

Grade 7 History Term 3 Planning Memorandum

1. This **whole** document should be in your planning book, paste on the left side. **All** planning should be done on these worksheets and on the blank pages of the book.
2. Add **more paragraph** questions to teach learners how to answer paragraphs.
3. You can add more **relevant SOURCES** and information to make content easier for learners to understand. These worksheets are the **minimum** that should be done.
4. You **MUST ADD** work from your textbook or other resources, that **extra** work must also be in **this** planning book - specially **Blooms level 3 questions**.
5. You are welcome to **add marks** for the questions in the activities, this will help learners when they answer the questions. Do **not mark** the answers in your planning book.
6. Please correct **any errors** on these pages.
7. You cannot continue with the **next** lesson if the learners have not **marked** and **corrected** previous work.
8. You can't just give the **answers** to the learners, you first have to tell the **story/explain** the work then the learners do the work and then you mark it with the pupils.
9. If **ALL answers** are not completed on this planning, then you complete them yourself on these pages.
10. **Planning** must be done in **pen**; you are welcome to use **coloured pens** but **dates** must be in **pencil**. This is your planning book, you make it easy and pleasant for you to use.
11. Planning should be done **neatly and thoroughly** to use for many years. You're just going to add new information every year. You can also make your extra notes in this book or paste them in.

Thank you for your hard work

Anette

2023 Curriculum coverage – Term 3: SOCIAL SCIENCES (HISTORY): Grade 7

Term 3 52 days	Week 1 18/07/2023	Week 2 25/07/2023	Week 3 1/08/2023	Week 4 7/08/2023	Week 5 14/08/2023	Week 6 21/08/2023	Week 7 28/08/2023	Week 8 4/09/2023	Week 9 11/09/2023	Week 10 – Week 11 18/09/2023 29/09/2023
CAPS Topic		Colonisation of the Cape 17th – 18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape								
Content and Concepts	Introduction to the topic: Assist learners with essay writing at the beginning of the term (Teachers are to explain to learners what the structure of the essay is and how to compile an essay). Colonisation of the Cape 17th-18th centuries Revise from Grade 5: Indigenous inhabitants of the Cape in 17th century Where African farmers were settled (to the east of the Cape because of the climatic constraints of sorghum and millet: settled in the summer rainfall areas that received around 500mm of rain over the summer growing season)	Dutch settlement							Revision and consolidation	Formal assessment: Test Source-based questions, paragraph writing and essay writing. Marks: 50
		•Reasons for the VOC (DEIC) permanent settlement at the Cape 1652	•Results of the Dutch Slaves at the Cape: •Why slaves were brought to the Cape •Where the slaves came from •How slaves were brought to the Cape	•What it was like to be a slave at the Cape •Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language	•Causes and effects of slave resistance at the Cape	•Free burghers; Dutch and French Huguenot immigration to the Cape •Expanding European frontiers	•The movement of trekboers with their slaves and servants inland •Lifestyles and stories of trekboers	•Land dispossession and consequences for the indigenous population •Genadendal : the first mission station in Southern Africa 1738 •The work of William Bleek and Lucy Lloyd		
Curriculum coverage ✓ signature										
Date completed with ALL classes										
Resources	Homework/ Classwork/ Worksheet. Informal assessment should be source-based and include paragraph writing. Give learners an informal assessment task on essay writing. Essay writing should be structured as follows: Topic sentence/ introduction Main points/ body Conclusion									
SBA (Formal Assessment)	Formal assessment: test Source-based questions, paragraph writing and essay writing. Marks: 50									

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 1

TOPIC: Colonisation of the Cape 17th – 18th centuries Grade 7 Term 3

CONTENT / CONCEPTS: Indigenous inhabitants' revision grade 5

1. Indigenous inhabitants of the Cape in 17th century:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Where African farmers were settled:

To the east of the Cape because of the climatic constraints of sorghum and millet: settled in the summer rainfall areas that received around 500mm of rain over the summer growing season

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

CONTENT / CONCEPTS: Dutch settlement

1. Reasons for the VOC (DEIC) permanent settlement at the Cape 1652:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

Indigenous inhabitants of the Cape in the 17th century



Word bank:

Indigenous: something or someone that is naturally found in an area.

Nomadic: people who move from place to place to get food for themselves and their livestock.

Shepherds: people who keep herds of animals such as cattle and sheep, they rely on the animals for food and goods such as clothing.

Boundary line: a boundary or line on a map that points out or demarcates a certain area.

Colonize: take over an area. Territory is then called a colony. The area's natural resources are exploited; the colonizing country sends their own people to live in that colony.

Two groups of indigenous people lived in the Cape at the beginning of the 17th century:

- The Khoikhoi
- The San

The Khoikhoi

- Nomadic
- They had cattle and were very good herders.
- Khoikhoi means “people of the people”
- Khoikhoi and San were very close, they sometimes joined each other's groups.

The San

- Nomadic
- Did not own any animals.
- San means “people who are different from us”
- Lives on wild plants they collect, also hunts wild animals with bow and arrow.
- Called “hunter-gatherers”.
- Languages of the Khoikhoi and San were very close to each other.
- The word Khoisan is sometimes used to describe both groups.

