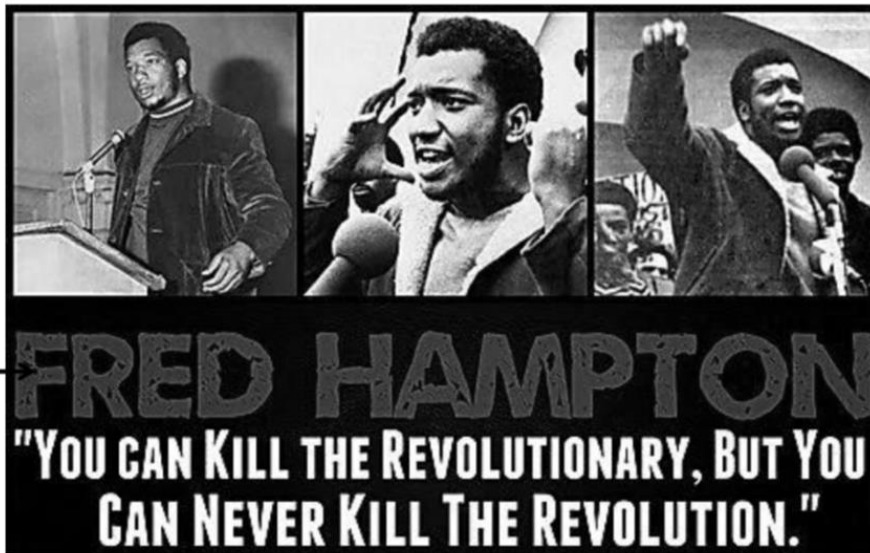
[From <https://allthatsinteresting.com/fred-hampton>. Accessed on 21 April 2019.]

1.2 Refer to Source 1B

- 1.2.1 What, according to Hampton, were the 'basics' for a successful revolution?
(2 x 1) (2)
- 1.2.2 Explain why you think Hampton emphasised a call for a revolution in the USA.
(2 x 2) (4)
- 1.2.3 How, according to the source, did Hampton intend to resist the economic system of capitalism?
(2 x 1) (2)
- 1.2.4 Comment on why you would regard the information in this source useful when researching the impact that Fred Hampton had on citizens of the United States of America.
(2 x 2) (4)
- 1.3 Consult Sources 3A and 3B. Explain how the information in Sources 3A and 3B supports each other regarding the role that Fred Hampton played in mobilising African Americans.
(2 x 2) (4)

SOURCE 1C

The poster of Fred Hampton below was produced by the Chicago Film Group after he was murdered in 1969.



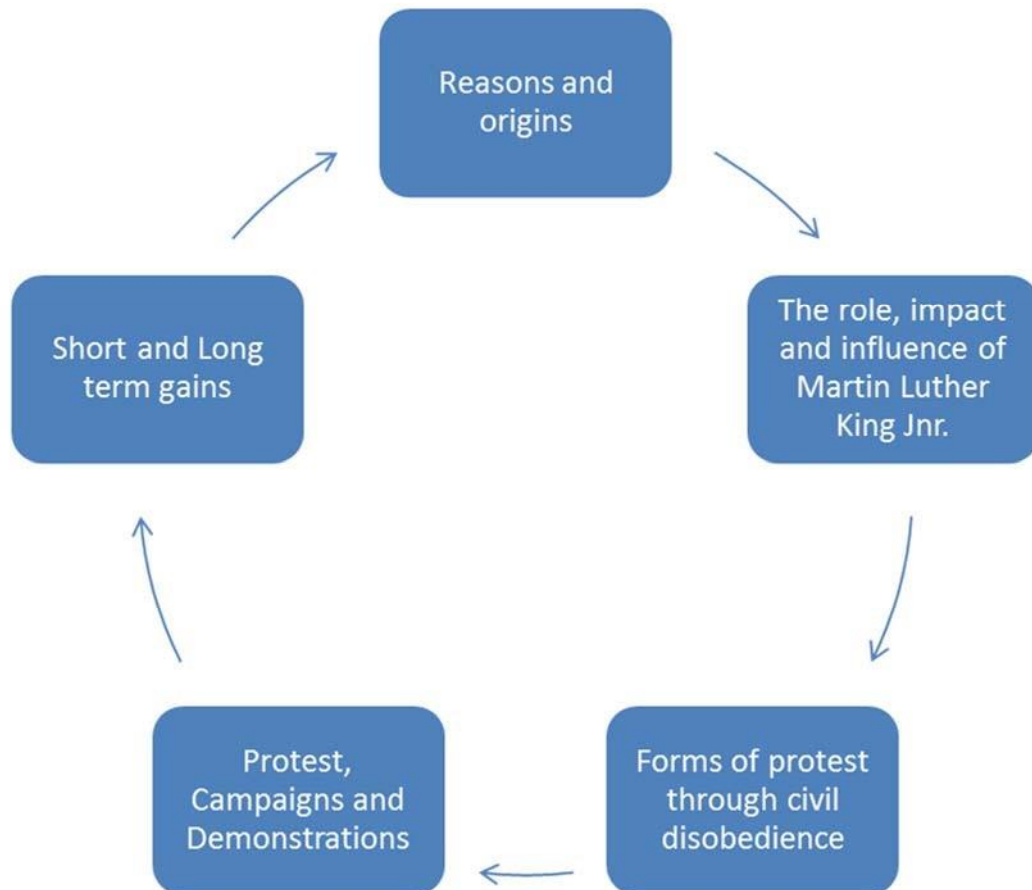
[From <https://me.me/i/fred-hampton-you-can-kill-the-revolutionary-but-you-can-7960021>.
Accessed on 17 July 2019.]

