



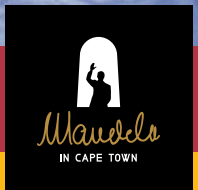
CITY OF CAPE TOWN  
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Responsible Tourism  
**Cape Town**



**GRADE 6**



# DEMOCRACY AND CITIZENSHIP

The meaning of democracy. Helen Suzman, with reference to Nelson Mandela and Robert Sobukwe.

Making progress possible. Together.

The background of the entire page is a repeating geometric pattern. It consists of small yellow triangles pointing upwards, arranged in a grid-like fashion. These triangles are connected by thin yellow lines that form a continuous, interlocking pattern across the entire surface. The color is a uniform, bright yellow.

Cover image: © Rodger Bosch

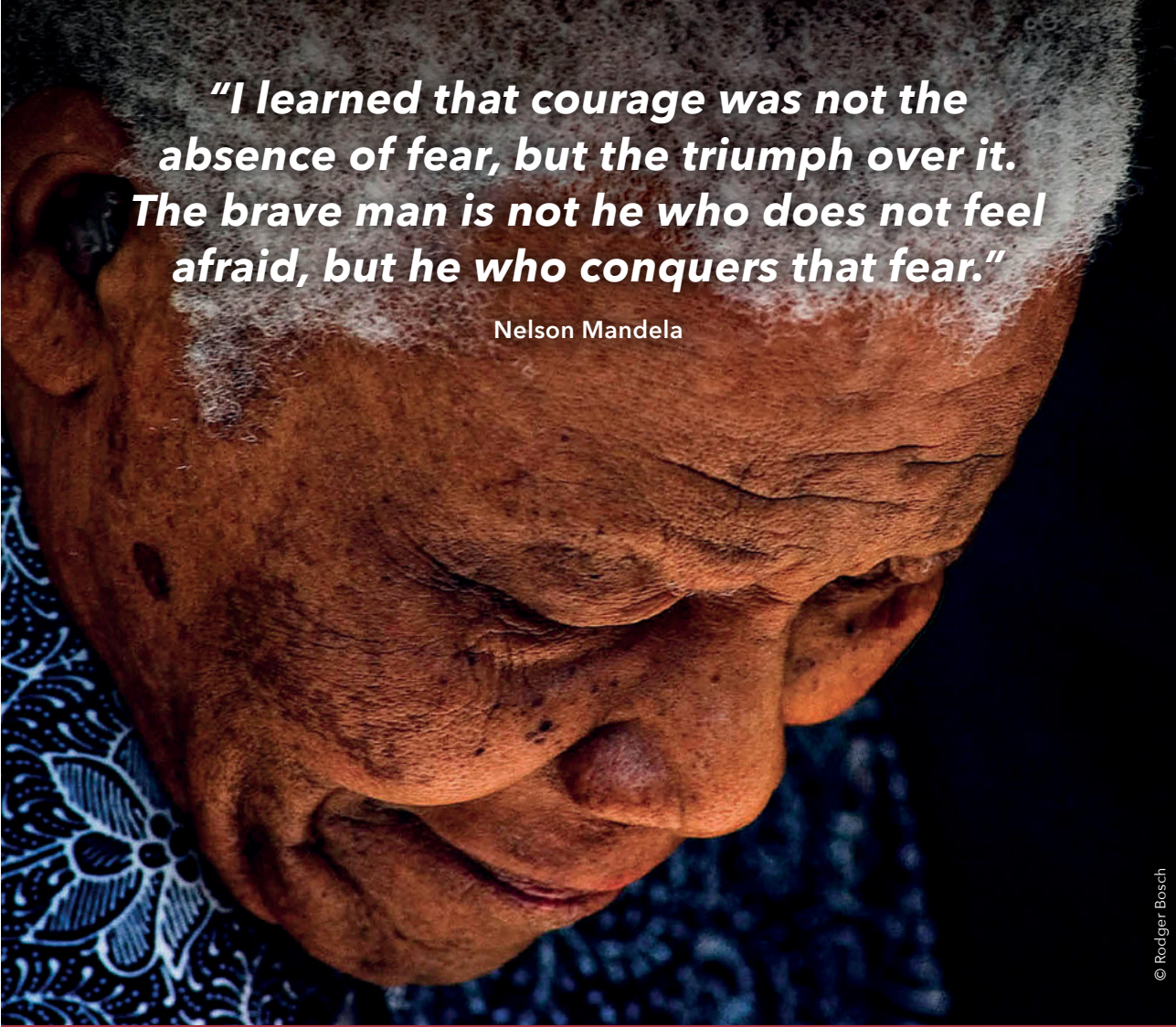
# LESSON PLAN OVERVIEW: FOR THE EDUCATOR

