

Telematic Schools Project



2022 SUBJECT WORKBOOK Grade 10



HISTORY

A joint initiative between the Western Cape Education Department and Stellenbosch University.



**Western Cape
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Education



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forward together
sonke siya phambili
saam vorentoe



BROADCAST SESSIONS

GRADE 10

Working with Sources
09 March 2022, 16:00 – 17:00

GRADE 10

Exam Preparation
20 October 2022, 16:00 – 17:00

Session	Date	Time	Topic
History	09 March 2022	16:00 – 17:00	Working with Sources
History	20 October 2022	16:00 – 17:00	Exam Preparation

HOW TO USE THIS GUIDE:

- Two Topics have been chosen to revise and consolidate the skills required to succeed in History:
 - The World in 1600
 - Transformation in southern Africa after 1750
- There is a content mapping section. Use this as a guide to ensure that you have learned all the relevant sections of work.
- In the activities (which are based on past papers) there are hints to guide you along.
- Make notes, draw pictures, and highlight important ideas!
- Remember: this booklet was created to help you!





SOURCE- BASED QUESTIONS

ACTION VERBS	MEANING
SOURCE-BASED QUESTIONS	
List, mention, ... according to the source... Quote evidence from the source Definition the concept ... What do you understand by the concept in the context of...	The answers are in the source <ul style="list-style-type: none"> • Use 'quotation marks...' when extracting the answer from the source • The concept is defined in the source • The concept as it is understood and used in the content
Explain in your own words...	<ul style="list-style-type: none"> • Use the information and explain it how you understand it. Do not rewrite the information in the source
Compare similarities / differences Compare how the sources support each other regarding...	<ul style="list-style-type: none"> • Identify the similarities/differences between two sources in response to the question. • Please note the mark allocation (2x2) means two similarities must be given. Your response should be: • Source A indicates... and Source B ...) √√ • Both sources indicate that...) √√ (2x2)
Comment on Comment on the usefulness/ reliability/ limitations/bias of the source regarding...	<ul style="list-style-type: none"> • Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2) • The source is useful/ reliable/ limited/ bias because... (2 x 2)
PARAGRAPH WRITING	
Using the information in the relevant sources and your own knowledge, write a paragraph...	<ul style="list-style-type: none"> • You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from. E.g. According to Source 1A ... (8)



WHAT YOU SHOULD KNOW

BEFORE	DURING	AFTER
<p>Watch the 5-minute clip about the Songhai Empire.</p> <p>SCAN ME</p> 	<p>Read sources with understanding so that you can answer all the Level 1 cognitive questions.</p>	<p>You should be more confident when answering Level 1 and 2 cognitive questions.</p>
<p>Watch the 6 -minute clip about Askia Muhammad.</p> <p>SCAN ME</p> 	<p>Practice applying content knowledge when reading the sources. Read sources with understanding so that you can answer all the Level 2 cognitive questions.</p>	<p>Read the tips and hints for answering Level 3 questions to consolidate your understanding.</p>



CONTENT MAPPING



You can write additional notes about the content on this page.





Concepts: Define the following terms in the context of the Songhai Empire.

Concepts	Definition
Empire:	
Cavalry:	Hint: soldiers or warriors who fight mounted on horseback
Reign:	Hint: the period during which a leader occupies the throne
Governor:	Hint: an official appointed to govern (oversee) a town or region
Tribute:	
Golden Age	Type your definition here

**ADDENDUM OF SOURCES: How was the Songhai Empire able to dominate Africa?**

Refer to the Addendum of sources and answer the questions the following questions.

Source 1A

This adapted extract is a brief biography of Sonni Ali, the first emperor of the Songhai Empire.

When Sonni Ali ascended the Songhai throne in about 1464, the kingdom comprised only a small area around its capital, the prosperous trading city of Gao. Although the Songhai people had managed to throw off the domination of the Mali Empire, they also hoped to obtain territorial benefits from the fall of Mali. After that Sonni Ali conquered Timbuktu.

Aware of the benefits of controlling local trade and commerce, Sonni Ali turned to the conquest of the wealthy trading city of Djenne. His seven-year siege of the city resulted in its conquest in 1473. Sonni Ali spent most of his reign in the field resisting attacks on his empire, these coming especially from the Mossi, the Fulani of the Dendi region, and the Tuareg. His fine strategic sense and his effective use of cavalry enabled him to cripple the striking power of the rivals.

Little is known about the actual administration of Songhai during Sonni Ali's time except that he divided conquered territories into provinces and appointed trusted lieutenants to govern them. He died while returning from a campaign against the Fulani peoples who lived west of Songhai.