In the original poster, the name FRED HAMPTON is shaded in red.

1.4.1 Comment on why you think this poster was produced. (2 x 2) (4)

1.4.2 Explain the messages that are conveyed in the poster. (2 x 2) (4)

THE CIVIL RIGHTS MOVEMENT IN USA



THE CIVIL RIGHTS MOVEMENT IN THE USA

THE CIVIL RIGHTS MOVEMENT IN THE USA

FORMS OF PROTESTS

EVENTS	EXPLANATION
	<ul style="list-style-type: none">•
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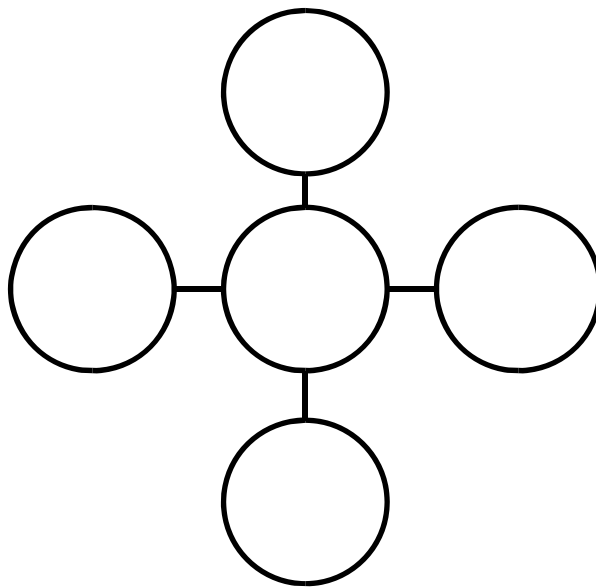
ESSAY WRITING

CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS MOVEMENT

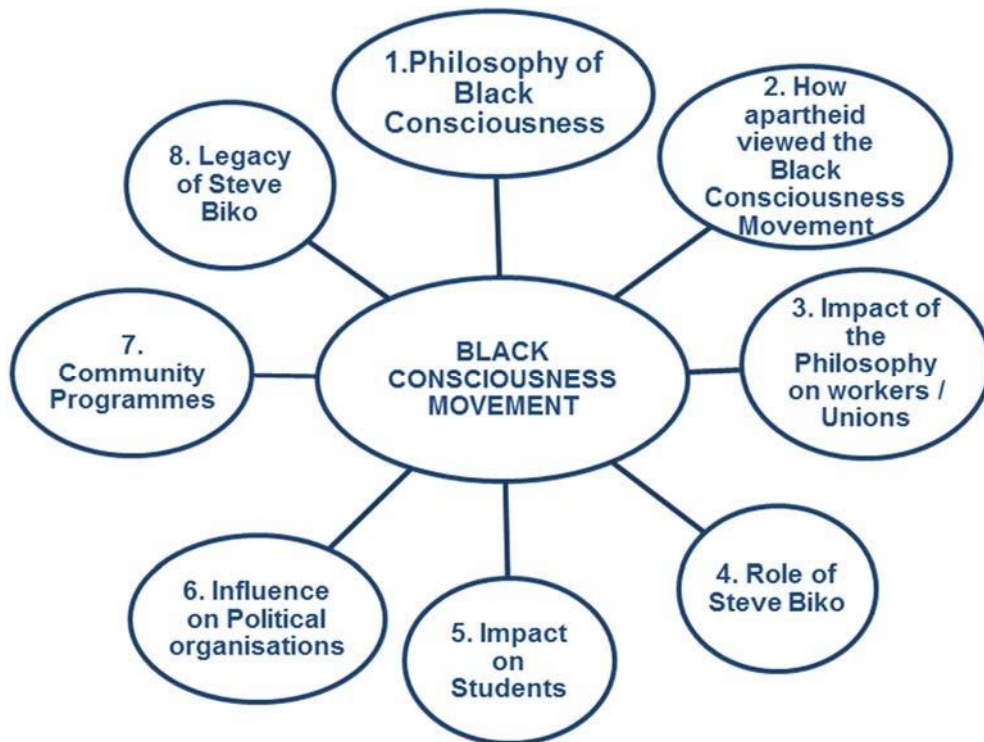
Explain to what extent the various forms of protests by the Civil Rights Movement played a significant role in ending discrimination against African Americans in the 1960s.

