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social history **sciences**

GRADE

7

ACTIVITIES AND ASSIGNMENTS

NAME _____

CLASS _____

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module

01

The Kingdom of
Mali and the city
of Timbuktu
in the 14th century.

**ASSIGNMENT 1**

(5 marks)

1. Is the source (above) a primary source or a secondary source? Explain your answer.

2. How long ago did Ibn Hawqal visit Ghana and write the report on what he saw?

3. Explain what is meant by, "he holds an audience".

4. How would Ibn Hawqal have travelled to Ghana from his home country?

5. How do you think the writings of the Arab travellers were preserved so that we are able to read them today?



ASSIGNMENT 2

(4 marks)

THE DECLINE OF GHANA AS TOLD IN TWO ORAL SOURCES.

(Spoken, told in story form and passed down from generation to generation.)

A

Unlike the Ghanaians, however, their northern neighbours, the Almoravids, fervently converted to Islam. In 1076, they declared a holy war, or jihad, against the state of Ghana. The Almoravids destroyed the kingdom....After this Ghana stopped being a commercial and military power.

B

A traditional African story.

The wealth of Ghana is also explained mythically through the story of Bida, the black snake. This snake demanded an annual sacrifice in return for guaranteeing wealth in the kingdom. Every year a maiden was offered, until one year the fiancé of the intended victim rescued her. Cheated of his sacrifice, Bida took revenge on the region. A terrible drought took hold of Ghana and gold mining fell into decline.

Archaeologists have found evidence that backs up parts of this story. The evidence shows that until the 12th century there were lots of sheep and cows, as well as goats, but after that only the tougher, more drought resistant goats could survive.

(Sources taken from "In Search of Social Sciences")

1.	Which of these secondary sources do you think is the correct reason for the decline of Ghana? Why do you think this?	(2)
2.	What motivates people to believe in folktales?	(2)

**QUICK QUIZ**

1. Who was the founder of Mali?

2. Who was the last ruler of Ghana?

3. What were the two most important items exchanged between the northern countries across the Sahara?

4. What is a Muslim pilgrimage called?

5. Where was the world's main gold market in the 14th century?

6. Who was the most noteworthy ruler of the Mali Empire?



ASSIGNMENT 7

(6 marks)

Match the columns. Choose the correct answer from the right hand column and write the letter of that answer next to the number at the bottom of the table.

1.	Rich commercial site in the 15th and 16th centuries.	a.	Kangaba.
2.	Powerful ruler of the Mali Empire.	b.	Leo Africanus.
3.	One of the most important universities of the Muslim world, 15th century.	c.	Tuareg.
4.	Origins of Mali Empire.	d.	Mansa Musa.
5.	Spanish traveller, wrote records of his time spent in West Africa.	e.	Muslim scholars.
6.	Nomadic Berber people.	f.	Timbuktu.
		g.	University of Tuareg.
		h.	Sankore Mosque

1.		4.	
2.		5.	
3.		6.	

RECORD OF MARKS OBTAINED IN THIS MODULE

(43)

ACTIVITY - Description	MARK	ACHIEVED
1. Questions on Kingdom of Ghana.	5	
2. Decline of Kingdom of Ghana.	4	
3. Cause and effect.	5	
4. Timbuktu manuscripts.	5	
5. Manuscripts.	3	
6. Diary of traveller across Sahara.	15	
7. Match the columns.	6	

module

02

The trans Atlantic
slave trade

**ASSIGNMENT 9**

(9 marks)

1. Using a dictionary, explain the meaning of the word, “abolish”. (1)

2. Explain why it was that slavery continued in the southern states of America after this awful practice had been abolished elsewhere. (2)

3. What similarities could there possibly have been between the Middle Passage from Africa to America and the “Second Middle Passage”? (3)

4. Explain what happened when slaves were taken to the markets to be sold. (3)

**ASSIGNMENT 10**

(9 marks)

1. In which part of the North American continent were most of the plantations? (1)

2. Name three crops grown on these plantations. (3)

3. In the northern states many people felt slavery was wrong. They wanted to abolish slavery. When was the Slave Trade Act passed? (1)

