

Journey to Jo'burg: A South African Story

By Beverly Naido / ISBN: 0-590-45384-X

Lesson Author

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Standards and Benchmarks (see page 36)

Lesson Description

In this three-part lesson, students read the story *Journey to Jo'burg: A South African Story* and learn about effects of apartheid in South Africa. They also learn about the relationship between investment in human capital and income by examining several careers and the skills required for those careers. Using math skills, students compare the number of people in various occupations and interpret and analyze educational attainment data from graphs and tables.

Grade Level

6-8

Economic Concepts

Human capital

Income

Historical Concept

Apartheid in South Africa, 1948 to 1991

Objectives

Students will:

- analyze how apartheid in South Africa affected the ability of people of color to increase their human capital and
- explain how an investment in human capital can affect a person's productivity and income.

Time Required

120 minutes

Materials

- A copy of *Journey to Jo'burg: A South African Story* by Beverly Naido (ISBN: 0-590-45384-X)
 - A copy of Handout 1 for each student
 - A copy of Handout 2 for each student, pair, or small group
 - Copies of Handout 3 cut into pairs of game pieces so each student has one piece of a pair
 - A copy of Handout 4 for each student
 - A classroom set of calculators
 - A copy of the Handout 4—Answer Key for the teacher
 - A copy of Handout 5 for each student
 - A copy of the Handout 5—Answer Key for the teacher
 - Visuals 1, 2, 3, 4, 5, 6
 - Several 6-sided dice
 - Optional: Small prizes or pieces of candy for those who are successful in the occupation matching game.
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Procedure

Day 1

1. Begin by asking the following questions:
 - What is a career you'd like to have when you grow up? (*Answers will vary.*)
 - What education do you think is required for that career? (*Answers will vary but will range from no schooling to advanced degrees.*)
 - Why are you interested in that career? (*Answers will vary.*)
 2. Display *Visual 1: Income*. Define **income** as the payment people receive for providing resources in the marketplace. Although people can provide natural, human, and capital resources, such as machines and tools, to earn income, most people provide human resources—that is, labor.
 3. Ask students how much income they think they will earn each year in the career in which they are interested. (*Have a few students share. Answers will vary.*)
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4. Distribute to each student a copy of *Handout 1: Careers*.
5. Have students fill in box 1 labeled "Career in which you are *really* interested." Give them a few minutes to fill in box 2 labeled "Education required," and box 3 labeled "Estimated wages." (*If students say they can't think of a job or career, ask them to choose something based on a favorite hobby. For example, a student who likes to play video games may want to design them one day. A student who enjoys working with wood and building things may want to be a carpenter. Student may also have difficulty estimating weekly or hourly wages for the occupation they choose. Encourage them to do the best that they can and assist them as needed.*)
6. Discuss the following:
 - How does school prepare you for the career you listed? (*Answers will vary. Some may say that it doesn't. Other answers may include that school helps you learn the following, among others: reading, writing, math, speaking, interpersonal communication, and technical or computer skills.*)
 - Why do you think a good education may help people get a better job and earn a higher income? (*Answers will vary. Point out examples of people who acquire a higher education and earn a higher salary.*)
 - Why do you think higher levels of education generally lead to higher earnings? (*Answers will vary, but lead students to the concept that the more people know and are able to do, the more productive they should be and the more likely they will earn a higher income.*)
7. Explain that investment in education is part of one's **human capital**.
8. Display *Visual 2: Human Capital*. Define **human capital** as the skills, knowledge, and personal attributes one receives from investment in education, training, and physical health.
9. Discuss a few specific jobs and the human capital each requires. (*For example, teachers need a college education, computer skills, and verbal and written communication skills.*)
10. Discuss the following:
 - How would you feel if your school taught you there were only certain jobs you could do? (*Answers will vary.*)
 - How would you feel if the government passed laws that specifically limited your access to education and training? (*Answers will vary.*)
 - How would your life be different from what is it today if the government made you stay in your own town or city and wouldn't let you leave if you didn't have

a pass? (Answers will vary. Possible answers include limited contact with others, restricted opportunities for jobs, and feelings of imprisonment.)