1. San hunter-gatherers

The name San means: *people **different** from ourselves*. The San, who were hunter-gatherers, were the first people to live at the Cape. They got their food by hunting wild animals and gathering plant foods like **fruits, nuts, berries, mushrooms and roots.**

Hunter-gatherers lived in small groups. They were **nomadic** which means that they did not settle in **one** place. They moved around to find different plant foods at different times of the year, as well as good water resources. They believed that all the land

belonged to the community. They hunted using arrows coated in poisons obtained from **snakes, plants, beetles and scorpions**. They made tools and musical instruments from wood and stone and clothing from animal skins. For thousands of years, hunter-gatherers lived all over southern Africa. We know this because of the San's rock paintings and engravings which show us how they lived. When the Dutch colonised the Cape in the 17th century there were San hunter-gatherers living at the Cape and in the rest of southern Africa. The San were called **Bushmen** by the Dutch, because they made their homes in the bush.

2. **Khoikhoi herders**

The name Khoi Khoi means: Men among Men. The Khoi Khoi were similar to the San in appearance, only a little **taller**. They measured their **status** and wealth in the number of **sheep and cattle** they own. Their lives revolved around water, animals and land. They made tools, weapons and ornaments from copper and iron which they obtained by trading with other Africans. The San and Khoi Khoi had many conflicts over cattle and land. The Dutch settlers referred to the Khoikhoi as **Hottentots**, because of the **sound of the language**. This word is now considered to be insulting and is no longer used.

- Early Dutch settlers traded with both the Khoikhoi and San.
- Dutch settlers referred to the Khoikhoi as Hottentots because of the sound of their language. This word is considered insulting today and is no longer used.
- The San were known as Bushmen because they lived in the forests.

Put the information in the correct column. Some words may be used more than once.

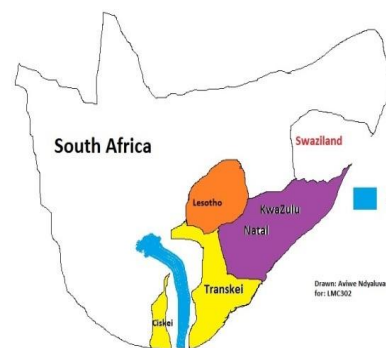
Nomadic	Cattle	Hunters	Hunter-collectors	Bushmen	Hottentots
"People of the people"			"People who are different from us"		

Khoikhoi	San

Where African farmers were settled

The Xhosa tribes settled in the Eastern Cape where the Transkei and Ciskei are today. They formed part of African farmers. The Xhosa like to drink sour milk and sorghum beer. African farmers planted and ate sorghum and millet.. Millet is one of Africa's staple grains. It is very nutritious, tasty and easy to digest.

This region was suitable for their crops as it received about 500 mm of rain during the summer growing season. African farmers also owned large herds of cattle. It had been a form of wealth for them. When European farmers wanted to come and live in this region, it caused many clashes with the people who already lived there.



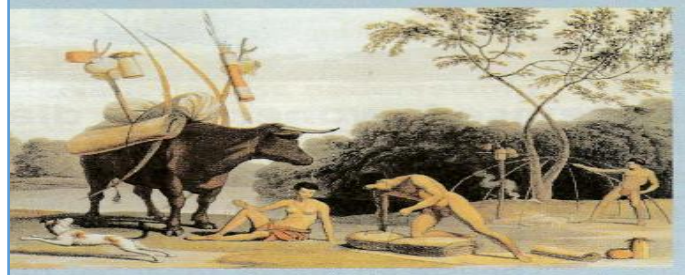
SOURCE A:

Photo of San people taken round about 1930.
Here they are filling ostrich eggs with water.



SOURCE B:

A sketch made by an English artist Samuel Daniell about the Khoi – Khoi. He visited South – Africa in 1805.



Use SOURCE A and B and answer the following questions.

1. How does **SOURCE A** show that the San lived very close to nature?

**There were large open spaces of field around them.
They used Ostrich eggshells as water containers.(Any other relevant response)**

2. Look at **SOURCE B** , what does it tell you about the Koi-Khoi's lifestyle?

**They hunt with bow and arrow.
They use oxen as pack animals.
The moved around a lot (Nomads).
They wore simple clothing.**

3. **SOURCE A** is a photo and **SOURCE B** is a drawing. Why do you think there aren't any photos of the Khoi-Khoi people?