Support your line of argument with relevant evidence.

[50]



QUESTION FOCUS: BLACK CONSCIOUSNESS MOVEMENT



Definition of Black
Consciousness

QUESTION 2: WHAT ROLE DID THE SOUTH AFRICAN STUDENTS' ORGANISATION (SASO) PLAY IN CONSCIENTISING BLACK SOUTH AFRICANS?

SOURCE 2A

The newspaper article below highlights the reasons the Minister of Justice gave for the banning of SASO leaders. It was published in the Rand Daily Mail on 9 March 1973.

**WHY PELSER BANNED THE SASO 8
(Rand Daily Mail, 9 March 1973)**

The Minister of Justice, Mr Pelser, stunned (shocked) Parliament yesterday by admitting that eight SASO leaders (Saths Cooper, Muntu Myeza, Strini Moodley, Patrick 'Terror' Lekota, Pandelani Nefolovhodwe, Nkwenkwe Nkomo, Kaborone Sedibe and Zihulele Cindi) had been banned because court proceedings would have given them a platform (publicity).

There were gasps (intake of breath) of disbelief and shock from the opposition benches during a snap half-hour debate called by the Progressive Party member of parliament (MP) for Houghton, Mrs Helen Suzman, over the shock bannings ... After quoting statements made by black student leaders, in which repeated references were made to 'arson, rape and bloody revolution when the black revolution comes', the Minister said that when these things were said and were repeated, there could only be one end result, murder and violence.

Mr Pelser's admission was drawn from him by the leader of the opposition, Sir De Villiers Graaff, who demanded to know why, if the alleged statements by the SASO leaders the Minister had quoted were accompanied by an overt (obvious) act, he (the Minister) had not taken them to court.

Mr Pelser's reply was, 'It would have given them a platform (publicity).' Sir De Villiers Graaff said the Minister's attitude was incomprehensible (makes no sense). Earlier Mrs Suzman warned the government that it could ban black leaders but 'others will rise up in their place, for the government was responsible for creating an indestructible (everlasting) black nationalism, which is only a by-product of white nationalism'.