- How would such an environment affect your ability to increase your human capital? (Answers will vary, but may include the following: You would be limited to attending only the schools in your town, and thus would learn only what those schools taught. If the schools in your town were bad, you would have no other options. You would have limited access to information.)
11. Explain that students are going to learn about a time in South Africa's history called **apartheid**. Display *Visual 3: Apartheid*. Define **apartheid** as the system of segregation or discrimination on grounds of race in force in South Africa from 1948 to 1991. (Source: Apartheid Museum, Johannesburg, South Africa.)
 12. Tell students the class will be reading *Journey to Jo'burg: A South African Story*. Share the following synopsis:

When their baby sister becomes gravely ill, 13-year-old Naledi and her 9-year-old brother, Tiro, make a long journey to get word to their mother, who lives and works in Johannesburg. The children know their mother will get the medical help their sister desperately needs. Because of apartheid, their journey is difficult and dangerous. Along the way, they learn about how others fought for freedom for black South Africans.
 13. Explain the following:
 - Apartheid was legal; therefore, it was easy to discriminate against people of color and pay them very little for their work.
 - It was difficult, if not impossible, for black people (native Africans) to get adequate or additional schooling needed for good, better-paying jobs.
 - Under apartheid, schools for black children were designed to teach minimal skills so that black people remained uneducated and submissive to whites.
 - School teachers and society conditioned and educated black children to accept that they would select from a limited set of jobs available to blacks during apartheid. The majority of these jobs required minimal skills and paid low wages.
 14. Explain that because you want your students to understand apartheid more fully, they will each be assigned one of six typical jobs available to black people during apartheid. Refer students once again to Handout 1. Ask students to roll a die to receive their job assignment: The number each student rolls will determine his/her job from the numbered list on the handout.
 15. Point out the box labeled "Wage with discrimination vs. Wage without discrimination" and that the students' apartheid wage is the first wage listed as "Yours." "Others" indicates how much those who didn't face discrimination would earn. Explain that, in

most cases, people who didn't face discrimination (whites) earned much more income than those who were discriminated against (blacks and other people of color).

16. Have students read to themselves their assigned job description and imagine this will be their job for their entire adult life. (*Students may respond negatively about the job descriptions and low pay; remind them that, under apartheid, black people had limited options to correct this unfairness.*)
17. Establish a timeline for the lesson: Point out that after they have read the story (in two days or so) you will come back to discuss the careers students were assigned, but for the time being, they are going to imagine what it may have been like to live under the system of apartheid. Tell students to keep their copy of Handout 1 (or collect as desired) because they will use it again after reading the story.
18. Read the story as a class or assign as individual reading.

Day 2

19. After reading the story, use the following questions to guide discussion:
 - Why did Naledi and Tiro decide to walk to Jo'burg? (*Their little sister, Dineo, was gravely ill at home and their mother lived and worked in Jo'burg. The children believed that if they could tell their mother about Dineo, she would come home and get her the medical care she needed. Because they had no money, the children's only option was to walk to Jo'burg.*)
 - Why were the children so afraid of the police? (*The children knew that policemen could stop blacks and ask for a pass at any time. Even though the children were not required to have a pass, they were afraid because they knew the police were often violent toward blacks.*)
 - In what instances did people need a pass to move around in South Africa? (*"If you wanted to visit some place, the pass must allow it. If you wanted to change jobs, the pass must allow it."* [page 8])
 - How do you think requiring people to have passes affected their ability to improve their education and occupation? (*Answers will vary. If you weren't allowed in an area with the type of school you wanted to attend, you wouldn't be able to get the training for the job you wanted, even if you had the needed skills or ability.*)

Note to Teacher: Explain the following (if desired): The Natives (Abolition of Passes and Co-ordination of Documents) Act, Act No 67 of 1952, commonly known as the Pass Laws, forced black men to carry identification with them at all times. This identification, commonly called a pass, included a person's photograph, address, employment record, tax payments, fingerprints, and police record. It was a criminal offense to be caught without a pass in white areas, which were generally

developed urban areas. Black people could go to designated white areas only if they had permission, which was recorded in the pass. Laws determined how long black people could stay in a white area. Permission to seek work was also recorded in the pass. Initially, only men were required to carry a pass. In 1956 the law changed and women were required to carry one also. Pass laws were not repealed until 1986.