Lesson plan title: Democracy and citizenship

<b>Learning area:</b> Social Science (History)		<b>Grade:</b> 6
<b>Curriculum link:</b> Democracy and citizenship		
<b>Learning outcomes (LO):</b> These outcomes are drawn directly from Curriculum Assessment Policy Statements (CAPS)		<b>Assessment standards (AS) according to CAPS:</b>
<b>LO 1:</b> The learner will be able to use inquiry skills to investigate the past and present.		AS 2 and 3
<b>LO 2:</b> The learner will be able to demonstrate historical knowledge and understanding.		AS 2
<b>LO 3:</b> The learner will be able to interpret aspects of history.		AS 3
<b>CONTENT LINKS</b>		
<b>Looking back at:</b> <b>Grade 4:</b> Learning from leaders	<b>Current:</b> <b>Grade 6:</b> Democracy and citizenship	<b>Looking ahead to:</b> <b>Grade 9:</b> Turning points and civil resistance <b>Grade 11:</b> Segregation as the foundation for apartheid, and the nature of resistance to apartheid
<b>Context:</b> The activities are designed to give learners without (and even those with) access to additional history materials an understanding of democracy and citizenship. Learners will select relevant information from the sources, recognise human rights and their value, and learn about the function of Parliament, how the Children's Charter protects the rights of those younger than 16, and what is meant by the words "autobiography" and "biography".		
<b>ASSESSMENT ACTIVITIES</b>		
<b>Activity aims:</b> Learners will be able to make reasonable deductions about leaders from reading the source material, and draw reasoned conclusions about what democracy and citizenship mean. Learners will also gain some knowledge about sociopolitical challenges facing South Africans in the 20th century, and how activists and parliamentarians challenged apartheid, and be able to draw conclusions about citizenship, Parliament and apartheid.		
<b>Classroom organisation:</b> Learners will work alone and in groups.		
<b>Activities:</b> There are eight activities in this lesson plan.		
<b>Resources:</b> Lesson plans and activities; links to videos and the Nelson Mandela exhibition in the City Hall.		
<b>Photographs:</b> City of Cape Town secured permission to use photographs.		
<b>Text:</b> Delve Research		



# The meaning of democracy



***"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."***

Nelson Mandela

© Rodger Bosch

**This lesson will focus on the meaning of democracy. It will explore how democracy:**

- encourages the development and promotion of the values in the South African Constitution; and
- challenges prejudices, for example, those relating to race, gender and religion.

**By the end of the lesson, you should be able to:**

- select relevant information from the sources;
- recognise what human rights are;
- value human rights;
- understand the function of Parliament;
- understand how the Children's Charter protects the rights of people younger than 16; and
- understand what is meant by the words "autobiography" and "biography".

This lesson will focus on the meaning of democracy and explore the life of Helen Suzman, who made an important contribution to democracy in South Africa. But before that, we would like to remind you about the role of Parliament. Under apartheid, the majority of South Africans were not represented in Parliament and could not be members of Parliament (MPs). This is because, under apartheid, most South Africans were not allowed to vote.