4. Did the people living in the northern states of America have the same need for slaves as those in the South? Explain your answer. (2)

**ASSIGNMENT 12**

(12 marks)

1. Have a good look at the photo of Harriet Tubman at the start of this section. Having read the report of her life's work, describe what you see in her expression. (2)

2. Write three words to describe her attitude to life. (3)

3. Why was the system used by those trying to escape a life of slavery, called the "Underground Railroad?" (1)

4. What comparisons can be made to the secretive network she created and an actual underground railway? (3)

5. Was this work if hers achieved in a short space of time? Explain. (2)

6. Which aspect of the scriptures motivated her? (1)



ASSIGNMENT 13

(6 marks)

1.	In what way did John Brown’s methods for freeing slaves differ from those of Harriet Tubman’s? (2)

2. Compare the two historical personalities. In some ways they were similar, in other ways, very different. Complete the table below. (4)

Similarities.	Differences.

RECORD OF MARKS OBTAINED IN THIS MODULE

(53)

ACTIVITY - Description	MARK	ACHIEVED
1. Definitions.	4	
2. Conditions aboard a slave ship.	10	
3. Slavery in the American South.	9	
4. Slaves in the South.	7	
5. Nat Turner’s Revolt.	5	
6. Harriet Tubman.	12	
7. Similarities and differences: Tubman and Brown.	6	
	53	

module

03

Colonisation
of the Cape in the
17th and 18th
centuries.



ASSIGNMENT 14

1. Study the picture above. Write a dialogue of the thoughts going through the minds of the Dutch sailors and the Khoikhoi herders as they exchange goods (barter). They could not have communicated successfully as neither could understand the other. (6)

Sailor:

Herder:

Sailor:

Herder:

Sailor:

Herder:

2. Consider trade or bartering between Khoikhoi herders and Dutch sailors. What sort of things would have been wanted by each from the other? (2)

From the Khoikhoi

From the Dutch

**ASSIGNMENT 15**

Using evidence from Rosina's record of sale.

(10 marks)

Find Vishakhapatnam on a map of India.

1. How old was Rosina when she arrived at the Cape? (1)

2. Can you give a reason for her name having been changed? (1)

3. Give a good reason why you think she was sold so many times in one year. (1)

4. Would it be easy to know how much profit was made from each sale? (3)
Explain.

5. What is Ceylon called today? (1)

6. Is it anywhere near India? (1)

7. Describe its location. (2)



ASSIGNMENT 16

Writing a young slave’s diary

Imagine you are a slave girl or boy of fourteen or fifteen years old living in the 18th century. You learned how to write while at school in India.

After you were sold a few times while much younger, you landed up on a farm near Cape Town. Write a record, in diary form, of events which have taken place over the past few years. Write six entries, no more than eight.

Describe how you felt while being sold at the auction.

Describe one or other of your owners.

Describe your living quarters and the chores you are expected to carry out each day.

Write this task in the space provided.

Rubric for diary entries. (12 marks)

Due Date: _____

Criteria	✓ or ✗	Score	My mark
Did I write no fewer than six entries?		2	
Did I mention in good, descriptive sentences, how I felt while waiting to be sold?		2	
Did I give a good description of at least one of my owners?		2	
Have I mentioned the chores I had to do and what my living quarters were like?		2	
Did I say how I feel about my latest owners?		2	
Have I paid special attention to correct spelling and punctuation?		2	
Total Marks:		12	



ASSIGNMENT 17

(10 marks)

1. More male slaves were bought and used on the farms. Say why you think was so? (1)

How well were the slaves at the Cape treated?

Many slaves were treated badly by their owners. They were often forced to do hard labour and were not rewarded in any way. Often a slave was punished for the smallest mistake. The owners felt they could do what they liked as these men and women were their property. Although the government passed laws that were supposed to protect the slaves, it was difficult for slaves to prove they had been mistreated. Most of them were too afraid to report their masters to the authorities. Other slaves were often scared to act as witnesses.