- Why did Naledi and Tiro's mother work so far from home? (*Apartheid dictated where blacks could live, and the children's family was not allowed to live in the area of Johannesburg where their mother worked; the children's mother had to earn money to send her children to school.*)
- When Naledi and Tiro asked their mother why they couldn't live in the city with her, what reason did she give? (*"The white people who make the laws don't allow it. That's how it is."* [page 20])
- Why did the children's mother tell them to work hard in school? (*Answers will vary, but could include the value she saw for their future, increased income, and better opportunities.*)
- When the children met Grace, she explained that the children must look for buses that say "nonwhites only." When the children said they were sorry for trying to get on a white bus, Grace said, "They should be sorry, those stupid people! Why shouldn't we use any bus? When our buses are full, their buses are half empty. Don't you be sorry!" [page 26] Why do you think Grace felt this way? (*After years of unequal treatment and unfair conditions, people of color knew what they were missing out on in terms of education, opportunities, etc.*)
- Were children required to have a pass to travel in Jo'burg? (*No, not until they were 16.*)
- Grace described 1976 as the "Time of Fire." What happened? (*Many students in the city of Soweto, including her brother Dumji, protested because the white government was not providing a good education for black students, who were learning only what the whites wanted them to know. [Note: This was called the Soweto Uprising.]*)
- What happened to Grace's brother Dumji as a result of his involvement during the "Time of Fire"? (*He was arrested for his involvement in the protest. He was put in prison and badly beaten. After he was released, he disappeared and had no contact with his family. A year later, his family received a letter saying he was studying in another country but would return one day to fight for freedom.*)
- Naledi's mother told her about the children in Soweto who wanted to learn more than how to be servants. Why do you think schools were limiting the education black students received? (*Answers will vary. The apartheid government didn't want blacks to participate fully in society or increase their human capital.*)
- When Naledi and her mother were at the hospital with Dineo, how do you think Naledi felt when the baby died while the mother was waiting to see the doctor?

(Answers will vary. Naledi may have felt afraid about Dineo. She must have felt sympathy for the young mother because she referred to how the mother's sobbing pierced her mind.)

- When Mma came out of the hospital, Naledi asked her what the doctor said about Dineo. What did the doctor say the child needed to keep her body strong? *(The doctor said that she needed milk, fruit, and vegetables.)*
- What did Mma say the doctor didn't tell her? *(Mma said he didn't tell her how to get the money to pay for them.)*
- How does a healthy diet help one's human capital? *(Answers will vary. Good physical health allows one to be a better student and worker.)*
- When the children returned from Jo'burg, Naledi began to think deeply about all she had learned. She started thinking about her future and her education. The book says,

It was *her* school too. All those lessons on writing letters...for jobs as servants...always writing how good they were at cooking, cleaning, washing, gardening...always ending with "Yours obediently."

Naledi had never thought about it before tonight, but never, never, had she written about wanting to be...say, a doctor. Yes, that's what she'd like to be. (page 72)

Do you think it would be easy or difficult for Naledi to reach her dream under apartheid? *(Under apartheid, it would be very difficult for her.)*

- What would have been required for Naledi to become a doctor? *(Answers will vary. Point out that the educational system in South Africa would have needed to be changed to allow black students access to educational opportunities. Naledi would also have needed to acquire a high level of training, education, and practice [residency] to become a doctor—that is, a great deal of investment in her human capital.)*

20. Allow students to complete *Handout 2: South African Apartheid Timeline* in class.

21. Review and discuss the answers using the *Handout 2: South African Apartheid Timeline—Answer Key*.

Day 3

22. How did changes in South Africa—starting with the end of apartheid—open up opportunities for people like Naledi to invest in their human capital? *(Answers will vary. Possible answers should include increased educational opportunities, better health care, and more political participation.)*

23. Ask students to take out Handout 1 (or redistribute if collected). Ask a student volunteer from each assigned job to read the job description to the class.

