



Human and Social Sciences: HSSC4

LESSON 12

Unit Standard: 115471 SO3

Week Ending: 28

Theme: Events, time and space , AC1&2

Topic 1: The effect of an event on the lives of people.

Introduction

We have already indicated in the previous lessons that events are linked to time, space and place. Remember, events involve people because they affect them directly or indirectly. You may also remember what we discussed change and how it affects people. Any event whether it is historical or environmental (geographical) has an impact on people especially when it occurs where they live. When a big event such as forced removal of the people of District 6 took place, many people's lives were destroyed.

Think of their everyday lifestyle and culture, their families (children and their parents) and friends as well as their homes, streets etc. Think of the inhumanity (not respecting people as human beings) of the forced removal, the shock and sadness of being removed from your place of birth that you know it to be your home for many years. Imagine being taken out by bulldozer machines by force.

Read the story below about the harsh (cruel/bad) removal of people from District six and try to think of its effect on the lives of people. Underline the words that are challenging to you and search for simpler meanings.

Activity

Important to read.

District Six: recalling the forced removals

On February 11, 1966, the apartheid government declared Cape Town's District six a whites-only area under the Group Areas Act of 1950. From 1968, over 60 000 of its inhabitants were forcibly removed to the Cape Flats, over twenty five kilometres away. Except for the local houses of worship, the buildings were systematically bulldozed (slowly taken out one on one by machines) throughout the 1970s, and by 1982, almost all evidence of the district had been destroyed (No sign remained of District Six)

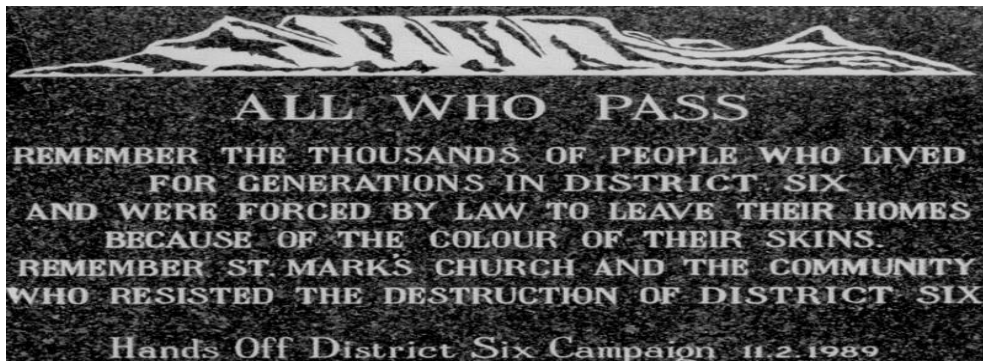
Originally named the Sixth Municipal District of Cape Town in 1867, the neighbourhood was home to almost ten per cent of the city's population. Its unique culture was a composite of the dynamic and diverse population of Malay, Eastern European, Indian and African immigrants, ex-slaves, artists, musicians and activists. (Mixture of different groups of people)

District Six was famed for its proximity (closeness) to the City Centre, as well as its view of the picturesque Table Mountain and harbour. District Six had experienced a long history of removals, with black residents forcibly removed as early as 1901. This was intensified in the early 1960s, when residents were perfunctorily (carried without any feeling or interest)



given notice and informed of their new homes.

By the mid-1960s the apartheid government regarded the district as both physically and morally tainted (not good with our belief) by miscegenation (people born from different races), wholly unfit for rehabilitation. (Not ready to be changed)



- 1.1 "...the apartheid government declared Cape Town's District Six a whites-only area" Explain the meaning of this statement.
- 1.2 What was the Group Areas Act of 1950?
- 1.3 Describe the community of District Six.
- 1.4 "District Six had experienced a long history of removals" Explain the statement.
- 1.5 What was the main reason for the forced removal according to the campaign statement in the picture?
- 1.6 Explain what you think is happening on the picture with a man waiting near the household goods (furniture).
- 1.7 Mention any five effects (results) of forced removal for the community of District Six.