By the time that photos were taken, the Khoi-Khoi had vanished as an indigenous population. (Any other relevant response)

Dutch East India Company - DEIC

Dutch Settlement



Reasons: DEIC permanent settlement at the Cape 1652

Fill in the missing words:

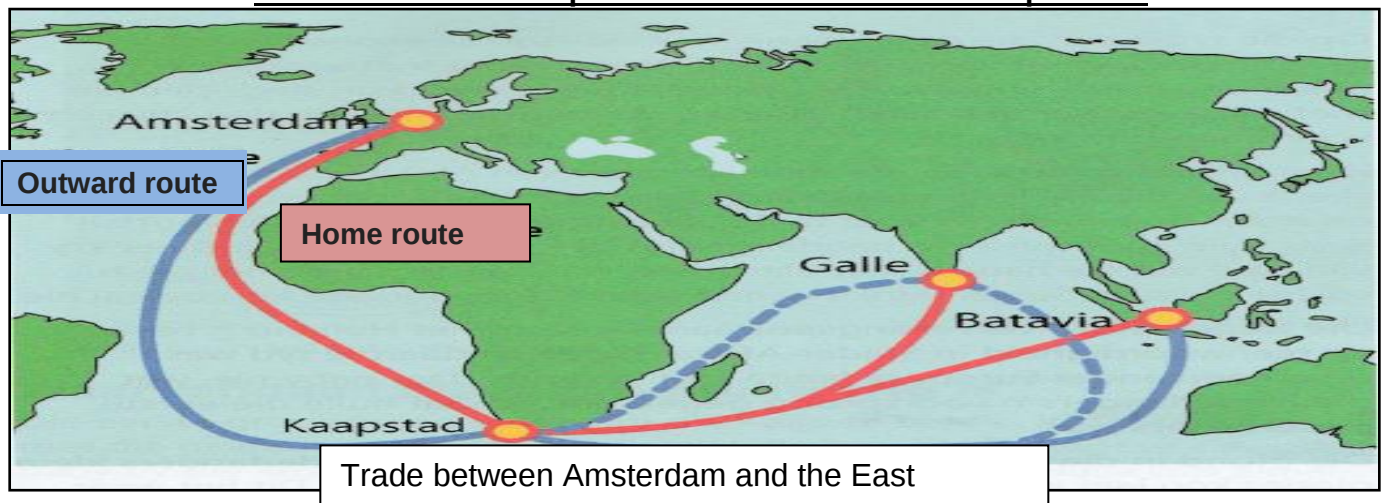
The DEIC (Dutch East India Company) in the Netherlands was set up in 1602 to trade.

In 1647, the Haarlem, a Dutch trading ship, was shipwrecked in Table Bay. When the sailors eventually got back to Holland they gave the DEIC or VOC (Vereenigde Oost Indische Compagnie) wonderful reports about what they had seen at the Cape – plenty of water, fertile land and lots of wild animals. The VOC was the wealthiest and most powerful trading company in the world at that time. They traded for spices and other interesting goods from India. They had to sail for months to get from Europe to the East and months to sail back home. On these voyages, many of the sailors died from a disease called scurvy. Scurvy is caused by a lack of vitamin C. The VOC decided it would be a good idea to set up a half-way station at the Cape so that fresh **fruit and vegetables** could be grown for the sailors.

In April 1652, **Jan van Riebeeck** arrived at the Cape with 100 men and women. The first thing the men did was to build a **fort** for protection. The original fort, built of mud, clay and timber, no longer exists, but a more permanent brick, stone and cement castle was built near to the fort some years later. The building, known as the Castle, still stands today. The Dutch also started a large garden to produce fresh fruit and vegetables for themselves and the ships stopping at the refreshment station. This was known as the **Company gardens**. It still exists today, but is no longer a vegetable garden. In time, the settlers built a harbour and workshops for ship repairs.



Reasons for the VOC permanent settlement at the Cape 1652:



Make use of the map to answer the following questions

1. What does VOC stand for? **Vereenigde Oost Indische Compagnie**
2. Why was the Cape so very important for certain European countries? **There was no other route around the Cape. It was used as halfway station where the ships could take in fresh meat, vegetables and fruit.**
3. What was the longest part of their journey, from home, or back to home? **From home.**
4. What was the main trade item from Netherlands according to the map? **Silver.**
5. What product from the East would you miss the most if it weren't available anymore?
Student must give own answer and motivate it. Eg. Sugar, to make coffee taste better
6. When was the East India Company established? 1602
7. Who had to set up a refreshment station in the Cape? Jan van Riebeeck
8. When did Jan van Riebeeck settle in the Cape? April 1652
9. Which building did the men first build when they arrived in the Cape? A fort
10. Original fort was built with mud, clay and wood.
11. Permanent fort is built of bricks, stone and cement.

Word bank:

Blacksmiths: people who make horseshoes and other objects from metal

Indigenous: belonging naturally

Fill in the missing words

The VOC realised that the company could not produce enough food for the passing ships so they allowed some of their people to set up their **own** farms. These people were called 'Boers', the Dutch word for 'farmer'. The VOC wanted more settlers to leave Holland and settle at the Cape. By the early 1700s, there were about 1000 Dutch settlers living in the Cape. The settlers built **houses, shops, taverns and offices** People became carpenters, bricklayers, inn keepers, bankers, officials and blacksmiths. There were also farmers outside the town. They produced food for the growing settlement. As the settlement grew, the settlers needed more and more land for farming. This situation led to conflict with the **indigenous** people. This began the process of **colonization** of the Cape, Natal and eventually the whole of South Africa.

Colonize: take over an area. Territory is then called a colony. The area's natural resources are exploited; the colonizing country sends their own people to live in that colony.

