<table>
<tr><td>SUBJECT and GRADE</td><td colspan="2">HISTORY GRADE 10</td></tr>
<tr><td>TERM 4:</td><td colspan="2">Week 3: This term will focus on The South African War and Union. This week will focus on The role and experiences of women and black South Africans in the War. 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.</td></tr>
<tr><td>TOPIC 6</td><td colspan="2">The South African War and Union
Key question: What was the role and experiences of women and black South Africans in the War?</td></tr>
<tr><td>SCOPE OF LESSONS
</td><td colspan="2">Week 3: The South African War: The role and experiences of women and black South Africans in the War
Section 1: Role and experiences of women in the war
Section 2: Role and experiences of black South Africans in the War
Section 3: End of the war: peace negotiations
Section 4: Paragraph Writing</td></tr>
<tr><td>RESOURCES
</td><td>Paper based resources: Consult the accompanying Power Point: slides 1-6; and the textbook (Topic 6)</td><td>Digital resource:
Watch: Emily Hobhouse Exposes the Plight of Boer Women and Children in British Concentration Camps

https://www.youtube.com/watch?v=pfsYQjdmvpU
Copy and paste the link into your web browser.</td></tr>
<tr><td>ORIENTATION</td><td colspan="2">To understand The South African War, we must ask:
What was the role and experiences of women and black South Africans in the War?
We acknowledge that even though the war was touted as a ‘white man’s war’ women of all ethnic groups were impacted by the war.</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS
Explain and define core concepts.</td><td>There are no new concepts in this section.</td><td>SKILLS
Practice various skills that are useful in Historical studies:
Analyzing written sources for the purpose of answering the key question and writing the paragraph question.</td></tr>
<tr><td colspan="3">INFORMAL ASSESSMENT
The Tutor: The key question provides the focus of the content in the sources. It will also be asked as the paragraph question.

o The paragraph question is always the last question in the source-based section.
o It requires you to refer to relevant sources (gather evidence) to answer the key question.
o By answering the question, you will demonstrate a range of skills e.g. Interpretation; evaluation and synthesis from relevant sources.</td></tr>
</table>

- In Grade 10 a paragraph is assessed out of 6 marks. (In Grade 11-12 it will be assessed out of 8 marks)
- The question will be phrased in the following manner:

The instruction

[Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words)**] [**explaining the role and experiences of women and black South Africans in the War?**]**

The question focus

ACTIVITY:

Key Question: What was the role and experiences of women and black South Africans in the War?

Source 1A

Lady Sarah Wilson became one of the first female war correspondents in 1899 when she reported on the Siege of Mafeking for the Daily Mail Newspaper. Lady Wilson was an avid writer and published extracts from her diaries recounting her experiences in South Africa. This source explains her experiences during the Boer siege of Mafikeng.

"The Boers are in the stadt!" Such was the ominous message that was quickly passed round from mouth to mouth on Saturday morning, May 12, 1900, as day was breaking.

In the early hours of the morning came the real event we had been expecting ever since the beginning of the siege—namely, a Boer attack under cover of darkness. The firing never abated (decreased).

The Boers, after setting fire to the stadt, had rushed it, surprising the occupants; and the horrible noise of their cheering arose again and again. Then a terrific fusillade (series of shots) broke out from this new direction, rendering the roadway a place of the greatest danger.

I thought me even novices might be useful in the hospital, so I decided to proceed there in one way or another. Although the rifle-fire was slackening towards the east, from the fort, on the west it was continuing unabated; and the way to the hospital lay through the most open part of the town. Calling to our soldier servant to accompany me, I snatched up a few things of value and started off. "You will be shot, to a certainty," said Mr. Weil. But it was no use waiting, as one could not tell what would happen next. The bullets were fortunately flying high; all the same, we had twice to stop under a wall and wait for a lull before proceeding. Then I saw a native boy fall in front of me, and at the same moment I stumbled and fell heavily, the servant thinking I was hit…

South African Memories: Social, Warlike & Sporting from diaries written at the time

by Lady Sarah Wilson, 1909

Source 1B

Emily Hobhouse was a British welfare campaigner and feminist. She is primarily remembered for bringing to the attention of the British public, and working to change, the deprived conditions inside the concentration camps in South Africa.

