

South Africa Map Information Gap

This activity was produced in 1989 by members (Roger Diski, Penny Lawrence and Stuart Scott) of the British Defence and Aid Education Committee as part of a series of teaching activities to raise awareness of the inequalities in South Africa at that time. It would be very interesting for colleagues who know more than us to use the same strategy to look at South Africa now. Or Palestine? Or Northern Ireland? A map activity on the distribution of land in Britain would also be revealing.

It has been revived (as history) to support understanding of Beverley Naidoo's (also a member of our committee) books for children about this period. It is designed for pairs of pupils or two sets of two, one with Map A and one with Map B.
<http://www.collaborativelearning.org/southafricamapinfogap.pdf>

Last updated 1st April 2011

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

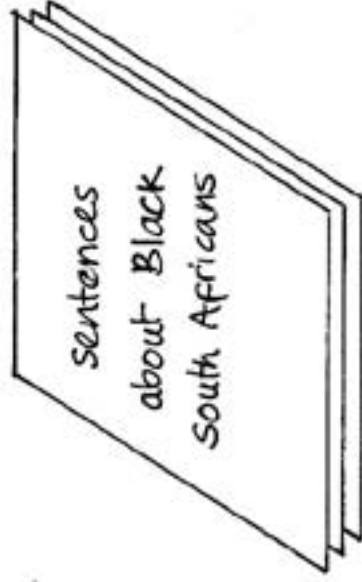
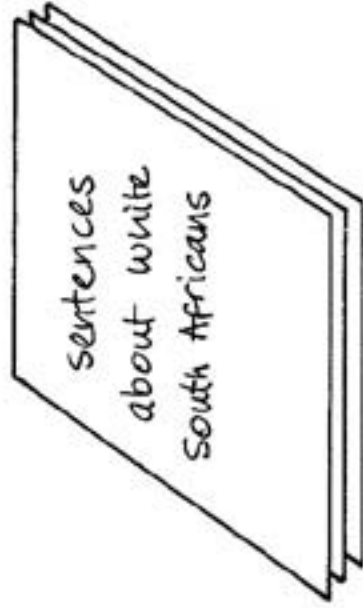
*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

SOUTH AFRICA



Black or White ?

- ★ Take a set of cards for your group.
You are going to divide the cards into 2 piles like this :



- ★ Put the cards in a pile. Take it in turns to read each card out loud to the rest of your group.
Decide between you which pile the card should go in.
If you are unsure, leave the card until the end.

- ★ When you've finished draw a table like this :

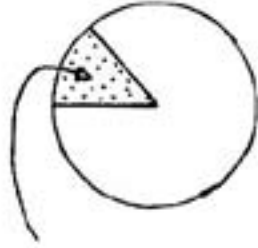
White South Africans	Black South Africans
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Write the sentences on the cards under the correct title

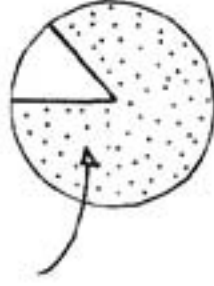
- ★ Leave enough space at the end of each column to add any more information you discover as you go through the work on South Africa.



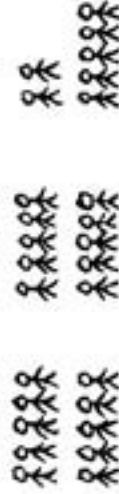
They live on 13% of the land



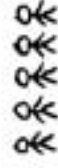
They live on 87% of the land



27 million live in South Africa



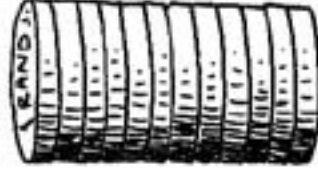
5 million live in South Africa



On average, their wages are 310 Rand each month



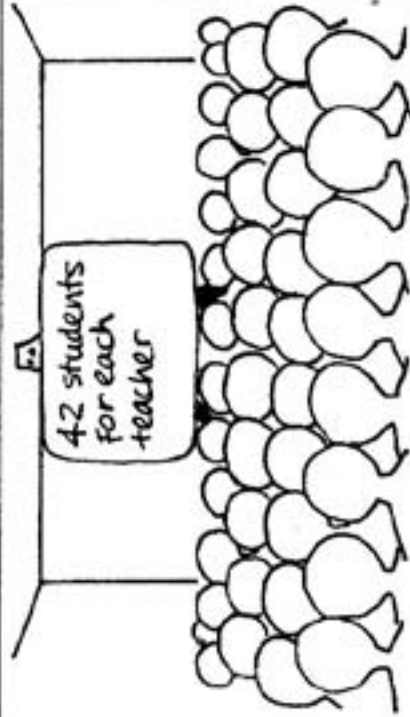
On average, their wages are 1210 Rand each month