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 3

TOPIC: Colonisation of the Cape 17th – 18th centuries Grade 7 Term 3

CONTENT / CONCEPTS: Dutch arrival and settlement

1. Why slaves were brought to the Cape:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Where the slaves came from:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

3. How slaves were brought to the Cape:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

4. What it was like to be a slave at the Cape:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

5. Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

6. Causes and effects of slave resistance at the Cape:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

Results of the Dutch arrival and settlement

Word bank:

Stowaways: people who hide in ships to travel without paying

Settlements: small communities especially in their early stages

Slaves at the Cape: Why slaves were brought to the Cape

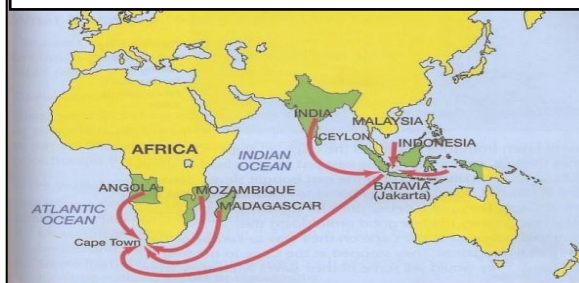
When Jan van Riebeeck arrived at the Cape, he was forbidden by the Dutch to enslave any of the **local** people. So, for the first five years at the Cape, the only slaves were **stowaways**. As more Dutch settlers arrived at the Cape, they needed more workers to plant gardens, build houses and run the refreshment station. At first, the local Khoikhoi were prepared to work from time to time, helping in the gardens and doing other manual (physical) work. However, they did not want to leave their cattle and so were not always available. Later, they did not trust the Dutch and did not want to work for them at all. The DEIC already used slaves in other **settlements** so the Dutch decided to bring them to the Cape as well.

In the early years of slavery, only the DEIC owned slaves. They were housed in the Slave Lodge in Adderley Street. This is the second-oldest building in Cape Town and is now a museum. Later, free citizens of the town and farmers in the countryside were also granted the right to own slaves. In 1658 there were only 11 slaves at the Cape.

Where the slaves came from

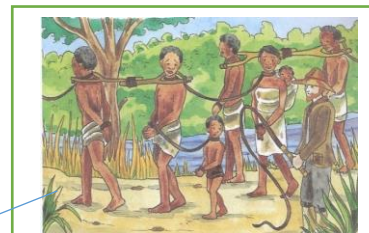
The first slaves to arrive at the Cape came from **Angola**. Later, slaves came mainly from countries along the Indian Ocean trade route because the Dutch East India Company was, by then, allowed to trade only along the East Coast of Africa and with countries in the East. These countries included India, the East Indies, Mozambique, Madagascar, Japan, Guinea and Angola. Many slaves were talented and skilful people in their home countries and were forced to move away from families and friends. The slaves had to learn **Dutch**. Afrikaans first developed as a slave language that emerged from the mixture of Dutch, English, and other European and Malay languages.

A map showing where slaves came from



1.Name 6 places from which slaves were captured and brought to the Cape. (6)

East India
Mozambique
Madagascar
Japan
Guinea
Angola



Slaves were tied to each other so that they can not escape.

How slaves were brought to the Cape

The slaves were taken from their homes, to the Cape, on ships.

- Sometimes the VOC sent a ship to the east just to get a load of slaves.
- Some slave ships stopped at the Cape on their way to Europe or the Americas from Madagascar. They stopped at the Cape to get fresh water and food. They would sell some of their slaves while they were there.
- Some slaves were carried by ships that were carrying other goods for trade. Traders bought the goods and the slaves in the east and took them all to Europe or the Americas to trade.

People became slaves in different ways:

- Some were sold into slavery by their families, if the family was poor and could not afford to survive.
- Some could not afford to pay a debt, so they were enslaved as a payment of the debt.
- Some were born to parents who were slaves, and so would become slaves themselves.
- Most people who became slaves were captured in war and then sold to slave traders.

In a paragraph of 5 to 6 lines, describe how people became slaves. (5x1) (5)

The following points must be part of the paragraph:

LEVEL	LEVEL DESCRIPTORS	MARKS
Level 1	• Cannot extract evidence or evidence from the SOURCE is extracted in a very basic manner. • Uses evidence partially to report on topic or cannot report on topic.	0-2
Level 2	• Extracts evidence from the SOURCE that is mostly relevant and relates to a great extent to the topic. • Uses evidence from SOURCES in a very basic manner.	3-4
Level 3	• Extracts relevant evidence from the SOURCES. • Extracted evidence relates well to the topic. • Use evidence from the SOURCES very effectively in an organized paragraph that shows an understanding of the topic.	5-6

SOURCE B: Slaves

Slavery at the Cape

When they arrived at the Cape, the slaves were sold to the highest bidder. They then went to live with their new owners. Members of the same family were often sold to different owners.