[Taken from: <https://www.britannica.com/biography/Sonni-Ali> Accessed: 20 December 2020]

Source 1B

This adapted extract explains why Askia Muhammed was able to dominate north west Africa and is often regarded as the greatest leader of the Songhai Empire

When Sonni Ali died in 1492, his son and successor was removed by a coup d'état (overthrow) and Askia Muhammed assumed the throne. Under the rule of Askia Muhammed, the Songhay Empire rapidly expanded. By 1500, the Songhay Empire covered over 1.4 million square kilometers, from what is now northern Nigeria to present-day Senegal. At the time it was the largest empire in African history.

Askia Muhammed also introduced policies that increased trade with Europe and Asia, standardized weights, measures, and currency; replaced native Songhay administrators with Arab Muslims to Islamicize society and encouraged learning and literacy. He additionally created positions for directing finance, agriculture, justice, interior, protocol, and waters and forests. The period of Muhammed's rule is known as a golden age for Muslim scholarship at Sankore University in Timbuktu. It was also a period of cultural revival.

[Taken from: <https://www.blackpast.org/global-african-history/toure-muhammad-c-1442-1538/> Accessed: 20 December 2020]



SESSION 1 | How was the Songhai Empire able to dominate Africa?



WORKSHEET

The World in 1600

Refer to Source 1A.

Read the source with understanding.

Read the caption/ contextualisation of the source, it explains what the source is about.

These are examples of Level 1 cognitive questions. They are easy to answer because the answers can be extracted from the sources.

40% of the marks in a 50-mark source-based assessment should be based on Level 1 questions.

Question 1.1.1

Identify the African empire that the Songhai people broke away from. (1x1)(1)

Answer 1.1.1

Question 1.1.2

Why, according to the source, did Sonni Ali want to conquer the city of Djenne? (1x2)(2)

Answer 1.1.2

Question 1.1.3

List THREE rival groups who threatened the Songhai Empire during Sonni Ali's reign. (3x1)(3)

Answer 1.1.3



Through studying the sources, we will explore the role of leaders, the military, control of trade routes and the value of culture and learning in establishing the Songhai Empire.



SESSION 1 | How was the Songhai Empire able to dominate Africa?



WORKSHEET

The World in 1600

Refer to Source 1B.

These are examples of Level 2 cognitive questions. They require you to interpret and explain the information in the source.

These are INTERPRETATION questions.
This means you need to ANALYSE the question and EXPLAIN it by referring to your subject knowledge.

Question 1.2.1

Why, do you think some historians claim that Askia Muhammed was not the rightful heir of the Songhai Empire?
(1x2)(2)

Answer 1.2.1

Question 1.2.2

What administrative changes did Askia Muhammed introduce that allowed the Songhai Empire to dominate northwest Africa?
(2x2)(4)

Answer 1.2.2

Question 1.2.3

Explain what is meant by the reference to 'a golden age for Muslim scholarship'.
(1x2)(2)

Answer 1.2.3



ADDENDUM OF SOURCES: How was the Songhai Empire able to dominate Africa?

Source 1C

This extract from a reliable online site explains why salt was valued and the nature of the salt trade during this period. .

Salt from the Sahara Desert was one of the major trade goods of west Africa where very little deposits of the mineral could be found. Transported via camel caravans and by boat along such rivers as the Niger, salt found its way to trading centres like Timbuktu, where it was either passed further south or exchanged for other goods such as ivory, hides, copper, iron, and cereals. In this way the Songhai Empire played a major role and exercised power over the local trade routes. The most common exchange was salt for gold dust that came from the mines of the southern regions. Indeed, salt was such a precious commodity that it was quite literally worth its weight in gold.

Salt was always in great demand in order to better preserve meat and to give added taste to food. Salt had to come from the north. The inhospitable Sahara Desert was the chief natural source of rock salt, usually acquired from surface deposits found in old lake beds.

When exactly salt became a trade commodity is unknown. On a larger scale, camel caravans crossed the Sahara Desert. These caravans would be run by middle-men between the north African states and west Africa. Salt was their major trade good, but they also brought luxury items like glassware, fine cloth, and manufactured goods. In addition, with these trade goods came the Islamic religion, ideas in art and architecture, and cultural practices.