## Apartheid South Africa

Before South Africa became a **democracy** in 1994, the country was ruled by a **political party** called the National Party (NP). The National Party was elected to power in 1948 on a platform of apartheid (or what it called “separate development”). Government developed laws to try to regulate almost every aspect of people’s lives according to the apartheid policy. One of the laws determined that all South Africans had to be classified according to a number of racial groups. There was a category for white people and a category for “non-white” people. “Non-white” South Africans were subdivided into the categories of coloured, Asian (Indian) and “native” (black African). In the Cape province, Malays were declared a separate subgroup. Government was made up of only white people; only white adults were able to vote, and many of the country’s laws protected and benefited white people. (In 1984, the introduction of the Tricameral Parliament made some provision for coloured and Indian South Africans to vote for separate parliaments, but this system was largely rejected. Its opponents said that it was merely another form of apartheid.)



Signs showing segregation during Apartheid.



**Democracy:** Government by leaders who are elected by the people.

**Politics:** All activities relating to ruling or governing a country.

**Political party:** A group of people with similar political beliefs.

According to the apartheid laws, people were supposed to live in separate areas according to their race. Beaches, buses and trains were also separated by race, as were many other amenities. A black person and a white person were not allowed to marry each other. There were separate entrances to places such as stations and post offices, and schools were also **segregated** according to race. Even public benches were marked “Whites” or “Non-whites”. Older people may be able to tell you about the racially segregated amenities in the past, and what it felt like to be told that you were not allowed to go to particular beaches, restaurants and hotels, or sit on a particular bench, because those were for whites only.

For most of the apartheid years, only people classified as “white” were allowed to **vote**. This meant that only white voters were represented in Parliament. In 1994, with the end of apartheid and the **election** of a new government, a new **interim constitution** was written. This interim constitution introduced non-racial democracy and represented all men and women equally, no matter their racial classification. All legally eligible South Africans were able to vote for the first time on 27 April 1994 to end apartheid rule and establish a new constitutional order. Finally, after a very long struggle, they became full citizens of South Africa. Being a citizen meant that they could vote from the age of 18. They now also enjoyed other rights: For example, they could no longer simply be kept in jail without a trial, as had happened under apartheid. Citizens also have various duties. These include obeying the country’s laws (if these are the laws of a fair and just state, i.e. not apartheid laws) and paying taxes (if their annual income is above a certain level).



**Segregated:** Separate and divided.

**Vote:** A way of choosing something or someone by putting up your hand or writing your choice on a piece of paper.

**Elect:** To choose someone by voting.

**Interim:** Temporary.

**Constitution:** A set of rules, laws or principles by which a country is governed.



# Parliament

The South African government is divided into three branches (parts): the executive (the president and the **Cabinet**), the legislature (Parliament) and the judiciary (the country's courts). All branches of government are subject to the constitution. The constitution is the **supreme** law.



Parliament of South Africa.



The National Assembly chamber, prepared for a joint sitting of the National Assembly (side benches) and the National Council of Provinces (middle benches).

Parliament consists of the National Assembly, which has about 400 members, and the National Council of Provinces, which has about 90 members.

Parliament is where the MPs meet to discuss matters and decide on new laws. Parliament makes new laws, changes existing laws, and **repeals** laws that are no longer needed or are considered harmful. MPs are supposed to be the voice of the people. South Africa has an **electoral** system called proportional representation. This means that each party draws up a list of its candidates. The lists are given to the Independent Electoral Commission (IEC), whose job it is to see that elections are free and fair. After the election, the IEC uses the lists to fill the seats in Parliament. The number of seats that goes to each party is worked out according to the percentage of the vote each party received in the election. Voters do not choose candidates directly. This system is supposed to give smaller parties a chance to be represented as well.



**Cabinet:** A committee of all government ministers in charge of the different state departments.

**Supreme:** Highest; with most authority.

**Repeal:** To remove, cancel or reverse a law.

**Electoral:** Relating to elections.

## Activity 1: Transition

Do this activity **on your own**. Look at the pictures below to see how the composition of Parliament (the people who make up Parliament) has changed over time.



