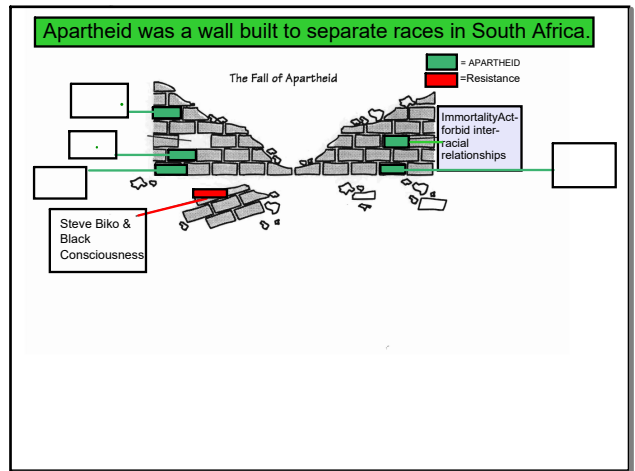


Block, March 13&14
 QQ: None!
 HW: 1) Finish Writing
 Due End of Day F 3/15
 Ann.: 1) Moving MSG
 Today:
 1) Africa Unit Test
 & Notebook Check
 Must Complete Pre-Write Plan
BEFORE you may begin the Writing Assessment on 3/13&14
 2) Enrichment in
 March 12 MSG OR Other HW

Tasks:
 1) Scantron portion
 2) Written Assessment-- Go to Google Classroom, but submit to Turnitin
 3) Turn in NB
 4) Africa Current Event Assignment in Google Classroom

Scantron Reminders:
 1) Watch where you start:-)
 2) A=True B=False



Feb 12-2:54 PM

Mar 13-8:02 AM

THINKING SKILL WORKSHEET
 82
 Name _____ Date _____
Apartheid in South Africa: Analyzing Conflicting Opinions

The following selections present two different opinions about apartheid in the Republic of South Africa. Both statements were made in the early 1960s. Read the statements carefully and answer the questions that follow. Use the Thinking Skill Worksheet if necessary.

Anthony Delius, white South African
 The intransigence of the whites brought changes, new ideas, new methods and new desires into every part of Africa. And without this infiltration, the continent would still be almost entirely a great tribal museum in mid-20th century. . . .
 On the urban side, many of the greater monuments to white settlement and administration are the big housing schemes. . . . These have introduced Africans to city life at least somewhat less roughly than the Americans and Europeans were introduced to it during their industrial revolutions.
 The debt of Africans to missionary education is incalculable; many of the major African politicians today are mission-educated. . . .
 The present "racial separation" or apartheid plan, which offers the Africans eventual independence at an undetermined date in a partitioned 13 percent of the country called "bantustans," is an attempt to strike a compromise between traditional race attitudes and modern concepts. . . . South Africa would become a federation of multiracial and black states.

Albert Luthuli, black South African, winner of the Nobel Prize for Peace in 1961
 South Africa . . . is a museum piece in our time, a hangover from the dark past of mankind, a relic of an age which everywhere is dead or dying. . . .
 It is claimed that white men build everything that is worthwhile in the country—its cities, its industry, its mines, and its agriculture. . . .
 These "racial" ideas survive in South Africa because those who sponsor them profit from them. They provide moral whitewash for the conditions which exist in the country, for the fact that the country is ruled exclusively by a white government elected by . . . a privileged minority, for the fact that 87 percent of the land and all the best agricultural land within reach of town, market, and railways is reserved for white ownership and occupation. . . . for the fact that white education is universal and compulsory up to the age of sixteen, while education for nonwhite children is scarce and inadequate, and for the fact that almost one million Africans a year are arrested and jailed or fined for breaches of innumerable pass and permit laws which do not apply to whites. . . .
 Our vision has always been that of a nonracial democratic South Africa which upholds the rights of all to live in our country to remain there as full citizens with equal rights and responsibilities with all others.

1. What does Delius say whites have contributed to Africa?
 2. What is Luthuli's main argument against apartheid?
 3. What "compromise" does Delius support?
 4. What is Luthuli's vision of the future of South Africa?

Handwritten notes: "Many indep. apartheid", "F.C.", "grad", "grad"

Mar 10-4:10 PM

Africa Unit Written Responses

1. To what extent did apartheid create a separate & unequal life for the different races in South Africa and to what extent were resistance efforts used to dismantle apartheid justified? In your analysis explain why apartheid was implemented and how & why it was dismantled.

Use at least three specific names of people, organizations, and events as evidence/analysis per paragraph AND find a place for the two documents w/ POV statements.
 (Hint: Remember the visual metaphor & timeline!) (30 points)

Thesis Statement: _____
 Body #1 _____
 Body #2 _____

Mar 12-10:55 AM