There are many events in South Africa that occurred and had an impact on the lives of people. Think about these events.



How do we know about these events? How did we gather (collect) information about these events?

Gathering information

We cannot know anything about an event without first gathering information about it. Where information is received is called a **source**. A source can be anything including people who were present when an event occurred. These people are called **eye witnesses** because they saw with their own eyes what actually happened. Information from eye witnesses is likely to be true and reliable (trusted). Remember we still need to check whether the information of the eye witness is really true or not. When people tell us a story about what they saw, they are affected by many things. Some may still change the story to favour themselves or the people around them (eg, favouring your race or culture). Some may change the true story because of their personality (being too soft or sensitive / too weak to say hard issues). We say these people are **subjective** because the truth is disturbed by them as 'subjects'. We always want to gather true facts. The subject must not be part of the object (which is the event). We therefore say, the story must be **objective**.

However, we can still trust the first-hand information such as the one from the eye witness. The information can still be written. We can trust a letter or story written by the person who survived the Sharpeville Massacre or the Soweto riots. This source of information is called a **Primary source**. We may also gather information about an event from the books that we read from the library or from people who were not at the event but only heard about. It is a 'a hearsay story'. Remember the truth changes with time as it moves from one person to another. This source of information may not be reliable. It must therefore be tested (checked) to find its truthfulness. Such a source is a **Secondary source**.

In an event such as a planned protest march against child abuse in the community, It is important that all people know about it so that they are able to participate. You will realise that communication becomes an important factor in this case. How can we communicate with all the people in the community to make sure that they understand our concern (something that is worrying us)

Topic 2: Communication as the way it influences the response to an event.

Communication is telling other people about thoughts, feelings and wishes as well as giving of news and information. Communication can be in the form of speeches, writing, signs and gestures, media such as radio and television. Cell phones (using social media such as tweeter, watsapp, sms etc) are today used as ways of communicating with people.

The form of communication that is much stronger to make the event or issue well known by everybody (publicising) is through protests marches or demonstrations. **Lobbying** is another way of communicating. Lobbying is a way of persuading ('forcing' or trying change people's minds) people who are in power to believe that your idea is correct. Lobbying can



be done through petitions, marches, demonstrations and writing to newspapers and other forms of media. Lobbying is also used by politicians to get support from the people during elections.

During apartheid, people were not free to communicate their ideas in the media. Anything in print media (written material such as newspapers, books, articles, journals, etc.) that the government does not want people to know, was removed. This is called **censorship** of the press or media. It means that the print media will only have stories that say good things about the government of the day (present government). It was therefore, very difficult at that time to lobby.

The truth was hidden from the people. Wrong information was often spread for the people to believe that the government was correct and good. So media was used for political gain. The spreading of wrong information for a political gain is called **Propaganda**. There was no freedom of media.

After 1994, the new government gave the media, **freedom of press**. This means that media was given freedom to tell the truth of what is happening in the country. People are now free to say out their opinions without any fear. This happens only in a democratic country.

Oral testimony is another way of communicating information about what happened in the past (events). Oral testimony is a way of telling the truth formally and verbally (saying with your mouth). In the past, historians did not believe that oral evidence/testimony is reliable. Today it is recognised as valuable source of information. You can just imagine the stories that people tell about their experiences of the forced removal at District Six. You can also remember what our grannies use to tell us about their life experiences during apartheid times. When they give oral evidence, you can clearly sense their feelings and emotions.

Activity 2





- 2.1 What are the people in the picture lobbying for.
- 2.2 Explain the word lobbying.
- 2.3 What is censored News?
- 2.4 What are the advantages of media freedom?

I hope you will continue to study! Study! and study.....! See you again in lesson 13

Compilers

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Google, pictures.