HUIERMOTORI
STAANPLEK
VR BLANKES
TAXI RANK
FOR WHITES

EUROPEANS ONLY
SLEGS BLANKES

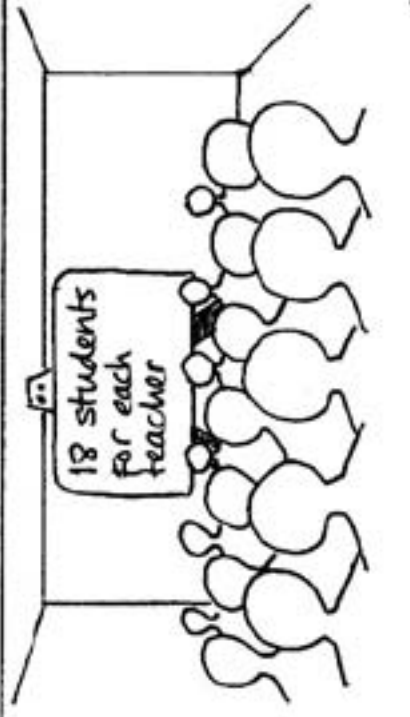
They are not allowed to go wherever they please.



BLACKS
COLOURED
AND
ASIANS

NON EUROPEANS ONLY

They are not allowed to go wherever they please.



South Africa Map Information Gap - Instructions

1. Equal Shares?

After 1958 the South African government began to divide up the land so that Black and White South Africans lived apart. The government chose some land for Black South Africans and called these areas 'Homelands'. On your map the 'Homelands' the government chose roughly cover squares:

2, 5, 8, 11, 15, 25, 41, 43, 55, 65, 76, 77, 87

Choose a coloured pencil and colour in these areas on your map.

2. Equal Shares?

Do you love doing percentages?
Clue: there are a hundred squares on our map of South Africa. Take a look at the Equal Shares worksheet and try to complete it.

3. Equal Shares?

Take a Pie Graph worksheet. The pie graphs show the South African land that Black and White South Africans occupied in 1989.

1. Discuss between you which is the correct pie graph.
2. Cut out the pie graph you think is correct.
3. Stick it onto a piece of paper.
4. Give it a title and a key.
5. 't' represents 1 million people.
6. Using this scale draw the right number of 't's in the correct section on the pie graph.

4. Half a Map is Better than None

You may have noticed by now that your map is different from that of your partner. Your partner has half the information on their map and you have half the information on your map.

Show your partner your map. Help each other to fill in the missing information. Use the grid square numbers to help you.

When you have swapped information for the map, swap information for the key too.

Compare your maps carefully and check everything is correct.

You may want to consult an atlas now to add in cities and neighbouring countries.

Equal Shares Worksheet for those who love Percentages

Calculate the percentage of land occupied by White and Black South Africans in 1989. Use this information and the results of your "Black or White" table to complete these sentences.

13

1. % of South African people were Black.
They lived on % of land.

87

2. % of South African people were White.
They lived on % of land.

84

16

1. 3 cities could be found in the 'Homelands'.

2. The 'Homelands' were spread over a large area.

3. A small part of the 'Homelands' was rich farming country.

4. Gold and diamonds could be found in four 'Homelands'.

5. All of the 'Homelands' are in the East of SA.

6. None of the 'Homelands' contained mountainous land.

7. The 'Homelands' do not contain any mines.

8. You cannot find any area that is too dry to grow crops in a 'Homeland'.

Use the information on your map to decide whether these sentences are true or false. Discuss them and write a T or an F in the box next to each sentence