The last 'white' Parliament in session, pre-1994.



Parliament in post-1994, where democratically-elected cabinet members gathered in the same parliamentary halls.



## Helen Suzman

For 13 years, Helen Suzman was the only MP to stand up against the apartheid regime. For these 13 years, she was the only member of her party to get into Parliament. She put up with abuse and insults from members of the other political parties. But no matter how much they insulted her and tried to bully her, she continued to campaign against apartheid laws, including detention without trial, the pass laws, the Unlawful Organisations Act, the Mixed Marriages Act, the Immorality Act, the Group Areas Act and job reservation, among others. She was also the only MP who fought for better conditions in prisons across the country.

***"Frankly, she was the only one in Parliament to demur (object) publicly. Her impatience with the increasing apartheid repression soon became legendary."***

Justice Dikgang Moseneke, 2016 Annual  
Helen Suzman Memorial Lecture



Helen Suzman.

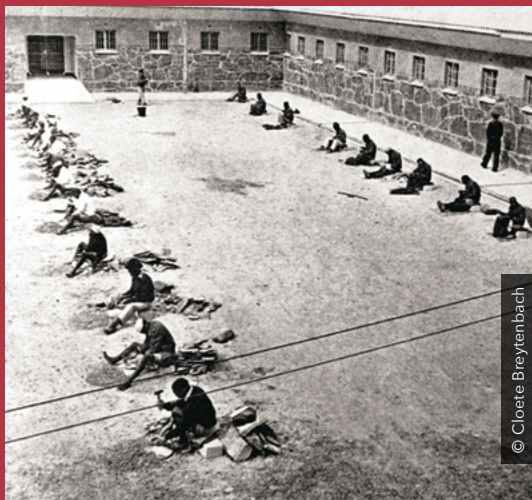
### Brief biography of Helen Suzman (for the educator):

1. She was born Helen Govronsky in Germiston on 7 November 1917.
2. She was the child of Jewish immigrants who had left Lithuania to escape the terrible persecution of Jews by the government there.
3. Helen Suzman's mother died shortly after she gave birth to her.
4. Helen studied at Wits University in Johannesburg in the early 1940s.
5. She married Moses Suzman and had two daughters, Frances and Patricia.
6. After first dropping out of her BCom degree, she returned to university and graduated with majors in Economics and Economic History.
7. She was a member of the Institute of Race Relations, where she studied the migrant labour system and realised how much misery it caused.
8. She represented the United Party (UP) in Parliament in 1953.
9. She broke away from the UP with 11 other MPs in 1959 and formed the Progressive Party.
10. She was the only Progressive Party member in Parliament between 1961 and 1974.
11. She was an MP for 36 years.
12. She often called for Mandela's release.

## Source 1: Helen Suzman describes visiting Mandela and other prisoners on Robben Island

Helen Suzman applied for permission to visit the prisoners on Robben Island. When she first went there, she met Nelson Mandela, Govan Mbeki and Walter Sisulu. She wrote in her **autobiography** that she “*was appalled at the conditions*” she found there.

“‘How do you do, Mr Mandela?’ I said, ‘How are you and how are things here?’, ‘They are very bad indeed. I’m very glad you have come to see us.’” (From Suzman’s autobiography, *In No Uncertain Terms: A South African Memoir*, p. 153).



Prisoners chopping stone in the courtyard at Robben Island maximum security prison in 1966.

Helen Suzman went on to describe in her autobiography how hard the work was that the prisoners had to do. They had to collect seaweed and cut stone in the quarry all day. At night, they had to sleep on bedrolls on the floor. They were not allowed newspapers to read. Mandela told her that their warder was very cruel. He had a swastika (the emblem of Hitler’s German Nazi party) tattooed on the back of his hand. When Helen Suzman got back from her visit, she wrote to Piet Pelser, who was Minister of Justice at the time, saying that what she had seen on the island was “*shocking*”. She forced him to dismiss the warder by threatening to expose the fact that he admired the Nazis.

Every year, Helen Suzman put in a request to visit the prisoners on Robben Island, but she was often refused permission.

In his autobiography, Nelson Mandela wrote: “*It was an odd and wonderful sight to see this courageous woman peering into our cells and strolling around our courtyard. She was the first and only woman ever to grace our cells.*” (From *Long Walk to Freedom*, p. 519)



**Autobiography:** A person’s life story written by that same person. The books *In No Uncertain Terms* and *Long Walk to Freedom* are both autobiographies.

vs

**Biography:** A person’s life story written by someone else.

## Activity 2: Conversations

Do this activity **on your own**. Write a paragraph in which you imagine the conversation that took place between Nelson Mandela and Helen Suzman after he had said that he was very glad that she had come to see the prisoners. Include the fact that he was amazed to see a woman visiting the island, and at least three details about the conditions he and his fellow prisoners had to put up with.

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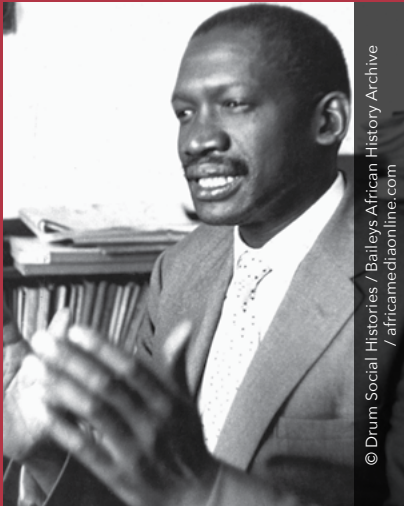
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## Source 2: Robert Sobukwe's house arrest

One of the people Helen Suzman supported was Robert Sobukwe. She protested against his **indefinite** detention by government, and often called for his release. But government did not listen. Suzman visited Sobukwe on Robben Island every year he was there.



Robert Sobukwe photographed in May 1959. (Source: *Drum/African Media Online*)

**Robert Mangaliso Sobukwe** started out as a teacher, and then became a lecturer at the University of the Witwatersrand in the 1950s. He was a founder member and later the president of the Pan Africanist Congress (PAC), which broke away from the ANC.

Sobukwe led the famous anti-pass campaign of 1960. He was sentenced to prison for three years. Government then wrote a special law that made it legal to keep people in prison indefinitely. This law was made especially so that government could keep Sobukwe in prison even after his sentence was over.

He was kept in **solitary confinement** on Robben Island for six years. After that, he was **banished** to Galeshewe in Kimberley in the Northern Cape. Here he was put under **house arrest** and **banned** from participating in political activities.



**To find out more, read:** *Annexure L: Notice Served on RM Sobukwe in terms of Section 10(1)a of the Suppression of Communism Act*, **available at** [www.historicalpapers.wits.ac.za/?inventory\\_enhanced/U/collections](http://www.historicalpapers.wits.ac.za/?inventory_enhanced/U/collections)



**Indefinite:** Unlimited.

**Solitary confinement:** To keep a prisoner alone in a separate cell, away from fellow prisoners.

**Ban:** To legally forbid someone from doing something.

**Banish:** To send someone away as an official punishment.

**House arrest:** To be kept as a prisoner in your own home.

### Activity 3: Imagining house arrest

- As a class, look at all the things Robert Sobukwe was not allowed to do. (For example, he was not allowed to leave his house, except between 06:00 and 19:00, and he could not go anywhere outside the Kimberley municipal area.)
- Now take a moment to imagine what this must have been like. Find out what your municipal area is. Imagine never being allowed to go outside your municipal area, or to have your friends visit you at home.