Towards the end of 1900 Emily Hobhouse received information on how Boer women and children were being treated by the British Army. She had persuaded the authorities to let her visit several British concentration camps and to deliver aid. Her report on conditions at the camps, set out in a report entitled "Report of a Visit to the Camps of Women and Children in the Cape and Orange River Colonies", was delivered to the British government in June 1901. As a result, a formal commission was set up and a team of official investigators was sent to inspect the camps.

Overcrowding in bad unhygienic conditions due to neglect and lack of resources were the causes of a mortality rate that in the eighteen months during which the camps were in operation reached a total of 26,370, of which 24,000 were children under sixteen and infants, i.e. the rate at which the children died was some 50 a day.

Late in 1901 the camps ceased to receive new families and conditions improved in some camps; but the damage was done.

[Taken from: https://www.angloboerwar.com/other-information/16-other-information/1847-emily-hobhouse Date Accessed 22 September 2020]

To do:

- Bear the key question in mind as you read and anyalyse each source.
- Either highlight or underline information in one colour or write-up information in the margin of the source that can be used to answer the following question.
- You do not need to write a paragraph, yet!

Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role and experiences of women and black South Africans in the War? [6]

VALUES FOR THIS SECTION	It's naïve to think that one groups actions will not impact other groups. Even though the war was touted as a 'white man's war' the role and experiences of women and black South Africans in the War meant that they were directly impacted by the war.

SUBJECT and GRADE	**HISTORY GRADE 10**	
TOPIC 6	**Week 3:** This term will focus on **The South African War and Union.** This week will focus on **The role and experiences of women and black South Africans in the War**. 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.	
SCOPE OF LESSONS	**Week 3: The South African War: The role and experiences of women and black South Africans in the War** **Section 2: Role and experiences of black South Africans in the War**	
RESOURCES	***Paper based resources***	***Digital resources***
	Consult the accompanying Power Point: slides 7-11; and the textbook (Topic 6)	N/A
ORIENTATION	*To understand The South African War, we must ask:* *What was the role and experiences of women and black South Africans in the War?* *We acknowledge that even though the war was touted as a 'white man's war' black South Africans were impacted by the war.*	
KEY CONCEPTS AND DEFINITIONS **Explain** and **define** core concepts and challenging words.	**Blockhouses:** during war the British forces built a large number of fortifications in South Africa **Franchise:** is the right to vote	**SKILLS** Practice various skills that are useful in Historical studies: Analyzing sources for the purpose of answering the key question and writing the paragraph question.

INFORMAL ASSESSMENT
The Tutor: Paragraph Writing



Tips on how to write a paragraph:

- Read the source with understanding and see what information it gives you with regards to the question
- Bear the key question in mind as you read and anyalyse each source while you answer the other questions in the Source Based section
- Either highlight or underline information in one colour or write-up information in the margin of the source that can be used to answer the paragraph question
- When you construct your paragraph you will evaluate the evidence you gathered and select the most appropriate information
- Refer to the sources you obtained your information from. E.g. According to Source 1C …
- 'own knowledge' should be used to help you elaborate on the information that the source gives
- Remember: Focus on the key question not the TOPIC

ACTIVITY:

Key Question: What was the role and experiences of women and black South Africans in the War?

Source 1C

Members of the 'Black Watch' used by the British forces during the siege of Mafeking. The British forces armed 300 African natives with rifles, they were nicknamed the "Black Watch" and used to guard the perimeter.