[Taken from: <https://www.ancient.eu/article/1342/the-salt-trade-of-ancient-west-africa/> Accessed: 20 December 2020]

Source 1D

Important books were written and copied in Timbuktu, establishing the city as the centre of a significant written tradition in Africa. The manuscripts are revealing of the high level of civilization attained by West Africans and provide proof of a powerful African literary tradition. Below is an example of a page from a manuscript.

Ethical Behavior

The ethical conduct of business and government is the subject of the exemplary stories contained within this book. The author takes particular care to impress upon the reader the necessity of ethical behavior when occupying an official position.



Abu Ali al-Hasan ibn Ali al-Ahwazi. *al-Fawa'id wa-Qala'id* (Useful Stories and Verses). *Verso*. Loaned by the Mamma Haidara Commemorative Library, Timbuktu, Mali (17)

Bookmark this item: <https://www.loc.gov/exhibits/mali/mali-exhibit.html#obj17>



SESSION 1 | How was the Songhai Empire able to dominate Africa?



WORKSHEET

The World in 1600

Refer to Source 1C.

This is an example of a Level 3 cognitive question.

It requires you to analyse and assess the evidence in order to draw a conclusion.

Analyse the content of the source in order to assess the evidence to determine if the source is useful to a historian.

Other examples of Level 3 questions include assessing reliability, the comparison of evidence and questions regarding limitations of a source.

Refer to Source 1B and 1D when answering question 1.4.

Read Source 1B and 1D and look for similarities.

Gather information from both sources which correspond to each other.

Question 1.3.1

Explain why Source 1C is useful to a historian studying the importance and nature of the salt trade during the time of the Songhai Empire. (2x2)(4)

Answer 1.3.1

Question 1.4.

Compare Source 1B and Source 1D. How do they support each other regarding Timbuktu as a centre of Islamic learning and literacy? (2x2)(4)

Answer 1.4.



RECAP OF TODAY'S CLASS:

When preparing for source-based questions remember the following:

Summary 01

Know the content.

Summary 02

Understand the story.

Summary 03

Know the concepts and terminology in the context of the topic you're studying

Summary 04

Read the contextualization of the source.

Summary 05

Understand the phrasing of question.

Summary 06

Analyse the question.

Summary 07

Use a pencil, pen or highlighter to analyse the source.

Summary 08

Understand the content of the source.



**SESSION 2 | TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750**
WHAT YOU SHOULD KNOW

BEFORE	DURING	AFTER
<p>KNOW HOW ARE ESSAY QUESTIONS ASKED?</p> <p>The most common question type is...</p> <p>Do you agree with the statement?</p> <p>A statement will be given. Candidates will be asked to take a stance (choose a side of the argument)</p>	<p>Practice writing an introduction.</p> <p>Understand how to develop the line of argument by using the PEEL method</p>	<p>Apply what you have learned by writing the entire essay.</p>