Winnie Mandela looks out of the gate of her home while she was under house arrest, circa 1974. Other persons under house arrest were Phyllis Naidoo and Albertina Sisulu. Sisulu was one of South Africa's most respected anti-apartheid activists and the wife of ANC leader Walter Sisulu. See Gideon Mendel's website: <http://gideonmendel.com/the-struggle>

### Source 3: Living in an upside-down world

In the Helen Suzman memorial speech by Deputy Chief Justice Dikgang Moseneke in 2016, he pointed out that, under apartheid, Parliament often acted as if it were a court, which was wrong. People were detained (imprisoned) without trial and could even be detained indefinitely. Many of the laws of the country were wrong, but those who opposed those bad laws were treated as criminals.

Everything that should have been right was wrong, and everything that was actually wrong was treated as if it were right. It was like living in an upside-down world.

**Dikgang Moseneke**, former Deputy Chief Justice of South Africa, joined the Pan Africanist Congress (PAC) at the age of 14. Two years later, in 1963, he was arrested, detained and convicted of sabotage. He spent ten years on Robben Island, where he obtained a BA and a BLuris degree. He later also obtained an LLB degree from UNISA. (Sources: Law Society of South Africa and *Mail & Guardian*)

### Activity 4: An upside-down world

Do this activity **on your own**.

- Look at the upside-down words below. Turn them the right way up to read them.
- Write down the opposite for each one. For example, in the **upside-down world**, only a minority of the adults in the country were allowed to vote. In the **right-way-round world**, all people over 18 years old who have the right identity document and are registered as voters are allowed to vote.

Government tells people which education system to attend.	People who disagree with government will be punished.	Government tells people who they may and may not marry.
Government tells people where they may and may not live.	The rules of the country often break up families.	Government tells people where they may and may not go.
Government does not care that most of the people are poor.	Government tells most of the South African citizens. people they are not really	Education for most children is very bad.



## Source 4: Living in the right-way-round world – the Children’s Charter



The Children’s Charter was drawn up in 1992 – before the first democratic election in South Africa. It was adopted at a summit (meeting) attended by over 200 children between the ages of 12 and 16 from all over South Africa. They discussed the human rights problems faced by children in South Africa. They were worried that the parties who had negotiated for a new South Africa forgot about children, even though children were also victims of apartheid.

The Children’s Charter points out that apartheid meant that children were “**subjected** to discrimination, violence and racism that has destroyed families and communities and has **disrupted** education and social relationships”. One of the headings in the Children’s Charter is “Child labour”. Some of the **clauses** under this heading read as follows:

“All children have the right to be protected from child labour and any other economic **exploitation** which endangers a child’s mental, physical, or **psychological** health and interferes with his/her education so that he/she can develop properly and enjoy childhood.”

“All children, especially in rural areas, should be protected from hard labour including farm, **domestic** or manual **labour** or any other type of labour.”

“There should be a **minimum** age of employment and no child should be forced to leave school prior to the completion of matric for the purposes of employment.”

“All children have the right to be protected from child slavery and from the inheritance of labour or employment from their parent or family.”

(Source: The Children’s Charter of South Africa, [https://www.naturalchild.org/articles/advocacy/childrens\\_charter.html](https://www.naturalchild.org/articles/advocacy/childrens_charter.html))



**Clause:** A part of a law or piece of legislation.

**Disrupt:** To stop something from running smoothly.

**Domestic:** Home.

**Exploitation:** Using a person for selfish reasons.

**Manual:** Done with your hands.

**Minimum:** Lowest.

**Psychological:** Mental and emotional.

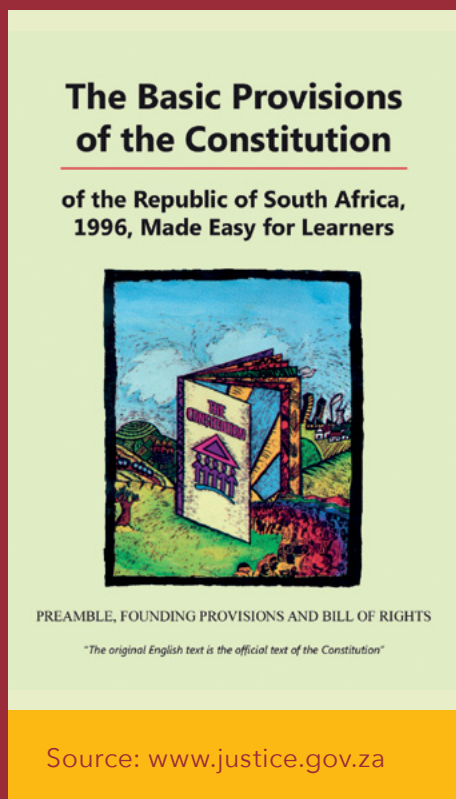
**Subjected:** To make a person experience something (particularly) unpleasant.

(Adapted from Oxford Primary Dictionary)

Today, children are protected by the Constitution of South Africa and by the United Nations (UN) Convention on the Rights of the Child, which South Africa signed and agreed to on 16 June 1995.

The constitution sets out the human rights of all people, including children. It also recognises that children need special protection.

### Section 28 of the constitution sets out the following special rights just for children:



- Every child has the right to family care or parental care.
- If a child is taken away from his or her family, the child has a right to have other appropriate care.
- Every child has a right to basic healthcare services.
- Every child has a right to basic social services.
- Every child has a right to be protected from abuse or bad treatment that ignores his or her needs.
- Every child has a right to be protected from child labour.

Unfortunately, there is still a lot of child labour in South Africa.

(Summary source: <https://section27.org.za/wp-content/uploads/2010/04/11Manual.pdf>)

## Child labour in South Africa today (article from Fin24)

*"The simple truth is that poverty drives families to get their children to work or even to 'bond' them as workers or servants to pay off debts. There is also the outright sale of children."*

*"Children as young as five or six, working in 'home industries', are also often not counted in official figures. Nor are those children, some not even in their teens, who head parentless households. Yet they do work, often having to **scavenge** to maintain themselves and their siblings. Then there is the army of street children who **forage** for a living of sorts in the cities and towns."*

*"Parents and children have to eat in order to survive and if the system does not provide the wherewithal for the adults alone to feed the families, the children must contribute or be bonded, sold, hired out or left to die."*

(Source: Terry Bell, Inside Labour, The only way to eradicate child labour, *Fin24*, 24 November 2017, <https://www.news24.com/fin24/economy/labour/insidelabour/inside-labour-the-only-way-to-eradicate-child-labour-20171124?mobile=true>)



**Bond:** To promise that your child will work until your debt is paid off.

**Forage:** To look or hunt for food.

**Scavenge:** To look or hunt for scraps of food, or for clothing.

### Activity 5: The children

- Discuss **with your classmates** why children need a special charter.
- Read the clauses of the Children's Charter carefully **on your own**. Think about how those who wrote the charter were trying to help turn the upside-down world the right way up.
- Discuss **with a partner** what other clauses you could add that deal with children's rights in relation to HIV/Aids. Make a charter in your exercise book and write down these clauses. Perhaps you will spot even more gaps in the charter.



## Source 5: "Chattering continually"



***"I put hundreds of questions... most concerning treatment of Black, Coloured and Indian people - on housing, education, forced removals, pass law offences... detentions, bannings, whippings, police brutality and executions."***

Helen Suzman

Apparently, Helen Suzman made 66 speeches, proposed 26 changes to the country's laws and asked 137 questions – in her first term as MP alone. (Source: *Helen Suzman, Fighter for Human Rights*, exhibition brochure, 2005).

*"The Honourable Member for Houghton\* is in the habit of chattering continually. If my wife chattered like that Honourable Member, I would know what to do with her. There is nothing that works on my nerves more than a woman who continually interrupts me. She is like water dripping on a tin roof."*

PW Botha, Minister of Coloured Affairs in Parliament, Hansard, 18 May 1965.

\* Helen Suzman represented the Johannesburg suburb Houghton in Parliament, so this is a way of referring to her.

