

# South Africa – Now and then

by Carmen Müntzenberg

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Südafrika gilt als das „Wiege- und Geburtsland der Demokratie“ – doch was wissen Ihre Schüler eigentlich über dieses Land? In dieser Unterrichtseinheit erhalten die Lernenden einen Überblick über geografische, politische, historische und kulturelle Aspekte von *South Africa*. Anhand von Sachtexten, einer Kurzgeschichte, Videomaterial, Cartoons und einem Song erarbeiten sich die Schüler die verschiedenen Facetten des Landes und setzen sich auch mit aktuellen Themen und Herausforderungen wie AIDS oder der *water crisis* auseinander. Hierbei trainieren sie insbesondere ihr Leseverstehen sowie das Verfassen von *summaries*.

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## Facts

## Notes on the material

### Topic 1: Where, what, and who is South Africa?

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### Topic 2: Segregation in South Africa – a geographical, literary and visual approach

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### Topic 3: Environmental challenges in South Africa

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### Topic 4: Made in South Africa

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### Exam: AIDS in South Africa

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## Competences and skills

By working with several informative texts and a short story, students enhance their **reading comprehension competence**. They also improve their **writing skills** by summarising the texts and commenting on various questions related to the topic. Additionally, students demonstrate their **viewing competences** by answering questions on a video and practise their **listening competences** by working with a song. Students increase their **speaking skills** when they participate in a simulated talk show. Finally, they exercise **interpretive** and **analytical skills** by analysing a cartoon and a poem.

## Overview:

### List of abbreviations:

**A** Analysis

**D** Discussion/debate

**M** Mind map/visualising

**R** Research

**V** Vocabulary work

**C** Comment

**G** Group work

**P** Working with a picture/cartoon

**RC** Reading comprehension

**W** Writing

**CT** Creative Task

**LC** Listening comprehension

**T** Working with text/video

Topic	Material	Methods/skills
1: Where, what, and who is South Africa?	M1–M9	CT, G, P, RC, T, V
2: Segregation in South Africa – a geographical, literary and factual approach	M10–M12	A, C, CT, D, F, P, RC, T, V
3: Environmental challenges in South Africa	M13–M14	CT, M, P
4: Made in South Africa	M15–M19	D, G, RC
Exam: AIDS in South Africa		A, D, LC, P, RC, W

## M2 South Africa memory card: Cape Town



The city of Cape Town is nicknamed “Mother City” because people have been living in that area for about 100,000 years.

But the earliest inhabitants we actually

5 know about lived where the city is now

situated about 2,000 years ago. It was only in 1488 that the Europeans first

discovered the Cape during a sailing expedition. Consequently, the Portuguese

name *Cabo da Boa Esperança* led to what we still call the coastal area in the south

10 of the city – Cape of Good Hope. However, it was not until April 1652 that the Cape Colony was properly established by the Dutch. For the Dutch, what is now called

Cape Town was a convenient stop on their way to Asia. Therefore, they planted

vegetables and traded the produce for sheep and cattle from the natives (whom

they nicknamed the Hottentots and Bushmen). But the Europeans were not the

15 only settlers at that time. Due to their trade with Asia, the first wave of Asian

immigration took place around the year 1654. Today’s mix of ethnic groups in

Cape Town and in the rest of South Africa, is a result of these early forms of

globalisation. The European’s fight over ownership was finally won by the British

in 1814. In 1870, diamonds and gold were discovered. As a result, the city became

20 the primary port which promoted the industrialisation of the city. Consequently, a

new wave of immigration attracted and the city’s population went from 33,000

in 1875 to over 1,000,000 people at the turn of the 20th century. Today, the city is

especially known for its geographic and botanical attractions. Table Mountain

rides 1,087 meters south of the centre, and Kirstenbosch National Botanical

25 Gardens offers an insight to the country’s indigenous flora with more than 20,000

native South African plants. Due to the colonial influence, Cape Town also offers a

wide mix of architecture. [313 words]

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## M8 South Africa memory card: Nelson Mandela



Nelson Mandela was born in 1918 and, from birth on, took part in tribal activities and ceremonies. But although he was deeply involved in his father's tribe, he went to college and university and earned a degree

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in law in 1942. The political-developments during that time combined with the discrimination against people of colour, led him to join the African National Congress (ANC) in 1943. From then on, he fought actively against the system of apartheid. His political conviction led to his arrest in 1956. It took until 1961 for the verdict to be rendered and, in the end, he was acquitted. In the

