

social sciences history

GRADE

ACTIVITIES AND ASSIGNMENTS

NAME			
CLASS			

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module

The Kingdom of Mali and the city of Timbuktu

in the 14th century.



(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?



(4 marks)

THE DECLINE OF GHANA AS TOLD IN TWO ORAL SOURCES.

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

Α

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.

В

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)



CAUSE

(5 marks)

A barrier was formed between West Africa and

Read through the information about Ghana.

Large parts of the Sahara had dried up.

Complete the table below by writing a sentence which would best fit into the spaces left open. The first one has been done for you as an example.

EFFECT

		northern lands.
a.	Much trading took place between Arabs and people in West Africa.	
b.		Camels were brought to West Africa.
C.	Ghana had better weapons than its neighbours.	
d.	Long distances had to be covered by traders.	
e.		Ghana declined in power.



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?



(5 marks)

1.	Write a short paragraph in your own words, explaining why the Timbuktu manuscripts are so important to the history of the African continent.



1.	Do you think it is a good idea for some of the manuscripts to be held by private families and not kept in a museum? Explain your answer.



(15 marks)

1.	Imagine you are travelling by camel caravan across the Sahara. The year is 1368. Write five diary entries describing events which took place on your journey from Cairo to Timbuktu. • Include comments about: The weather conditions, the food you ate, the places you stopped at, the goods you were carrying, any incidents which may have occurred on the way, etc.	image courtesy: shutterstock



(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	

The trans Atlantic slave trade



(10 marks)

In your own words, describe the conditions aboard a slave ship crossing the Atlantic from Africa to the Americas in the 18th century. Write this in the form of a paragraph of between six and ten lines.



(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 practice had been abolished elsewhere. (2)	after this awful
3.	What similarities could there possibly have been between the Middle Passa America and the "Second Middle Passage"? (3)	age from Africa to
4.	Explain what happened when slaves were taken to the markets to be sold.	(3)



(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)



(5 marks)

1.	Look at the wording on the two posters. Even though one cannot read them very well, the message is clear. Would this type of poster be acceptable today? Explain.	e (2)
2.	This is an artist's impression of the massacre of some white residents in Virginia caused a result of Nat Turner's revolt. The people of the town were naturally horrified by this atro Did it in any way match the atrocities suffered by the slaves? Explain your viewpoint.	



(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)				

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	

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

ASSIGNMENT 14

1.	Dutch sailors and the Khoikhoi herders as they exchange goods (barter). They could not have communicated successfully as neither could understand the other. (6)
Sail	or:
Her	der:
Sail	or:
Her	der:
Sail	or:
Her	der:
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)
Fro	m the Khoikhoi
Fro	m the Dutch



Using evidence from Rosina's record of sale.

(10 marks)

Fin	d 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? Explain.	(3)
5.	What is Ceylon called today?	(1)
6.	Is it anywhere near India?	(1)
7.	Describe its location.	(2)



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)

Dac Bato	Due	Date:
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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	

Diary entries.



(10 marks)

1.	More male slaves were bought and used on the farms. Say why you think was so?	(1)
Но	w well were the slaves at the Cape treated?	
wer felt ern the	ny slaves were treated badly by their owners. They were often forced to do hard labour are not rewarded in any way. Often a slave was punished for the smallest mistake. The own they could what they liked as these men and women were their property. Although the generated laws that were supposed to protect the slaves, it was difficult for slaves to y had been mistreated. Most of them were too afraid to report their masters to the authorier slaves were often scared to act as witnesses.	wners gov- prove
2.	Why do you think this was so?	(2)
Rea	ad this report taken from the court records of Stellenbosch in 1749.	
Sak with mu	a farm in the Drakenstein area were a slave, Reijner van Madagascar, and his daughter noina. This daughter performed diligently much domestic work for the wife of her master, in the bout knowing the reason why she had been much beaten and treated badly by the wife; ach so that Reijner had even begged his master to sell the child to some other owner, for all did not endure such suffering.	but so
at ti tha	e Saturday, the girl Sabina, who had just finished laying the midday table, was taken to a he back of the house by the wife of the master, stripped and tied to a beam, and the who t afternoon she was, at intervals, beaten by her with a sjambok. When she was finally rele escaped through the window and hid herself in a barn.	ole of
so a	e case came to court because after he saw how his daughter had been beaten, Reijner wangry that he hit his master and then ran away. He was on trial for attacking his master and away. The slave owner's wife was not put on trial.	

Why do you think Reijner, not the slave owner's wife was put on trial?	(1)
What two rules had he broken, being a slave?	(1)
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)
Can you think of any others?	
Describe its location.	(2)
	What two rules had he broken, being a slave? 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. Can you think of any others?



(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.

Discuss in a short paragraph, the attitude of the above mentioned farmer and explain if you can, why he felt such anger. Make an effort to give both sides of the story.



(5 marks)

Do you think all this activity in the Western Cape affected the way of life of the <u>indigenous</u> <u>population</u> , who could move freely before the arrival of settlers?		
Explain in what way you understand life must have changed for these people.		



(11 marks)

Why do you suppose the Dutch Reformed Church in the Cape in the 18th century disapproved of George Schmidt baptising the local people, besides the fact that they said it was because he was not an ordained minister?

(10 marks)

1.	What did William Bleek's doctorate in linguistics enable him to do?	(1)
2.	What was his first task when he came to South Africa?	(1)
3.	Why did George Grey need an interpreter while he was Governor at the Cape?	(1)
4.	How did Bleek and Lloyd manage to translate the Ixam language of the Bushmen?	(2)
5.	Write a paragraph commenting on the contributions made to the indigenous people of t Cape by the work of Schmidt, Bleek and Lloyd.	:he (5)

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

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

in the early 19th century.



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)
Voc	abulary	
Ced	de	
Pla	cate	
Gue	errilla	
Dep	oose	



1.	Research the reasons for Nelson Mandela being imprisoned on Robben Island. Compare reasons with those leading to the imprisonment there of Chief Maqoma.	the (5)
2.	How was it possible for Sir Harry Smith to be able to depose Sandile from his position as chief?	(2)
3.	Why do you think Chief Maqoma was so determined to do battle with the colonial forces?	? (1)



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	



(10 marks)

Diary of a trekker child. Write five diary entries describing your experiences while on the move
into the interior of an unknown land. Mention the dangers faced along the way, your knowledge of
nature, chores you had to perform to help the family, hardships and things which gave you great
joy.



(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)



What is your opinion about people going to countries where the indigenous people have their own spiritual belief system to preach their religious convictions to them? The Muslims did it in North Africa (and the rest of the world) and Christians have done it in South Africa (and the rest of the world).

ACTIVITY- Description	MARK	ACHIEVED
1. Answering questions.	8	
2. Comparing Mandela and Maqoma.	8	
3. Poster.	10	
4. Diary of a Trekker child.	10	
5. Inboekselins.	5	