Taken from: Oxford Successful Social Sciences grade 7

There were people living at the Cape long before the arrival of the Dutch in 1652. In a paragraph of about 6 to 8 lines explain why the slaves were brought to the Cape. (8x1) (8)

The following points must be part of the paragraph:

- The Dutch were not allowed to enslave the indigenous people of the Cape.
- The Khoi and the San did not want to do paid work for the Dutch.
- They had their own way of life.
- They do their own farming.
- They do not want to leave their cattle.
- The Dutch used slaves for cheap labour.
- Cheap labour was common in the world at that time.
- Any other relevant answer

LEVEL	LEVEL DESCRIPTORS	MARKS
Level 1	• Cannot extract evidence or evidence from the SOURCE is extracted in a very basic manner. • Uses evidence partially to report on topic or cannot report on topic.	0-2
Level 2	• Extracts evidence from the SOURCE that is mostly relevant and relates to a great extent to the topic. • Uses evidence from SOURCES in a very basic manner.	3-5
Level 3	• Extracts relevant evidence from the SOURCES. • Extracted evidence relates well to the topic. • Use evidence from the SOURCES very effectively in an organized paragraph that shows an understanding of the topic.	6-8

Work slaves did for the Dutch settlers:

Domestic slaves - work they performed:

- Sewing
- Cook on coals or over fires
- Fetch water from pumps
- Cleaning (wiping and dusting)
- Wash clothes and bedding

Farm workers

Wheat farming and breeding animals were the main activities in the Cape. Many farms produced both wheat and grapes.

The largest farms rarely employed more than 50 slaves.

Slave work on the farms included:

- working in the gardens
- watering the plants
- weeding
- looking after livestock
- ploughing and harvesting wheat



Only the larger farms had special slave lodges. Otherwise, slaves slept in kitchens or outside when it was warm.

Slave activities

Some slave owners rented out their slaves to do unskilled work such as working in the docks. In the city, slaves did almost all skilled work. Some learnt new skills or used those they had learnt in their own countries and worked as cart drivers, bricklayers, builders, painters, carpenters, shoemakers, tailors and boat builders.

Complete the table about activities slaves did:

	Domestic	Farm	Other
1.	Cleaning and dusting	Ploughing wheat fields	Boat builders
2.			
3.			
4.			

Slave legacy at the Cape

Slaves were in the Cape for 180 years. Many slaves came from the East. In this time, slaves and their descendants made an enormous cultural contribution to Cape Town and the area around it. Many slaves were skilled builders, cabinet-makers, plasterers, dressmakers, bricklayers and carpenters. Evidence of these skills can still be seen in the Cape Dutch buildings and architecture built at that time.

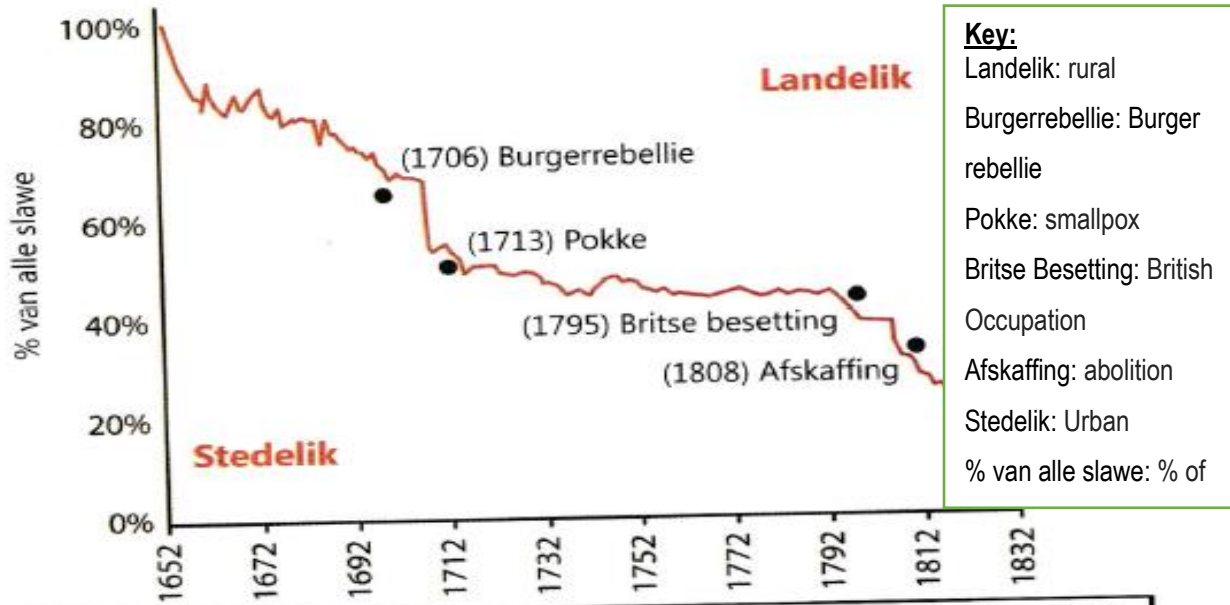
The slaves brought to Cape Town, their own music, language and design (clothes and art), which was rich in colour and different to the 'Cape Dutch' style. Cape Malay music originated from these slaves and the Cape Malay musical tradition is continued by the Cape Minstrel Carnival held on 2 January (Tweede Nuwe Jaar) every year.