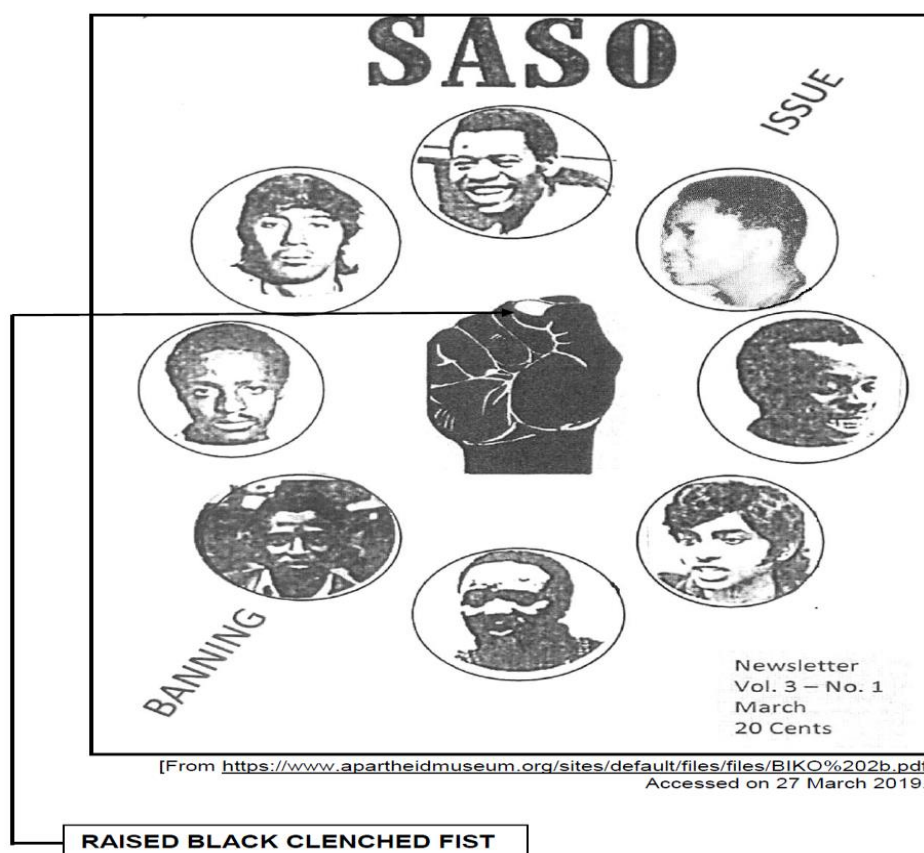
[From http://www.historicalpapers.wits.ac.za/inventories/inv_pdf/AD2189-C9-02--jpeg.pdf. Accessed on 28 March 2019.]

2.1 Consult Source 2A

- 2.1.1 How, according to the source, did the Minister of Justice stun (shock) parliament? (1 x 2) (2)
- 2.1.2 Using the information in the source and your own knowledge, explain how Pelser justified the banning of the SASO 8. (1 x 2) (2)
- 2.1.3 Why, according to the source, did Pelser not take the leaders of SASO to court? (1 x 1) (1)
- 2.1.4 Explain what you think Helen Suzman implied by the statement, 'government was responsible for creating an indestructible (everlasting) black nationalism, which is only a by-product of white nationalism'. (2 x 2) (4)

SOURCE 2B

The source below appeared on the front cover of a SASO newsletter. The title was 'BANNING ISSUE' and it was published in March 1973.



2.2 USE SOURCE 2B

- 2.2.1 Explain why you think SASO decided to publish this newsletter. (2 x 2) (4)
- 2.2.2 Comment on the use of the raised black clenched fist on the front cover of the newsletter. (1 x 2) (2)
- 2.2.3 Explain the usefulness of the information in this source when researching the role of SASO. (2 x 2) (4)
- 2.3 Study Sources 1C and 1D and explain how the information in Source 1C supports the evidence in Source 1D regarding the SASO 8. (2 x 2) (4)

INTERNATIONAL RESPONSE TO APARTHEID



ESSAY QUESTION

CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF SOUTH AFRICA IN THE 1980s

Explain to what extent boycotts, disinvestments and sanctions by the international anti-apartheid movements were responsible for the eventual downfall of PW Botha's regime in the 1980s. (50)

<p style="text-align: center;">The Topic</p> <p>The Crisis of Apartheid - International Response</p>
<p>The question</p>
<p>Introduction: (Remember it must be related to the key question.)</p> <p>Take a stance (to what extent you agree / disagree)</p> <p>Content direction (to build a line of argument)</p>
<p>Paragraph 2 Sports Boycotts</p> <ul style="list-style-type: none"> • Examples • Elaborate on the success of these events • How did the sports boycotts contribute to the end of apartheid

Paragraph 3 **Cultural Boycotts**

- Examples
- Elaborate on the success of these events
- How did the cultural boycotts contribute to the end of apartheid

Paragraph 4 **Academic Boycotts**

- Examples
- Elaborate on the success of these events
- How did the academic boycotts contribute to the end of apartheid

Paragraph 5 **Consumer Boycotts**

- Examples
- Elaborate on the success of these events

□ How did the consumer boycotts contribute to the end of apartheid

Paragraph 6 **Disinvestments**

- Examples
- Elaborate on the success of these events
- How did disinvestments contribute to the end of apartheid

Paragraph 7 **Sanctions**

- Examples
- Elaborate on the success of these events
- How did sanctions contribute to the end of apartheid

Paragraph 8 **Release Mandela Campaign**

- Examples
- Elaborate on the success of these events
- How did the release Nelson Mandela campaign contribute to the end of apartheid

Paragraph 9 Conclusion

Link your conclusion to the introduction and question

NOTES: