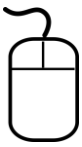
SUBJECT and GRADE	**HISTORY GRADE 10**	
TERM 3:	Week 2: This term will focus on **Transformations in southern Africa after 1750**. This week will focus on the **Political revolution in southern Africa: 1820–1835**. The unit is divided into 4 sections as indicated below. You may have to spend a minimum of 1 hour per section in this unit.	
TOPIC 4	**Transformations in southern Africa after 1750: Political revolution in southern Africa: 1820–1835** **Key question: How did the Mfecane impact southern Africa?**	
SCOPE OF LESSONS 	**Week 2: Political revolution in southern Africa: 1820–1835** **Section 1: Introduction and The East: Rise of the Zulu State** Section 2: The North: Ndebele and Mzilikazi Section 3: The South: Sotho Kingdom Section 4: Other states and Chiefdoms	
RESOURCES 	***Paper based resources:*** Consult the accompanying Power Point: slides 1-12; and the textbook (Topic 4)	***Digital resource:*** Watch the 8-minute and 9-minute animated narration clip to get a better understanding of the period and the Rise of the Zulu Empire and the Mfecane. Copy and paste the link into your web browser **Africa: Zulu Empire - Shaka Zulu Becomes King - Extra History - #1:** https://www.youtube.com/watch?v=BZLGKFWIRzY **Africa: Zulu Empire - The Wrath of Shaka Zulu - Extra History - #2** https://www.youtube.com/watch?v=GUpaZ0hMso4&t=129s
ORIENTATION	*To understand the impact of the Political revolution in southern Africa between1820–1835 we must ask:* • *How did the Mfecane impact southern Africa?* *We acknowledge that there were various causes and reasons for the emergence of the Mfecane and must understand that the political revolution greatly impacted southern Africa.*	

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KEY CONCEPTS AND DEFINITIONS **Explain** and **define** core concepts. 	**Centralised African states:** refers to the hierarchical level within a state that has authority to make decisions. When decision making is kept at the top level, the state is centralized **Amabutho system:** the amabutho were a means of exercising control over young men. Young men were gathered together and older men were appointed as officers over them. These units of young men served as the chiefdom's labour gang, police force, hunting-parties, and most notably the army. **Oral Tradition:** historical traditions passed down by word of mouth from one generation to another without written instruction **Mfecane:** between approximately 1815 and 1830, different (black) **groups clashed** with one other. This caused a chain reaction and led to further **confrontations** and **wars**. The NGUNI PEOPLE (e.g. ZULUS) call this upheaval the Mfecane – which means **"to crush"** AND/OR Shaka used the amabutho to expand his **power** and control by sending them on **raids** into neighbouring chiefdoms. Older versions of history claim that these raids were **bloodthirsty and violent**. For the next few years a series of bloody conquests resulted. **Difaqane** *(Sotho)*: means **"forced removal"** **Diplomacy:** the skill of managing relations in a tactful way between states **Assassinated:** murdered (an important person) for political reasons	**SKILLS** Practice various skills that are useful in Historical studies: Working within the context of the period; Understanding different perspectives; Naming or extracting; information; Assessing the limitations of historical sources

INFORMAL ASSESSMENT



The Tutor: Understanding different perspectives: identify and then explain the different perspectives within the source in the context of the period being studied

Assessing the limitations of historical sources: Give your opinion, reinforcing your point of view using logic and refer to relevant information in the source and your own knowledge. Your opinion must assess the shortcomings of the source.

Checklist: Examples of Questions to ask about the limitations of a source:

- What information is not included in the source?
- Have I been given all points of view? Is the source bias?
- Does the source give me enough information to use as evidence to reinforce my opinion?

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ACTIVITY:

Key question: How did the Mfecane impact southern Africa?

Source 1A

The source provides an explanation of the Mfecane and suggests the possible causes for this period of upheaval in southern Africa between 1815 and 1835. It focuses on the struggle for political power and the rise of the Zulu state under Shaka as a cause of the Mfecane.

Between approximately 1815 and 1830, different black groups clashed with one other. This caused a chain reaction and led to further confrontations and wars. Many herds of livestock and supplies of grain were destroyed – with accompanying hardship and suffering. There were ruins everywhere. Thousands of refugees fled in all directions.

The NGUNI PEOPLE (e.g. ZULUS) call this upheaval the Mfecane – which means "to crush". The SOTHO PEOPLE (e.g. SOTHOS) call it the Difaqane – which means "forced removal".

Historians have different views, sometimes called theories or explanations for the causes of the Mfecane. Some historians see the Mfecane as caused by events, mainly: **the struggle for power, especially in KwaZulu-Natal**; competition for trade and the influence of the environment.

Dingiswayo's death provided Shaka with the opportunity to seize power. Shaka showed exceptional political skills in getting the support of the Mthethwa royal family and went on to defeat and replace those in the royal families and chiefdoms who opposed his rule. He took control of all the people north of the Thukela. Only the Ndwandwe remained independent. Thousands of refugees fled as Shaka expanded his territory and power through wars – this caused a chain reaction of plundering and chaos as the refugees entered the land of other chiefdoms. The rise of Shaka thus contributed to the Mfecane but it not the only cause.

[Taken from: https://cnx.org/contents/-xjaDfUG@1.1:xbw_zBcF@1/What-is-Mfecane Accessed: 15 June 2020]

1.1.1 In your own words define the term Mfecane within the context of the political revolution and transformations in southern Africa. (1x2) (2)

1.1.2 Explain why you think the Zulu and Sotho terms to identify this period (Mfecane and Difaqane) differ so greatly? (2x2) (2)

1.1.3 Name the THREE theories put forward by Historians to explain the causes of the Mfecane. (1x3) (3)

1.1.4 What are the limitations of Source 1A to a historian studying the theories around the causes of the Mfecane? (1x2) (2)

VALUES FOR THIS SECTION	*In this module we will explore values around leadership, group identity (and understanding the inevitable nature of change).*

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<table>
<tr><td>SUBJECT and GRADE</td><td colspan="3">HISTORY GRADE 10</td></tr>
<tr><td>TOPIC 4</td><td colspan="3">Week 2: This term will focus on Transformations in southern Africa after 1750. This week will focus on the Political revolution in southern Africa: 1820–1835. You may have to spend a minimum of 1 hour per section in this unit.</td></tr>
<tr><td>SCOPE OF LESSONS</td><td colspan="3">Week 2: Political revolution in southern Africa: 1820–1835
Section 2: The North: Ndebele and Mzilikazi</td></tr>
<tr><td rowspan="2">RESOURCES</td><td colspan="2">Paper based resources</td><td>Digital resources</td></tr>
<tr><td colspan="2">Consult the accompanying Power Point: slides 13-14; and the textbook (Topic 4)</td><td>N/A</td></tr>
<tr><td>ORIENTATION</td><td colspan="3">To understand the impact of the Political revolution in southern Africa between1820–1835 we must ask:
• How did the Mfecane impact southern Africa?
• We acknowledge that the Mfecane and political revolution greatly impacted the landscape of southern Africa.</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS
Explain and define core concepts and challenging words.</td><td>There are no NEW concepts or definitions in this section.
Refer to previous sections of this lesson for assistance.</td><td colspan="2">SKILLS

Practice various skills that are useful in Historical studies:

Extracting information from a source; writing brief notes;
Assessing the reliability of a source</td></tr>
<tr><td>INFORMAL ASSESSMENT

The Tutor:

Read the source with understanding.
Read the caption/ contextualisation of the source, it explains what the source is about.</td><td colspan="3">According to the source: you MUST use the information from the source to answer the question
Brief notes: as you read the source, underline or jot down information that could be relevant to answering the question that has been posed
Assessing the Reliability of a source: Look at the source as a whole Information given to you (contextualization) is important when making your decision
Checklist: Examples of Questions to ask about the reliability of a source:
o Can you trust the origin of the source? (who created it? why was it created? Where was it published?)
o Was the source created by people who are directly linked to a topic?
o Is the source biased but reliable because it shows us how people perceive (particular perspective) the event in question?
Sources could be considered reliable or unreliable for the very same reason. Thus a ‘correct’ answer is created by your ability to present a convincing line of argument</td></tr>
</table>

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ACTIVITY

Key Question: What was South Africa like between 1750-1830?

Source 1B

This adapted extract from a national Zimbabwean Newspaper called The Patriot, explains the emergence of the Ndebele under Mzilikazi's rule. The passage refers to Mzilikazi fleeing from Shaka's rule and eventually settling in modern day Zimbabwe. The source also offers insight into Mzilikazi as a leader.

Mzilikazi, a run-away Zulu and his unit of renegade forces, arrived circa1836, from south of the Limpopo. They looted and raided and forced the Shona to pay tribute and concentrate in northern Zimbabwe.

Mzilikazi Khumalo (circa 1790 –1868), was a lieutenant of Shaka. In 1823, after he disobeyed Shaka's command, he fled northwards with his followers rather than face execution. He conquered and absorbed many members of other chiefdoms along the way. Through his military tyranny he joined his people and the many chiefdoms he conquered into a large and ethnically diverse centralised society. After fleeing Shaka, he moved into the Transvaal and by 1826, he dominated the area for 10 years, until the arrival of the Voortrekkers/Boers.

Mzilikazi was part of the period, known as the Mfecane. It was characterised by devastation and mass murder on a grand scale. He used the 'scorched earth' method to remove all opposition and to keep all surrounding kingdoms at a distance.

The Boers, who began arriving in Transvaal in 1836, found the region so depopulated it enabled the Voortrekkers to occupy and take ownership of the Highveld area without resistance, forcing Mzilikazi out of the Transvaal.

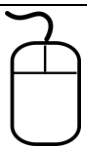
[Taken from: https://www.thepatriot.co.zw/old_posts/emergence-of-the-ndebele-state/ Date Accessed: 16 June 2020]

1.2.1 Why, according to the source, did Mzilikazi flee the Zulu kingdom? (1x2) (2)

1.2.2 Having studied the source, write brief notes about Mzilikazi's character as leader and the manner in which he ruled offer his followers. (4x1) (4)

1.2.3 This source is an extract from a Zimbabwean Newspaper. Explain how this information impacts the reliability of the source? (2x2) (4)

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SUBJECT and GRADE	HISTORY GRADE 10	
TOPIC 4	Week 2: This term will focus on **Transformations in southern Africa after 1750**. This week will focus on the **Political revolution in southern Africa: 1820–1835**. You may have to spend a minimum of 1 hour per section in this unit.	
SCOPE OF LESSONS 	**Week 2: Political revolution in southern Africa: 1820–1835** **Section 3: The South: Sotho Kingdom**	
RESOURCES 	***Paper based resources***	***Digital resources***
	Consult the accompanying Power Point: slides 15-17; and the textbook (Topic 4)	Watch the 2-minute narration clip to get a better understanding of Moshoeshoe as a leader. Copy and paste the link into your web browser **King Moshoeshoe: Founder of the Basotho Nation:** https://www.youtube.com/watch?v=vS-6Fkkykac
ORIENTATION	*To understand the impact of the Political revolution in southern Africa between1820–1835 we must ask:* • *How did the Mfecane impact southern Africa?* • *We acknowledge that the Mfecane and political revolution greatly impacted the landscape of southern Africa and different types of leaders emerged.*	
KEY CONCEPTS AND DEFINITIONS **Explain** and **define** core concepts and challenging words.	**Refugees:** people who has been forced to leave their land in order to escape war, persecution, or natural disaster **Mafisa System:** Moshoeshoe as a rich cattle owner gave cattle to poor refugees without any cattle; in return these people would be loyal to Moshoeshoe	**SKILLS** Practice various skills that are useful in Historical studies: Defining concepts; Identifying information from a source; Explaining why; Opinion
INFORMAL ASSESSMENT 	**The Tutor:** **How do you think:** your opinion, which offers an explanation, must be based on facts	

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ACTIVITY

Key Question: What was South Africa like between 1750-1830?

Source 1C

The source explains the visionary leadership of Moshoeshoe during the period of transformation in southern Africa in the mid to late 18th century.

One of the most successful southern African leaders of the 19th century, Moshoeshoe combined aggressive military counteraction and skillful diplomacy against colonial invasions. He created a large African state in the face of attacks by the Boers and the British, raiders from the south east coastal lowlands of Africa, and local African rivals.

As a young man, Moshoeshoe won a reputation for leadership by conducting daring cattle raids. In the late 1810s and early '20s, European land invasions, labour needs, and trade heightened southern African disturbances and led to migration in the region. Moshoeshoe led his people south to the stronghold of Thaba Bosiu ("Mountain at Night"), where his following expanded to other African peoples attracted by the protection he was able to provide. He eventually united the various small groups to form the Sotho nation. He strengthened his new nation by raiding local Tembu and Xhosa groups for cattle and adopting the use of horses and firearms. In the cold Highveld he was able to defeat mounted Griqua and Korana raiders with his own mounted cavalry and expanded his control into the Caledon valley.

In 1833 he welcomed missionaries of the Paris Evangelical Missionary Society (though he never became a Christian himself), and he used them to cultivate good diplomatic relationships with British politicians in Cape Town.

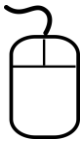
[Taken from: https://www.britannica.com/biography/Moshoeshoe Accessed: 16 June 2020]

1.3.1 How, according to the source, did Moshoeshoe ward off colonial invasions? (2x1) (2)

1.3.2 Why was the geographical positioning of Moshoeshoe kingdom on Mount Thaba Bosiu an advantage? (1x2) (2)

1.3.3 How, do you think, Moshoeshoe used the missionaries to his advantage? (1x2) (2)

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SUBJECT and GRADE	HISTORY GRADE 10	
TOPIC 4	Week 2: This term will focus on **Transformations in southern Africa after 1750**. This week will focus on the **Political revolution in southern Africa: 1820–1835**. You may have to spend a minimum of 1 hour per section in this unit.	
SCOPE OF LESSONS 	**Week 2: Political revolution in southern Africa: 1820–1835** **Section 4: Other states and Chiefdoms**	
RESOURCES 	***Paper based resources***	***Digital resources***
	Consult the accompanying Power Point: slides 18-23 and the textbook (Topic 4)	N/A
ORIENTATION	*To understand the impact of the Political revolution in southern Africa between1820–1835 we must ask:* • *How did the Mfecane impact southern Africa?* • *We acknowledge that the Mfecane and political revolution greatly impacted the landscape of southern Africa and different types of leaders emerged.*	
KEY CONCEPTS AND DEFINITIONS **Explain** and **define** core concepts and challenging words. 	There are no NEW concepts or definitions in this section. Refer to previous sections of this lesson for assistance.	**SKILLS** Practice making study notes: Listed summaries If you would like to practice this skill online, you could make use of an app like Trello: a fun, flexible way to organize lists and collaborate with others. https://trello.com/
The Tutor: 	You can make sense of the characteristics of the leaders and methods used by them during this period by creating a table and listing all the information found in the PPT and sources.	

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ACTIVITY

Key Question: How did the Mfecane impact (leadership in) southern Africa?

Create a table and lists of the characteristics of each leader and the methods they used during the period of political revolution in southern Africa.

Use the table as the base and add information you have collected after referring to the Power Point and sources.
Add some symbols, colour or anything visual that will help you make connections and remember the information.

Shaka (Zulu)	Mzilikazi (Ndebele)	Moshoeshoe (Sotho)	Sekwati (Pedi)	Faku (Mpondo)

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POWER POINT

Topic: Transformations in southern Africa

UNIT: POLITICAL REVOLUTION (1820-1835)

1

Introduction

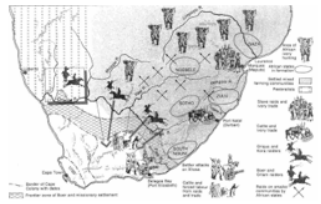
- Competition in southern Africa for **resources** and control over **trade** started in the 1810s & continued until the 1830s
- As a result there was increasing political **conflict** and **change**
- By the 1830s the smaller chiefdoms had been conquered and the remaining people joined other chiefdoms to form **large centralized African states**

2

Large centralized African states:

- The Zulu in the east,
- The Ndebele in the west and the Gaza in the north-east
- Sotho Kingdom also emerged at this time in the southern interior
- These kingdoms played a dominant role in the history of 19th century South Africa

3



Map of southern Africa (1790-1830). It shows: the expansion of the Cape Colony and the expanding African states seeking to control land and trade. Taken from: http://www.klausdierks.com/images/Khauxanas/Khauxanasmap1.gif Accessed: 06 July 2020)

The east: Rise of the Zulu state

Before the defeat of the Mthethwa, the Zulu had been a small chiefdom under their control

Dingiswayo, the Mthethwa chief, had appointed Shaka kaSenzangakhona as leader of the Zulu

He encouraged Shaka to use the amabutho* system and to increase his powers as protection against the expansion of the Ndwandwe

*Amabutho system: Armies were formed according to age groups

- The Mthethwa were defeated and Dingiswayo killed by Zwide
- This left Shaka as the major opponent of the Ndwandwe (Zwide)
- Straight after defeating Dingiswayo, Zwide launched a raid against the Zulu and captured many cattle



- According to Zulu **oral tradition**, the Zulu decided to fight back
- In 1819 they attacked the Ndwandwe, destroyed Zwide's capital and broke up his kingdom
- However, *historians now believe* that internal division also helped to break up the Ndwandwe kingdom
- Shaka used the amabutho to expand his power and control by sending them on raids into neighbouring chiefdoms

7

- Older **versions** of history used to claim that these raids were bloodthirsty and violent, and that Shaka controlled over 50 000 armed men who killed almost a million people
- For the next few years a series of bloody conquests resulted, which are called the Mfecane in Nguni and the Difaqane in Sotho.
- However, this might not accurate- it was not simply force and warfare that led to the rise of the Zulu state

8

Historians think that peaceful diplomacy played an important role in persuading other chiefdoms to join the Zulu state

Evidence for this theory: Shaka tried to break up or drive away chiefdoms that he thought would threaten his own power

BUT he allowed other groups to remain as they were & He offered them protection in return for their loyalty

9

The consolidation of the Zulu kingdom

- The Zulu state under Shaka certainly became more militarized
- Trade also helped the Zulu kingdom become powerful
- They traded in ivory and cattle with the Portuguese in return for manufactured good like cloth and guns
- After 1824 they also traded with the small settlement of British traders in Port Natal (Durban)

- Shaka attacked the Ndwandwe kingdom again in 1826
- The Ndwandwe kingdom was now ruled by Zwide's son
- Several of the British Port Natal traders joined Shaka's forces in the attack
- The Ndwandwe were defeated- many were killed and their cattle seized
- As a result their kingdom collapsed and they joined the Zulu and promised loyalty to Shaka, while others fled

The end of Shaka's rule

- There were divisions within the Zulu kingdom
- Towards the end of his rule, Shaka had to use force and terror to ensure loyalty, to frighten his enemies and impress the British traders.
- After the death of his mother, in1827, Shaka had many of his opponents killed
- As a result other Zulu leaders plotted together to remove him from power
- In 1828 he was assassinated on the orders of his half-brothers, Dingane and Mhlangana
- Dingane wanted to have more control over the Delagoa Bay trading routes

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- He consolidated the Zulu state by continuing with many wars over the next few years
- By 1835 the Zulu state under Dingane was the most powerful in the region

Dingane takes over the Zulu state

- After the death of his mother, Nandi in 1827 he had many of his opponents killed
- As a result other Zulu leaders plotted together to remove him from power
- In 1828 he was assassinated on the orders of his half-brothers, Dingane and Mhlangana