Traditional Cape Malay foods and recipes such as bobotie, bredies and samosas have become part of South African culture and tradition.

		
Bobotie	Stew	Samosa

Slave legacy at the Cape

Date: _____



Uit Shell, Robert C. -H., *Children of Bondage*, Witwatersrand University Press, 1994.

Study the line graph above and answer the questions.

- Give the dates where the slaves lived most of their time:
 a) Urban area **1652** b) Rural area **1832**
- Which event led to the greatest reduction in percentage of slaves that lived in the urban areas?
The Citizen Rebellion of 1706.
- What can we learn from the graph about the distribution of Cape slaves from 1652 until 1832?

In 1652 very few slaves live in rural areas

In 1652 about 20 % slaves live in rural areas

By 1832 many slaves live in rural areas.

By 1832 about 95% slaves live in rural areas.

Causes and effects of slave resistance

Cape slave owners controlled their slaves very strictly. Slave owners could use harsh punishments like whipping, starving and forcing slaves to work very long hours. If slaves ever tried to run away, they would be caught and put in chains to stop them from doing it again. As well as being cruelly punished, slaves were forced to live by some very strict rules.

Rules slaves need to keep:

- All slaves had to be indoors by **22h00** and if they were not, they had to carry a **light** if they were on the streets.
- They were not allowed to ride on wagons and horses in the street.
- Slaves were not allowed to gather outside the entrances of **church** buildings during services.
- They were also not allowed to stop and talk to other slaves when out on the streets.
- Slaves were not allowed to **marry**.
- Slave traders often separated partners.
- Any **children** born to slaves were owned by the slave owners.

Sometimes, the slaves resisted or fought back against their harsh owners as they did in the American South, but it was difficult to get together in groups in order to do this. Two organised but small uprisings of slaves took place in the early 1800s, when the Cape was under British rule. Slavery was abolished in 1834. Some slaves heard that this was going to happen, and rebelled because they believed that they would be given their freedom earlier.

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 4

TOPIC: Colonisation of the Cape 17th – 18th centuries Grade 7 Term 3

CONTENT / CONCEPTS: Dutch arrival and settlement (continue)

1. Dutch and French Huguenot immigration to the Cape:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. The movement of trekboers with their slaves and servants inland:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Lifestyles and stories of trekboers:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

Free burghers: The Dutch and French Huguenot immigration to the Cape

The Dutch and Free Burghers

The DEIC offered work at the Cape to both Dutch and French citizens. Those who completed their three-year contract could apply to become free from the DEIC. Such people were known as Free Burghers. They could own land and slaves, and these people played an important role in the development of the Cape.

The French Huguenots

In 1685, the DEIC wanted to develop farming more, and so decided to send a number of new people to the Cape. It hoped that the French would be part of this group. But, only three French people came to the Cape that year. They were **Huguenots**, who were French Protestants who had been persecuted (treated cruelly and unfairly) by the Catholic government of France. The Dutch were also Protestant, and they offered the Huguenots a new home where they could be safe. Between 1688 and 1689, about 175 Huguenots settled at the Cape. By 1729, there were 279 French Huguenots and their descendants at the Cape.

