

## 10th Grade Apartheid Inquiry

### What Ended Apartheid?

**Staging the Question: Students examine various maps of the “homelands” in South Africa and discuss the implications of, and challenges to, this physical separation.**

<b>Social Studies Practices</b>		<input checked="" type="checkbox"/> <b>Gathering, Using, and Interpreting Evidence</b> <input checked="" type="checkbox"/> <b>Comparison and Contextualization</b> <input checked="" type="checkbox"/> <b>Chronological Reasoning and Causation</b>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
What was apartheid?	What efforts were made by Nelson Mandela to end apartheid?	What efforts were made by groups within South Africa to end apartheid?	What efforts were made by international bodies to end apartheid?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Create an illustrated timeline of apartheid policies and write a definition of apartheid.	Add Nelson Mandela’s efforts to end apartheid to the illustrated timeline and write a two-sentence, evidence-based summary of them.	Add the efforts of others in South Africa to end apartheid to the illustrated timeline and write a two-sentence summary using evidence.	Add international bodies’ efforts to end apartheid to the illustrated timeline and write a two-sentence summary using evidence.
<b>Integration of Inquiry Process and Skills</b>			
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
<b>Connect:</b> Uses sources to acquire background information and brainstorms ideas for further inquiry about apartheid by examining maps of “homelands” in South Africa and discussing the implications of and challenges to ending apartheid based on these differences. <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b> States and verifies what is known and makes connections to prior knowledge about Nelson Mandela. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b> Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry about the efforts to end apartheid made by groups within South Africa. <b>Graphic Organizer:</b> <a href="#">Connect#22</a> , <a href="#">Connect#23</a> and <a href="#">Connect#24</a>	<b>Connect:</b> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research about international efforts to end apartheid. <b>Graphic Organizer:</b> <a href="#">Connect#19</a>
<b>Wonder:</b> Asks questions to clarify topics or details about apartheid. <b>Graphic Organizer:</b> <a href="#">Wonder#6</a>	<b>Wonder:</b> Refines questions to provide a framework for the inquiry about the efforts Nelson Mandela made to end apartheid. <b>Graphic Organizer:</b> <a href="#">Wonder#19</a> and <a href="#">Wonder#20</a>	<b>Wonder:</b> Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the efforts to end apartheid in South Africa. <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis about international efforts to end apartheid. <b>Graphic Organizer:</b> <a href="#">Wonder#21</a> and <a href="#">Wonder#22</a>
<b>Investigate:</b> Paraphrases and summarizes information about apartheid that answers research questions while examining photographs, maps, quotes, and descriptions of the apartheid system. <b>Graphic Organizer:</b> <a href="#">Investigate#37</a>	<b>Investigate:</b> Takes notes using one or more of a variety of notetaking strategies while reading a speech by Mandela and an article on his death as well as while listening to an oral history of photographer Jürgen Schadeburg.	<b>Investigate:</b> Pursues a balanced perspective of fact, opinion, and different points of view while reading histories written by the African National Congress, the Black Sash, and the South African Student Organization.	<b>Investigate:</b> Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view and reliability while researching efforts made by international bodies to end apartheid. <b>Graphic Organizer:</b> <a href="#">Investigate#104</a> <b>C3 Resources</b>
<b>Construct:</b> Creates an illustrated timeline of apartheid policies and writes a definition of apartheid.	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples. <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>	<b>Construct:</b> Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples. <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>
<b>Express:</b>	<b>Express:</b> Adds Nelson Mandela’s efforts to end apartheid to the illustrated timeline and writes a two-sentence, evidence-based summary of them.	<b>Express:</b> Adds the efforts of others in South Africa to end apartheid to the illustrated timeline and writes a two-sentence summary using evidence.	<b>Express:</b> Adds international bodies’ efforts to end apartheid to the illustrated timeline and writes a two-sentence summary using evidence.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#20</a> and <a href="#">Reflect#21</a>
<b>Summative Performance Task: Argument:</b> What ended apartheid? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <b>Extension:</b> The year 2019 will mark the 25 <sup>th</sup> anniversary of the end of apartheid. Hold a class discussion on what should be done to celebrate the event, including who and what should be remembered.			