PIE GRAPH WORKSHEET

Area occupied by
Black South Africans

Area occupied by
White South Africans

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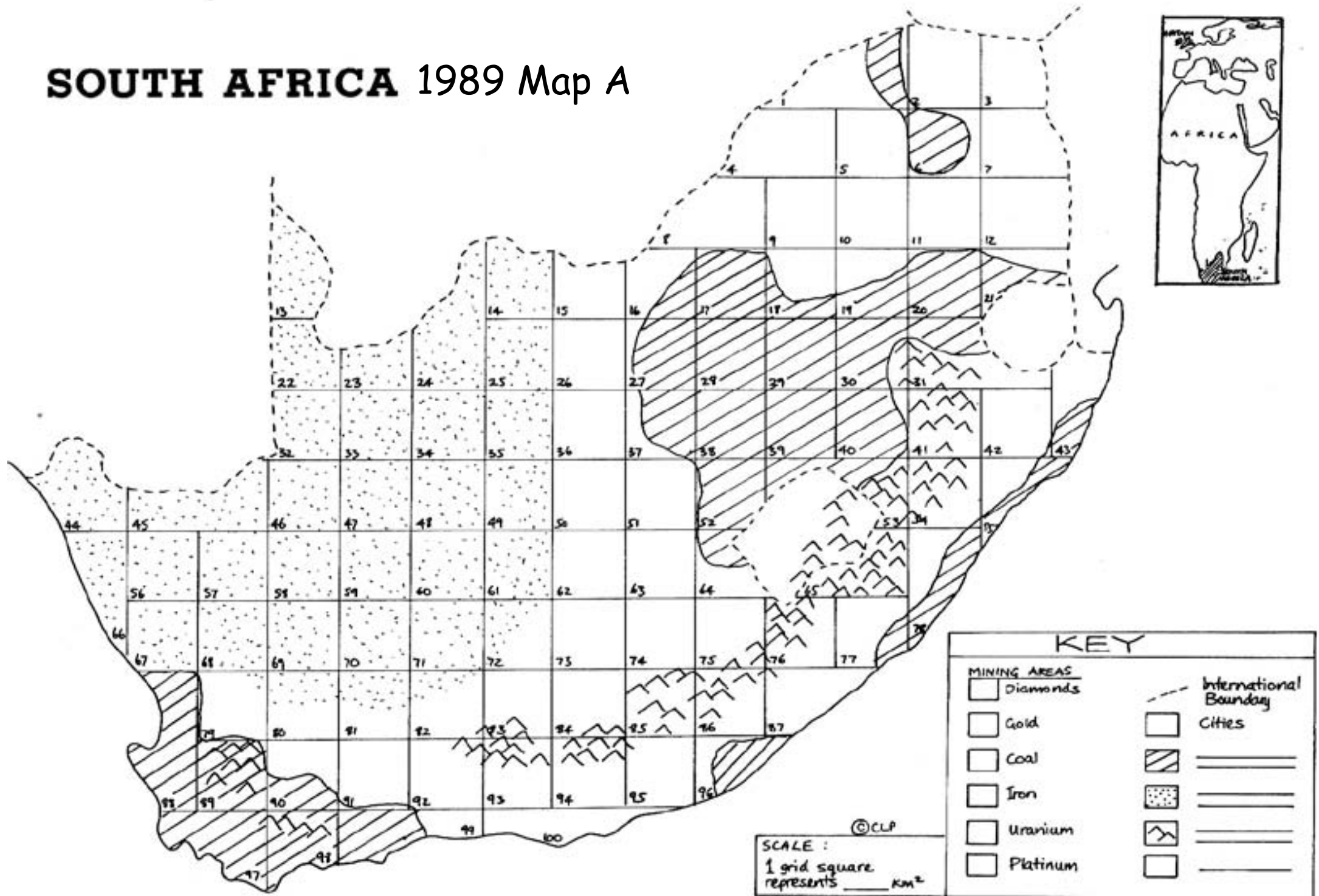
PIE GRAPH WORKSHEET

Area occupied by
Black South Africans

Area occupied by
White South Africans

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SOUTH AFRICA 1989 Map A



©CLP
 SCALE :
 1 grid square
 represents 1 km²

KEY	
MINING AREAS	
Diamonds	International Boundary
Gold	Cities
Coal	_____
Iron	_____
Uranium	_____
Platinum	_____

SOUTH AFRICA 1989 Map B