13

The North: Rise of the Ndebele kingdom

- 1819: Mzilikazi led a group of chiefdoms called the Ndebele and moved to the interior
- Mzilikazi moved away to escape the wars of the Ndwandwe (led by Zwide), Mthethwa and Zulu
- The Ndebele attacked and raided other chiefdoms and caused disruption all over the interior
- This is what people associate with the violence of the Mfecane

14

- Many people sought safety in the Drakensberg to escape violence
- The Ndebele moved north and attacked the Twsana chiefdoms, causing major disruption
- By the mid-1830s the Ndebele state dominated most of the Highveld
- But after they were defeated by the Boers, they moved northwards into present-day Zimbabwe

15

Raiders and the emergence of the Sotho kingdom

The role of raiders:

- Different groups of raiders caused a great deal of disruption:
- Boer raiders from the Cape Colony raided to capture San women and children to use as labourers
- Kora raiders of Khoi, San, Tswana, runaway slaves and deserters got guns, horses and livestock by raiding
- Griqua (of Khoi and mixed descent) raiders also raided farming areas

The Sotho under Moshoeshoe

- The Caledon Valley was badly affected by Boer, Kora and Griqua raiders
- 1824: Moshoeshoe and the Sotho lived on a mountain, Thaba Bosiu, which was easy to defend
- His leadership was characterised by his diplomacy
- He established good relationships with his neighbours
- He offered people protection and cattle in return for support
- Many refugees and whole chiefdoms joined him for protection

He used the mafisa system, giving cattle in return for loyalty

Moshoeshoe did not confront more powerful states: he got Zulu support in return for offering gifts to Shaka

He bought horses and guns (protection) from traders in the Cape Colony

He established good contact with colonial authorities in the Cape & welcomed missionaries to his kingdom

Other states and chiefdoms emerged at this time:

The Gaza Kingdom

- Was the biggest state in southern Africa at this time
- Situated in the present-day Mpumalanga and Limpopo provinces & Mozambique
- It controlled trade in ivory and slaves with the Portuguese at Delagoa Bay
- Able to defeat the Zulu forces sent by Shaka and Dingane
- After defeating Portuguese forces from Inhambane, it dominated the whole region

19

The Swazi State

- 1815: The Swazi were forced to flee from Zwide into the area which today is Swaziland
- They found themselves among small Sotho and Nguni groups which they defeated one by one, and then join them into their state
- The Swazi kingdom was small but well-organized
- Through conquest and diplomacy, they expanded their power and formed the Swazi nation of today

20

The Pedi

- In the area now called Mpumalanga, Chief Sekwati built the Pedi kingdom by offering protection to many refugee communities who were devastated by raids from the Zulu, Ndwandwe, Gaza and Swazi
- The Pedi controlled some of the trade routes to Delagoa Bay
- Sekwati restocked cattle herds through raids
- Ensured the loyalty of his subordinates by giving them a share of the spoils
- It was never a centralized state, but strong enough to defend itself against the Swazi

21

The Mpondo

- They lived south of the Zulu across the Mzimkhulu River
- Chief Faku was the leader in the 1820s-1830s
- Strengthened his kingdom by absorbing refugees from other conflicts into their kingdom
- They resisted attacks from the Zulu
- He survived Zulu invasions in 1824 and 1828 and became a strong power in the area south of the Zulus

The southern Tswana

- Southern Tswana groups were also attacked by raiders
- They were often attacked by Sotho raiders, the Ndebele and the Griqua
- Many Batlhaping became Christian and lived at the missionary station at Kuruman
- Only after 1836 were they able to regroup under their traditional families
- They moved to the Harts Valley and established control using guns and horses

Consolidation

- Notice that: The authority of the rulers depended on their ability to provide their subjects with protection, land and cattle
- The amabutho system was key to power and wealth
- The Mfecane was a disruptive time in South Africa
- The main issue was competition for land
- Trade was therefore very important as guns helped to make a tribe stronger
- The transformation of southern Africa due to political revolution did not come without a huge amount of bloodshed

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