Taken from: https://martinplaut.com/2017/08/05/rare-photographs-of-black-troops-in-the-anglo-boer-war/ Date Accessed: 29 September 2020

To do:

- Bear the key question in mind as you read and anyalyse each source.
- Write-up information in the margin of the source that can be used to answer the following question.
- You do not need to write a paragraph, yet!

Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role and experiences of women and black South Africans in the War? [6]

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<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 12; and the textbook (Topic 6)</td><td>N/A</td></tr>
<tr><td>ORIENTATION</td><td colspan="3">To understand The South African War, we must ask:
• How were the peace talks at the end of the war concluded?</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS

Explain and define core concepts and challenging words.</td><td>There are no new concepts in this section.</td><td colspan="2">SKILLS
Practice various skills that are useful in Historical studies:

Analyzing sources for the purpose of answering the key question and writing the paragraph question.</td></tr>
<tr><td colspan="4">INFORMAL ASSESSMENT
The Tutor: Paragraph Writing


How is the paragraph question assessed (marked)?
o It is assessed globally (holistically): Both the content and structure of the paragraph must be taken into account
o The following steps are used when assessing a response to a paragraph question:
o The marker places a bullet (•) at each point where the candidate has used relevant evidence.
o The marker evaluates the extent to which the candidate has been able to use relevant evidence to write a paragraph

o At the end of the paragraph the marker indicates the ticks (√) that the candidate has been awarded; as well as the level as indicated in the holistic rubric and a brief comment e.g.
_____•_____
_____•_____
_____
_____ • Level 2: Shows some understanding √√√</td></tr>
</table>

ACTIVITY:
Key Question: What was the role and experiences of women and black South Africans in the War?
Source 1D

Even though the South African War is largely considered a battle between the British and the Boers, history has erased the unspeakable suffering of black people who were forced to endure sub-human conditions in the concentration camps. While much has been written about the conflict, the black narrative has been silenced, and with it, the shocking human rights violations that took place.

According to Professor Wessels at the University of the Free State, 130 000 black civilians were captured and put into concentration camps. The camps, usually situated in an open veld, were overcrowded; tents and huts were placed too close together and did not provide protection from the weather. They were extremely hot in summer and icy in winter. No coal was provided for warmth, and there was a dire shortage of water and food. Any form of medical attention was rare to non-existent.

Most of the deaths in the concentration camps were caused by epidemics of chicken-pox, measles, dysentery and other diseases. The official death toll of black people in the concentration camps is estimated at 14 152 (more than one in ten). However, a more realistic number could be 20 000 deaths, taking into consideration that British records would have been incomplete, mass grave sites and unmarked graves would have interfered with the count.

The black population was profoundly affected by the South African War and their suffering has largely gone unacknowledged. Many gaps remain in the telling of our own history without these stories.

Taken from: https://www.thejournalist.org.za/pioneers/erasure-of-black-suffering-in-anglo-boer-war/ Date Accessed: 29 September 2020

To do:

- Bear the key question in mind as you read and anyalyse each source.
- Either highlight or underline information in one colour or write-up information in the margin of the source that can be used to answer the following question.
- You do not need to write a paragraph, yet!

Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role and experiences of women and black South Africans in the War? [6]

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Section 4: Paragraph Writing</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 1-12 and the textbook (Topic 6) if you need to revise the work.</td><td>N/A</td></tr>
<tr><td>ORIENTATION</td><td colspan="3">We have gathered enough information from the various sources to write a concise paragraph about the role and experiences of women and black South Africans in the War.</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS

Explain and define core concepts and challenging words.</td><td>There are no new concepts in this section.</td><td colspan="2">SKILLS

Practice various skills that are useful in Historical studies:

Analyzing sources for the purpose of answering the key question and writing the paragraph question.</td></tr>
<tr><td colspan="4">INFORMAL ASSESSMENT
The Tutor: Paragraph Writing

o Bear the key question in mind as you read and anyalyse each source
o ‘own knowledge’ should be used to help you elaborate on the information that the source gives.
o Remember: Focus on the key question not the TOPIC as you answer the following question</td></tr>
<tr><td colspan="4">ACTIVITY:
Key Question: What was the role and experiences of women and black South Africans in the War?
To do:
o Having studied the sources, provide 2 pieces of ‘own knowledge’ that you will use to answer the question
o Follow all the tips and write a paragraph!

Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role and experiences of women and black South Africans in the War? [6]</td></tr>
</table>

POWERPOINT

ROLE AND EXPERIENCES OF WOMEN AND BLACK SOUTH AFRICANS IN THE WAR

1

Role and experiences of women in the war



- Many people were shocked when news of the Brits extreme methods reached Britain
- Emily Hobhouse was a wealthy British lady who came to South Africa during the War

2

- She was horrified at the conditions in the concentration camps
- She became very unpopular with the British government as she campaigned and raised funds for better rations, sanitation and facilities in the camps
- Because of her tireless effort, the death rate in the camps reduced



3

- Boer women ran the farms when the men joined the commando to fight
- Some also went to the front during the first phase of the war and provided support to the commando camps
- During the scorched-earth campaigns, women suffered very badly and many were put into concentration camps with their children
- Towards the end of the war, many Boer women were *bittereinders* who wanted to continue the fight against Britain
- This shows that the scorched-earth policy did not crush resistance by Boer women

4



A photograph of Boer women from Pretoria as published in a European Newspaper. Their names are listed as Mrs. Bloff, Ms. Mira Gutmann and Ms. Flanagan.

5

- African women also played a part
- African washerwomen & domestic servants acted as spies and messengers for both the Boers & the British
- Many black women were forced into concentration camps as a result of the scorched-earth policy
- *Uitlander* women were sent to the Cape & Natal when the war broke out
- They ended up living in tents & small huts & worked in factories or made clothes to make a living
- But not all women were victims
- Women on both sides also worked as nurses or did office work for the army

6

Activate Window

- The Boers surrounded the town, hoping that the British residents would eventually surrender because they were starving
- The war was going poorly for the British
- In early 1900 reinforcements arrived under Lord Roberts
- The British launched a counter-offensive and relieved the besieged towns
- Roberts beat the Boers and took the towns of Bloemfontein in February, Johannesburg in May, and Pretoria in June
- In September 1900 the ZAR was annexed by the British Empire

7



Lord Roberts entering Pretoria.

8

The second phase: guerrilla warfare

- Some of the Boer generals, wanted to fight 'tot die bitter einde' – to the bitter end
- They had a strong nationalistic spirit
- They refused to surrender their independence
- They formed themselves into commandos and raided the British with hit-and-run tactics, doing much damage
- For two years, fewer than 60 000 Boers fought a guerrilla war against 200 000 British soldiers

Scorched earth policy

- The Boer commandos were supplied with fresh horses and food from farms that were kept by the Boer women and Black farm workers
- Lord Kitchener gave the order to burn the farmhouses, the crops and the animals
- Boer women and children as well as the black farm workers were put into concentration camps
- He hoped that the Boers would then surrender
- More than 30 000 farmhouses were burned down, in order to defeat the Boers and force them to surrender

- In Natal the British organized an Indian Ambulance Corps to carry wounded soldiers off the battlefields
- Stretcher-bearers of the Indian Ambulance Corps during the war, including the future leader Mohandas Gandhi (Middle row, 5th from left)



11

End of the war: peace negotiations

- The Boers eventually surrendered
- The Peace Treaty of Vereeniging was signed on 31 May 1902 and a negotiated settlement took place
- The Boers were promised self-government in the future
- The blacks were offered no political rights
- The two Boer Republics became British colonies thus the Boers become British subjects
- The relationship between the Boers and the British was badly damaged
- The British promised to help the Boers rebuild their houses and re-establish their farms

12