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meantime, the ANC had been banned. As a result, Mandela decided to not only resist the regime, but to also fight against it with arms. He was arrested again in 1963 and received the death penalty for treason. In the end, his sentence was changed to life

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imprisonment and he spent the next 17 years in prison. Nelson Mandela was not aware of his global popularity during these years and at first, he did not know about the world-wide pressure on the apartheid regime. When the government offered him conditional freedom, he did not accept it because his political ideals were more important to him than his personal freedom. In due course, he was released on 11

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February 1990, but negotiations took another four years until, in 1994, the country of South Africa carried out its first democratic elections. 65% of the votes were given to the ANC and Nelson Mandela became the first non-white President. His main goal was to unify the country and to forgive those who had suppressed non-white Africans in the past. By spreading these views, he was also very much in line with Desmond

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Tutu, the first Black Anglican Archbishop of Cape Town and Johannesburg. During the time of successful negotiations, Nelson Mandela had also received the Nobel Peace Prize together with President Frederik Willem de Klerk, the man who had released him, in 1993. At the age of 95, Nelson Mandela died in 2013. [345 words]



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## Topic 2: Segregation in South Africa – a geographical, literary and factual approach

### M10 Worksheet – South Africa's four main ethnic groups

#### Approaching the topic

1. What do you already know about apartheid and segregation in South Africa? Collect your ideas in class.

#### Working with maps and statistics

2. Take a look at the four maps at <https://raabe.clickmaps.southafrica>. Comment on the distribution of South Africa's four main ethnic groups throughout the country. Collect reasons for the diagrammed situation as well as possible consequences that go along with it.
3. Analyse the given numbers on population, religion, life expectancy and unemployment rates by pointing out the differences between ethnic groups. Come up with reasons and consequences that may be connected with these statistics.



	Black African <sup>1</sup>	Coloured <sup>2</sup>	White <sup>3</sup>	Indian or Asian <sup>4</sup>
<b>Population (in 2014)</b>	44.3 million (80.2%)	4.8 million (8.9%)	4.5 million (8.4%)	1.3 million (2.5%)
<b>Religion</b>	88% Christian, 9% Irreligious, 3% Muslim	90% Christian, 5% Muslim	72% Christian, 24% Irreligious, 1.4% Jewish	50% Hindu, 25% Muslim, 25% Christian
<b>Life expectancy</b>	48 years	65 years	71 years	70 years
<b>Unemployment rate</b>	28.1%	22.4%	4.1%	18%

#### Annotations

- 1 **Black Africans'** ancestors are mainly Bantu populations. – 2 **"Coloured"** refers to people of mixed race. – 3 **"White"** refers to people from the Netherlands, Germany, France, Great Britain, etc. They mainly speak Afrikaans and English. – 4 Most **Indians** brought over to South Africa were Tamils and Gujaratis.

## M11 Nadine Gordimer: *Once upon a Time*



Someone has written to ask me to contribute to an anthology of stories for children. I reply that I don't write children's stories; and he writes back that at a recent congress/bookfair/seminar a certain novelist said every writer ought to write at least one story for children. I think of sending a postcard saying I don't accept that I "ought" to write anything.

And then last night I woke up – or rather was awakened without knowing what had roused me.

A voice in the echo-chamber of the subconscious?

A sound.

A creaking of the kind made by the weight carried by one foot after another along a wooden floor. I listened. I felt the postures<sup>1</sup> of my ears distend<sup>2</sup> with concentration. Again: the creaking. I was waiting for it; waiting to hear if it indicated that feet were moving from room to room, coming up the passage – to my door. I have no burglar bars, no gun under the pillow, but I have the same fears as people who do take these precautions, and my windowpanes are thin as rime<sup>3</sup>, could shatter like a wineglass. [...]

I was staring at the door, making it out in my mind rather than seeing it, in the dark. I lay quite still – a victim already – the arrhythmia of my heart was fleeing, knocking this way and that against its body-cage. [...] I was reading every faintest sound, identifying and classifying its possible threat.

But I learned that I was to be neither threatened nor spared. There was no human weight pressing on the boards, the creaking was a buckling<sup>4</sup>, an epicenter of stress. [...] I was in it. [...]