Expanding European frontiers

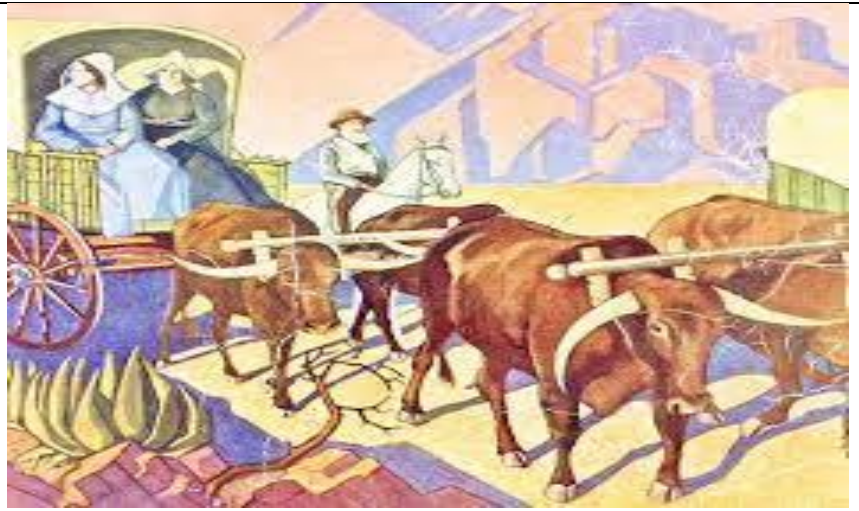
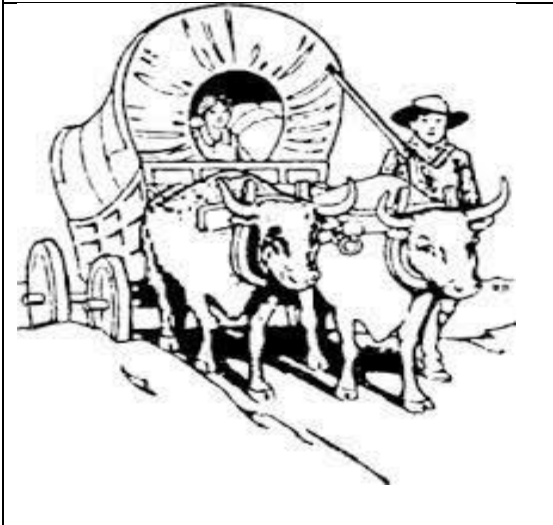
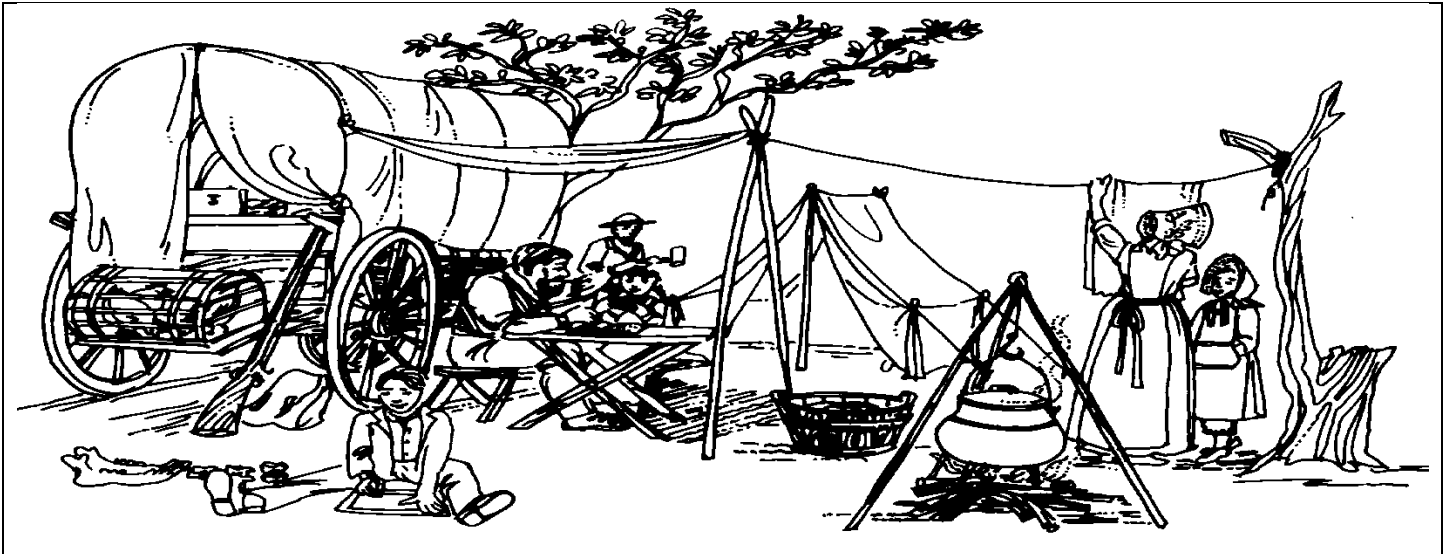
The Trek Boers, with their servants and slaves, move inland

From the late 1600s and into the 1700s, the Cape settlers moved further north and east from Cape Town. This movement was led by the **Trek Boers**, who were looking for fresh grazing land for their cattle. The Trek Boers preferred the freedom of their **ox wagons** and **tents** to living under the rule of the DEIC. Their trek brought them into constant conflict with the local people. First they met up with the Khoikhoi, who fought them off when the Boers tried to settle on Khoikhoi land. Later, in the East, they met up with the Xhosa, who also fought against the loss of their lands. Most of the land into which they moved is in the Karoo. This large region has soil that is not very fertile, and the area does not get much rain. From a farming point of view, the Karoo is much better suited to livestock (cattle and sheep) farming than to growing crops, which was ideal for the Trek Boers with their livestock. Conflicts happened as white settlement increased.

Word bank: **Isolated:** far away from other places

The Trek Boers enjoyed living in small, **isolated** groups. The Trek Boers were keen on hunting and enjoyed the freedom of moving around. They called this '**trek gees**', meaning the 'spirit of moving'. They were tough adventurers, poorly educated but very religious. They called themselves 'Afrikaners' at first but were later known as the 'Afrikaners'. The Trek Boers spoke a language they called simply 'die taal' ('the language'). This was a very early version of Afrikaans.