2. Why do you think this was so? (2)

Read this report taken from the court records of Stellenbosch in 1749.

On a farm in the Drakenstein area were a slave, Reijner van Madagascar, and his daughter named Sabina. This daughter performed diligently much domestic work for the wife of her master, but without knowing the reason why she had been much beaten and treated badly by the wife; so much so that Reijner had even begged his master to sell the child to some other owner, for she could not endure such suffering.

One Saturday, the girl Sabina, who had just finished laying the midday table, was taken to a room at the back of the house by the wife of the master, stripped and tied to a beam, and the whole of that afternoon she was, at intervals, beaten by her with a sjambok. When she was finally released she escaped through the window and hid herself in a barn.

The case came to court because after he saw how his daughter had been beaten, Reijner was so angry that he hit his master and then ran away. He was on trial for attacking his master and running away. The slave owner's wife was not put on trial.

3. Why do you think Reijner, not the slave owner's wife was put on trial? (1)

4. What two rules had he broken, being a slave? (1)

5. The above source gives a clear example of how badly some slaves were treated. Write a list of basic human rights which were denied the slaves. (5)

a.

b.

c.

d.

e.

6. Can you think of any others?

7. Describe its location. (2)



ASSIGNMENT 18

(5 marks)

Katie Edwards was a slave during the late 1800s (19th century). When she told her story in 1910 she was ninety six years old. Her story was published by the African People’s Organisation. Here are some examples taken from her story.

During this time I was well looked after, and became one of the family. My missus was not in good health and I became foster mother to her first born son. I was made to sleep on the floor of the dining room near the bedroom door to be on hand when the baby wanted another drink.

Does the above extract show that she well treated?

Slavery came to an end when the British Government passed a law that freed all the slaves in the British Empire in 1834. (The Cape fell under this law.) In the 1860s people in the United States fought a civil war because of slavery. The war was won by people in favour of abolishing slavery.

Many slave owners at the Cape did not like this abolition of slavery even though the government gave them money in compensation for the loss of their slaves.

Another quote from Katie Edwards:

My husband’s boss was cruel and sjambokked (whipped) his slaves as often as he fed them. He was mad with rage on the day of our emancipation. Early in the morning he armed himself with a gun, mounted his horse and drove every ex-slave off his farm, At the boundary he warned them that that the first one that was found trespassing on his land would be shot down.

Record of marks obtained in this module. Total marks : 49

ACTIVITY - Description	MARK	ACHIEVED
1. Evidence from Rosina's diary.	6	
2. A young slave's diary.	12	
3. Slaves at the Cape.	10	
4.Paragraph- attitude of farmer.	5	
5. Effect of slavery on indigenous people.	5	
6. Genadendal and the work of Bleek and Lloyd.	11	
	49	

module

04

Co-operation and conflict on
the frontiers of the
Cape Colony

in the early 19th century.



ASSIGNMENT 22

(8 marks)

1.	Who were the “migrants” from the Cape?	(1)
2.	Why did contact between the migrants and the Xhosa lead to conflict?	(1)
3.	Explain in your own words why the Xhosa chiefs were unhappy about missionaries coming into their area?	(2)
4.	Explain the phrase, “the settlers mobilised into local militia”.	(2)
5.	Why do you think the Xhosa and the Boers were not happy with the British authorities imposing their rule on them?	(2)
Vocabulary		
Cede		
Placate		
Guerrilla		
Depose		



ASSIGNMENT 24

(8 marks)

Design a poster calling on all like minded people to join your trekker party, leaving for a better life in the interior of Southern Africa. Give motivation for your appeal.

Rubric for poster. (10 marks)

Criteria	✓ or ✗	Score	My Mark
Layout, use of colour, lettering, pictures		4	
Motivational , encouraging comments		3	
States reasons for dissatisfaction		3	

**ASSIGNMENT 25**

(5 marks)

1. What was the difference between slaves and “inboekselings”? (2)

2. Why were the settlers on the Highveld not allowed to keep slaves? (2)

3. Where could an “inboekseling” go to seek refuge from a life of servitude? (1)