I couldn't find a position in which my mind would let go of my body – release me to sleep again. So I began to tell myself a story, a bedtime story.

In a house in a suburb in a city, there were a man and his wife who loved each other very much and were living happily ever after. They had a little boy, and they loved him very much. They had a cat and a dog that the little boy loved very much. They had a car and a caravan trailer for holidays, and a swimming-pool which was fenced so that the little boy and his playmates would not fall in and drown. They had a housemaid who was absolutely trustworthy and an itinerant<sup>5</sup> gardener who was highly recommended by the neighbors. For when they began to live happily ever after they were warned, by that wise old witch,

## M12 Worksheet – *Once upon a Time*

### Pre-reading activity



1. Think of famous fairy tales.
  - a) Start retelling one to your neighbour by starting "Once upon a time...". As soon as your neighbour guesses the fairy tale it is his or her turn to retell a fairy tale.
  - b) Make a short list of what is typical of a fairy tale.

### Reading comprehension



2. Sum up the plot of the short story and describe the living conditions illustrated in the text.

### Working with the text



3. Explain the role of the narrator in the story.
4. Is this text a short story? Give evidence from the text. Use the info box at the end of the worksheet.
5. Find parallels between the short story and a fairy tale.

### Working with the cartoon

6. Compare the way people live in the story with the way of life depicted in the cartoon.



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## Topic 4: Made in South Africa

### M15 Worksheet – Made in South Africa

#### Group puzzle and gallery walk



1. Get together in four groups. Choose one moderator for your group. Each group gets a different text, a task to discuss and 7 coloured posters to work on.

**M16:** Read the text. Write a short summary on your poster as well as the pros and cons of eating mopane worms either mentioned in the text or how you feel about it.

**M17:** Read the text. Write a short summary on your poster as well as the pros and cons of selling beads commercially either mentioned in the text or how you feel about it.

**M18:** Read the text. Write a short summary on your poster as well as the pros and cons of globally selling toffees made in South Africa either mentioned in the text or how you feel about it.

**M19:** Read the text. Write a short summary on your poster as well as the pros and cons connected with the production of Veldskoek shoes for global marketing in South Africa either mentioned in the text or how you feel about it.

2. After about 10 minutes, all members of the group except for the moderator move on to the next table. The moderator informs the newcomers about the content of the text and the arguments found to answer the task.
3. Now the newcomers and team tries to add more personal statements. The groups may move on after about 5 more minutes. This procedure is kept up, until the group members finally meet up with their original moderator.
4. As soon as you have met up with your original group, start collecting discussion material using the topic of tourism in South Africa.
5. You will then get wooden bricks of different sizes, paper cut-outs or Lego bricks to balance the weight of each argument on a scale. At first, each group will be allowed to add one argument, which should lead to an open discussion. Consequently, more arguments are added during that debate.

For more information see:

<http://raabe.click/argumentationswippe>



## Exam: AIDS in South Africa

### Tasks

#### Written part

- Based on the text (material A), describe the development of the HIV crisis in South Africa.
- Assess the chances of success of controlling the virus in South Africa.
- Analyse the cartoon (material B) and explain the consequences of the depicted situation on South Africa's economic development.
- Listen to the song *What's going on* ([https://raabe.click/whats\\_going\\_on](https://raabe.click/whats_going_on)) and read the extracts from the lyrics (material C).
  - Summarise the problems caused by AIDS mentioned by the singers.
  - Enlist possible steps that could be taken to fight the disease.

#### Oral part

- Listen to the song *What's going on* ([https://raabe.click/whats\\_going\\_on](https://raabe.click/whats_going_on)) and read the extracts from the lyrics (material C). Collect arguments and take notes for task 2.
- A friend of yours has also listened to that song lately. You end up talking about the effects of songs and whether they can really make a difference.
- Partner A: You think that songs make a difference, because they are on the radio all the time and the message reaches many people. In your eyes, more political and social problems should be addressed in songs to influence the general public. You also think that the money made by these songs could be used to solve the problems sung about. Try to convince your friend of your opinion or at least find a compromise.  
Partner B: You think the lyrics of songs do not matter, because during work, while driving a car or doing household work, people do not really listen to the message of a song. All the listeners want is an easy to grasp chorus and rhythm. In your view, it also does not matter who sings a song and whether several famous performers try to promote a certain opinion or course of conduct. Try to convince your friend of your opinion or at least find a compromise.



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