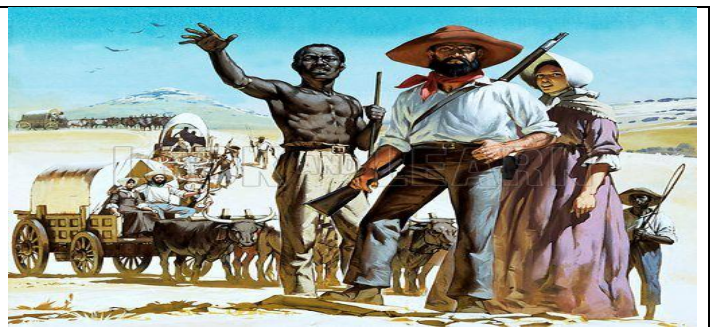
Colour the pictures - about the life of the migrant farmers



Land dispossession and consequences for the indigenous population

Word bank: *Dispossession: when someone takes away something that is yours*

Land **dispossession** has been South Africa's story since its earliest days. When the **Trek Boers** moved inland they began competing with the San, Khoikhoi and Xhosa for grazing land and water. Each group of people needed land to make a living, or even just to survive. There were many fights and raids between the groups during the 1600s.



SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : History

Lesson group 4

TOPIC: Colonisation of the Cape 17th – 18th centuries Grade 7 Term 3

CONTENT / CONCEPTS: Land dispossession and consequences for the indigenous population

1. Genadendal- the first mission station in Southern Africa 1738:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2.The work of William Bleek and Lucy Lloyd:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

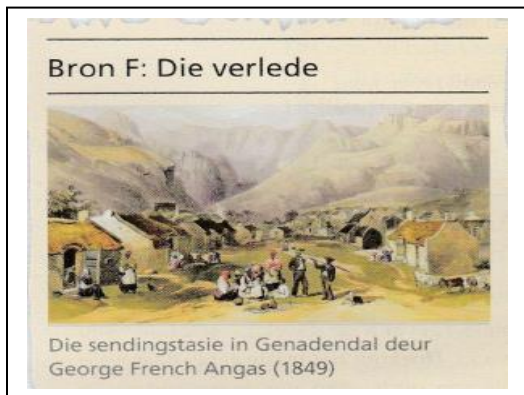
What did you do extra to assist progressed and retained learners?

Genadendal: the first mission station in Southern Africa, 1738.

Genadendal ('Valley of Grace') is a town in the Western Cape province of South Africa, built on the site of the oldest mission station in the country. Georg Schmidt, an early worker of the Moravian Missionary Society, founded this mission station. There were 13 farms in the area, and Schmidt taught the Khoikhoi people to read and write. Although he eventually had a small congregation, he was not an ordained minister. After seven years, he had to end his work and leave the country, in 1745.

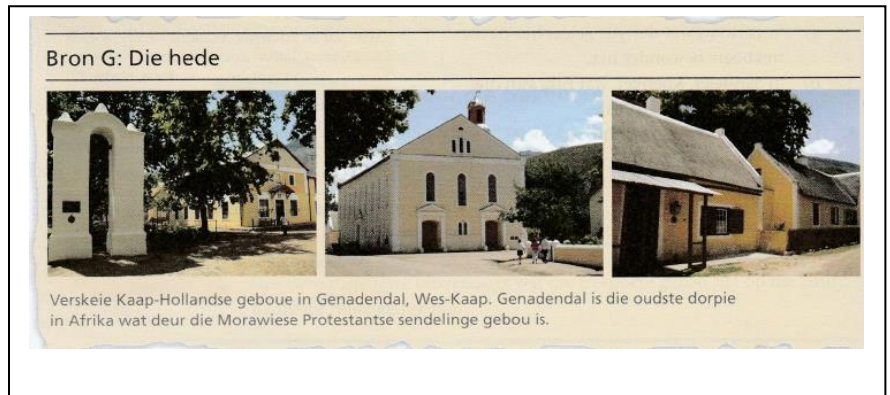
The Moravians were only given permission again to carry on with Schmidt's work in 1792. At one stage, Genadendal was the largest settlement in the colony after Cape Town. A self-sufficient community came about. Home industries flourished, such as the forging of knives (still to be seen today). Genadendal also became an important educational centre. The first Teachers' Training College in South Africa, now the museum building, was erected in 1838. This training college is now closed.

Source F: The past



The mission station in Genadendal by George French Angas (1849)

Source G: The present



Several Cape Dutch buildings in Genade Valley, Western Cape. Genade Valley is the oldest town in Africa that was built by the Marawish Protestant missionaries

Use SOURCE F and SOURCE G to make a comparison between the past and the present.

1. Give one similarity and two differences between SOURCE F and SOURCE G.

Similarity : **The style of the buildings.**

Differences : **It seems that more people live in SOURCE F . SOURCE F is a painting and SOURCE G is a photo.**

The work of Lucy Lloyd and Wilhelm Bleek

Lucy Catherine Lloyd along with Wilhelm Bleek, was the creator of the 19th century archive or historical collection of *Ixam* and *!kun* (Khoisan languages) texts. Bleek was a **philologist** (a person who studies languages in historical documents). He was put in charge of an archive (a collection of important historical documents), the Grey Collection, at the South African Library in Cape Town. Their collection, started in 1870, consists of more than 13 000 documents (some just scraps of paper) that preserve the memory of the now 'lost' languages of *Ixam* and *!kun*. Lucy Lloyd took charge of this collection after Bleek died. It was very unusual for a woman at that time to take this type of position. She was paid only half Bleek's salary. Their remarkable work has ensured that the heritage of the original inhabitants of the Cape has been kept forever.