## Activity 6: "Chattering" Suzman

- PW Botha complained that Helen Suzman was "chattering". Discuss **as a class** why this is an insulting word in the way it is used here. Use a dictionary to help you, if necessary. Think about why "chattering" is not the same as saying "talking" or "speaking".
- Would PW Botha have ever said that a man was "chattering"?
- What **sexist** ideas did PW Botha express here?

Helen Suzman never stopped saying what she thought needed to be said in Parliament. She sometimes made jokes when the other MPs insulted her or told her that she was causing trouble. Once when other MPs said that she was just looking for publicity, she said: *"You say something worth repeating and you'll get publicity too."*



**Sexist:** Showing discrimination based on someone's sex, usually towards women.

## Activity 7: Awareness of right and wrong

- For 13 years, Helen Suzman was the only member of her party in Parliament. On top of that, she was a woman, and she was Jewish. Many of the other MPs at the time were **anti-Semitic**. All the other MPs also thought that apartheid was right, while Suzman did not. She lived in an upside-down world. Discuss as a class some of the things that might have made her aware that apartheid was wrong.
- Now work **on your own**. Write a memo to yourself. It should remind you that you might one day find yourself living in an upside-down world. What instrument will you use to test whether or not your world is the right way up? Your instrument should be one of the values in the South African Constitution.



**Anti-Semitic:** Against Jewish people.



South Africa's whites-only Parliament in session.  
(Source: Digital Collections, UCT)

Even though Suzman had a very difficult time in Parliament, she still believed it was a valuable institution. She said she “respected” Parliament. It was the forum where one could find out about what government was thinking of doing, and where one could challenge government when it wanted to pass bad laws (Suzman, Parliament, 18 May 1989).

- Ask your teacher about possibly going on a class visit to Parliament.

## Activity 8: Political debate

- This is a **class activity**. Divide your class into different “political parties”. One group should be the party in power. The other groups will be the opposition parties. You should also have a Speaker to control the discussion. Decide on an issue to debate. It could be some aspect of school life, or something that affects your community.



## How is Helen Suzman remembered?

- In 2011, the City of Cape Town renamed one of its streets to commemorate Suzman's role in the struggle for freedom.
- In 2017, the Johannesburg Heritage Foundation unveiled a blue plaque at 13 Eton Road, Parktown, Johannesburg. This was Suzman's family home where she lived until she got married in 1937.

## Select resources



*Fighter for Human Rights:*

<http://hsf.org.za/about-us/helen-suzman/suz01.pdf>

Helen Suzman memorial lecture:

<http://hsf.org.za/media/documents/2016-helen-suzman-memorial-lecture-transcript>



Helen Suzman on meeting Nelson Mandela:

[https://www.youtube.com/watch?time\\_continue=1&v=y4kWtONWbNY](https://www.youtube.com/watch?time_continue=1&v=y4kWtONWbNY)

CAN772 interview with racial equality activist Helen Suzman:

<https://www.youtube.com/watch?v=MRJ8TGTcKX0>

Helen Suzman anti-apartheid campaign:

<https://www.youtube.com/watch?v=ly7cac43k3s>



Blue plaque memorial:

Helen Suzan Foundation, 2nd floor, 2 Sherborne Road, Parktown, 2193

## Educator's assessment sheet

This assessment sheet should be adapted to the specific tasks of the activity.

Individual skills	
Individual learning skills	Codes or comments
Answering questions or expressing ideas clearly and correctly: LO... AS..... LO... AS..... LO... AS.....	
Formulating and asking questions	
Following instructions	
Finding the information needed	
Producing legible and creative work	
Managing time well	

Group or pair skills	
Group or pair learning skills	Codes or comments
Following group or pair rules	
Working co-operatively as part of a group or pair	
Contributing to discussions without dominating	
Listening while another speaks	
Accommodating different points of view	

## CAPS codes and percentage bands for recording and reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29





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