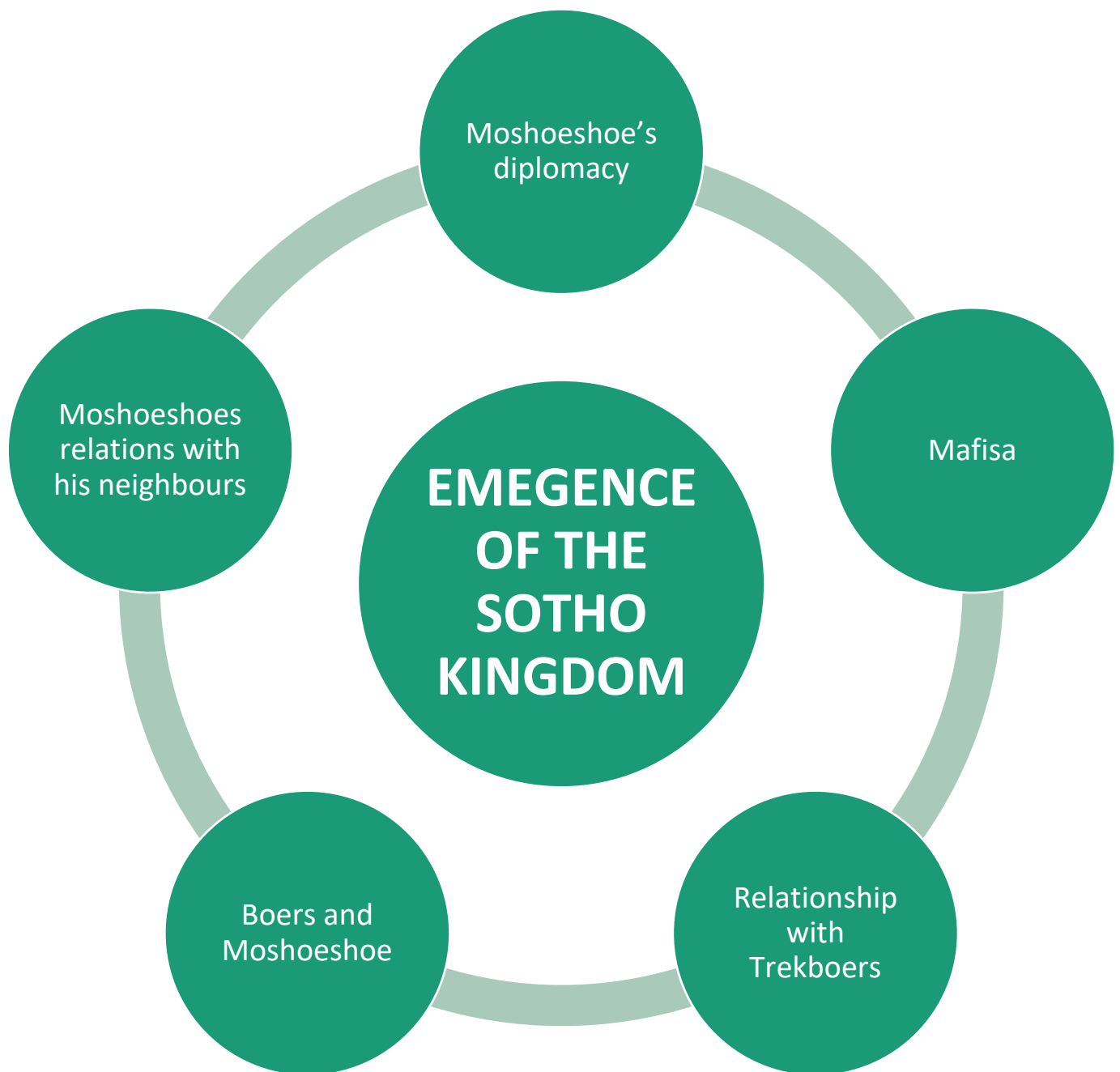




CONTENT MAPPING



You can write additional notes about the content on this page.





TERMINOLOGY: Define the following terms in the context of the southern African History.

Term	Definition
Diplomacy:	
Mafisa:	<ul style="list-style-type: none">• Moshoeshoe lent cattle to impoverished people• Moshoeshoe helped refugees through Mafisa
Trekboers:	
Boers:	Hint: Why are the terms trekboer and Boer different?
Tribute:	
Nation builder:	

**ESSAY WRITING:**

Plan and construct an original argument based on relevant evidence using analytical and interpretive skills.

**TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750:
THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE.**

‘Moshoeshoe was described as a nation builder and a diplomat in building the Sotho kingdom.’

Do you agree with the statement? Substantiate your answer with relevant examples.

[50]

METHOD**BEFORE YOU START**

- Underline all question words e.g., “Do you agree?”
- Underline KEY WORDS that stand out and guide you in the writing of your essay. E.g., “nation builder”, “diplomat”, “Sotho Kingdom”
- Write a rough outline of what you will cover in your essay. e.g.,
 - Intro
 - Moshoeshoe’s diplomacy
 - Mafisa
 - Relationship with Trekboers
 - Boers and Moshoeshoe
 - Moshoeshoe’s relations with his neighbours



SESSION 2 | TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750



WORKSHEET

TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750

Create a mind map.

Use the outline of what you will cover in your essay (previous page and content map) to develop a mind map that you can keep as study notes.



[illegible][illegible]



RECAP OF TODAY'S CLASS:

When writing an essay remember the following:

Summary 01

BEFORE YOU START

Underline all question words e.g., "Do you agree?"

Underline KEY WORDS that stand out and guide you in the writing of your essay. E.g., "nation builder", "diplomat", "Sotho Kingdom"

Write a rough outline of what you will cover in your essay.

Summary 02

WRITING AN INTRODUCTION

Take a stance (Choose a side)

Give a reason for why you chose your stance

Summarise what you will be covering in your essay

Summary 03

WRITING A BODY

- Present and substantiate your argument.
- Select evidence from your notes which could be used to substantiate (support) your answer to the essay question.
- Link your paragraphs to the question by using KEY WORDS from the question.

Summary 04

Develop a line of Argument Using PEEL.

Point; Explanation; Example; Link

Summary 05

The concluding paragraph should sum up the argument that was sustained and developed in the body of your essay.