- What are your thoughts about the career, including its pay and conditions, you were assigned in the first lesson? (*Answers will vary.*)
 - What are some reasons that the job you were assigned under apartheid paid so little income? (*Apartheid made it legal to discriminate and pay black workers less than white workers. People of color were denied access to education and opportunities to increase their human capital. The difficulty of travel in the country—due to passes—limited people's opportunities as well.*)
 - How could people feel obligated, or even forced, to work such long hours in dangerous conditions? (*There were few opportunities for people of color; they were forced, economically, to take whatever job they could get.*)
 - If you were given a chance to change the job you were assigned, would you? Why? What would it take to do that? (*Answers will vary, but most students would want to take advantage of this opportunity for a variety of reasons. They may suggest that they would have to move, get more education, etc.*)
24. Remind students that Naledi's dream was to be a doctor and that you began this lesson by asking them to consider a career they would like to have some day. Explain that they are now going to play a matching game to help them learn about some different careers, the education required, and approximate pay.
25. Give each student a card from *Handout 3: Occupation Matching Game*, making sure that pairs of cards are used. If you have an odd number of students, two students may share one card. (*Note: Although students don't need to be told yet, matching cards have the same symbol, for example, ✕ and ✕ or ● and ●. If students ask what the symbols means, tell them you will explain later.*)
26. Explain that there are 16 occupations in the room (assuming a complete set is used) and that each student has a card that is either (1) a description of an occupation with the education required or (2) a specific occupation and its median earnings per year or hourly wage. Tell students their task is to move around the room and locate the person with the card that matches their own. They will have to read cards and make guesses about education and earnings.
27. Tell students to circulate, find their match, and sit down with the person who holds the card that correctly matches theirs. Allow students 5 minutes or so for matching. (*Note: You may offer a small prize to those who make a correct match.*)
28. Once students are finished and seated, display *Visual 4: Occupation Matching Game—Answers* and have them check to see if they and their partner are correctly matched by looking at the symbols listed on their cards. Allow them to move if they are not correct.
29. Were you surprised by the educational requirements or pay for any of the occupations? (*Answers will vary.*)

30. Ask students to refer again to Handout 1 and look at the career they chose.
31. Ask a few students if they are willing to share their career ideas. Have them write their career choices on the board. Discuss the following:
- Why did you choose your noted occupation? (*Answers will vary but may include that they have special skills, are interested in the job, think it pays well, would enjoy the hours, or would like the work environment.*)

Note to the Teacher: Many middle and high school students dream of joining the professional sports ranks, but few understand how difficult and improbable that is. In the next part of the lesson, students use math to compare various occupations starting with professional athletes, followed by physicians, teachers, and administrative assistants.

- What human capital is required to become a professional athlete? (*Answers will vary, but should include physical ability, intense practice and training, study of strategy, and knowledge of the game rules.*)
 - Why do you think the salaries of professional athletes are so high? (*Answers will vary and may include product endorsements and high performance.*)
32. Point out that professional athletes have specialized human capital and few people have that same level of unique human capital. This reason, combined with high consumer demand for sports entertainment, drives up the pay of these athletes.
33. Display row 1 of *Visual 5: Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level*. (*Note: Data in Visual 5 are from the following chart from the National Collegiate Athletic Association [NCAA], accessed November 9, 2011; www.ncaa.org/wps/wcm/connect/public/NCAA/Issues/Recruiting/Probability+of+Going+Pro.)*
34. Ask students the following questions and reveal each answer after they make their predictions:
- How many high school athletes do you think move on to compete at the college (NCAA) level? (*Answers will vary. The correct answer is in row 2 of Visual 5.*)
 - How many college (NCAA) student-athletes do you think are drafted by professional teams? (*Answers will vary. The correct answer is in row 3 of Visual 5.*)
 - What percentage of the student-athletes do you think will eventually become professional athletes? (*Answers will vary. The correct answer is in row 4 of Visual 5.*)
35. Display Visual 4 again and discuss the following:

- What level of education is required for someone to be a fast-food worker? *(There are no specific educational requirements, but some employers prefer high school graduates.)*
- What is the median wage of a fast-food worker? *(\$8.00 per hour)*
- What level of education is required for someone to be a plumber? *(Most receive training from technical colleges or apprenticeship programs.)*
- What is the median wage of a plumber? *(\$15.72 per hour)*
- What level of education is required to become a college professor? *(A doctoral degree [PhD] is usually required. However, professors may have a master's degree only or be a doctoral candidate for certain disciplines or some part-time and temporary jobs).*
- What is the median income of a college professor? *(\$58,830 per year)*
- If a college professor works 40 hours per week and an average of 44 weeks per year, how much is the mean hourly wage for college professors? *$(\$58,803/44 = \$1,337 \text{ per week}; \$1337/40 \text{ hours} = \$33.43 \text{ per hour})$*
- In general, what do you observe about the amount of income a person earns as his or her level of education increases? *(As education increases, income increases.)*
- How many of you know someone who has worked or works in a restaurant? *(Answers will vary, but many students will know someone. Many of the positions are filled by young people.)*
- Why do you suppose chefs earn more income than support staff at restaurants? *(Many chefs go to culinary arts schools to learn to cook and have a higher level of education and training.)*
- According to the game piece, what are different ways someone can learn to be a plumber? *(Through an apprenticeship or by attending a technical school or community college.)*
- How many of you personally know a major-league, professional athlete? *(Some students may know one, but it is highly unlikely.)*
- Both dishwashers and athletes do physical jobs. So, why isn't it as easy to become a professional athlete as it is to become a dishwasher at a local restaurant? *(You need the proper human capital to become a professional athlete: Athletes are highly specialized in their training and education about their sport. Dishwashers do not require this level of human capital.)*
- What is the main reason there are so few professional athletes? *(So few people have the combination of athletic ability, talent, practice, opportunity, and overall human capital to become a professional athlete.)*

36. Display *Visual 6: Years of Education and Weekly Median Income* and ask the following:

- What happens to income as more education is attained? (*More income is earned.*)
 - Of the levels of education listed on the graph, who earns the least weekly income? (*High school dropouts earn \$444 per week.*)
 - At which level of education is weekly income the highest? (*Professional degree: \$1,610 per week*)
 - What are some examples of professions that require a professional degree? (*Answers will vary, but may include attorneys, veterinarians, and medical doctors.*)
 - Is the mathematical relationship between income and education negative or positive? (*positive*)
37. Explain to students that they will use their math skills to see how many people work in various occupations. Distribute a copy of *Handout 4: Human Capital and Math* and a calculator to each student. Complete the first problem as a class, then have students work with their partner from the matching game to complete the rest of the work. (*Note: There may be some variance in calculations due to rounding.*)
38. Use a copy of *Handout 4: Human Capital and Math—Answer Key* to review the answers with the class.

Closure (Review)

39. Review the important content of the lesson by asking the following questions:
- What is apartheid? (*Apartheid is the system of segregation or discrimination on grounds of race in force in South Africa from 1948 to 1991.*)
 - How did apartheid affect human capital development for black South Africans? (*Schools conditioned blacks to accept white domination, and blacks were not allowed the same educational opportunities or resources as whites. Laws prevented blacks from traveling without passes and kept them in low-paying menial jobs.*)
 - What is human capital? (*Human capital is the skills, knowledge, and personal attributes one receives from investment in education, training, and physical health.*)
 - State the skills, education, and other human capital investments you will have to make in order to achieve your goal of attaining the career you listed in the opening activity of this lesson. (*Answers will vary depending on the occupation chosen.*)
 - What is income? (*Income is the payment people receive for providing resources in the marketplace. Although people can provide natural, human, and capital resources, such as machines and tools, to earn income, most people provide human resources—that is, labor.*)

- Generally, what happens to the amount of income earned as one's level of education increases? (*As education increases, income increases.*) Why? (*People who are highly educated and skilled are generally more productive than those who are not.*)
- What usually happens to the total number of people in a given career as the required level of education (human capital) increases? (*The total number decreases because there are fewer people who are highly skilled and productive.*)

Assessment

40. Give each student a copy of *Handout 5—Assessment*. Go over the directions and answer any questions.

Visual 1: Income

Income

The payment people receive for providing resources in the marketplace. Although people can provide natural, human, and capital resources, such as machines and tools, to earn income, most people provide human resources—that is, labor.

Visual 2: Human Capital

Human capital

The skills, knowledge, and personal attributes one receives from investment in education, training, and physical health.

Visual 3: Apartheid

Apartheid

The system of segregation or discrimination on grounds of race in force in South Africa from 1948 to 1991.

Source: Apartheid Museum, Johannesburg, South Africa.

Visual 4: Occupation Matching Game—Answers

+	Registered nurses
⚖️	Lawyers
◆	Plumbers
👉	College professors
♥	Physicians
👮	Police officers
⚡	Electricians
⚡	Fast-food workers
⚡	Welders
■	Software engineers
♣️	Bank tellers
+	Accountants
🌸	Dental assistants
▲	Athletic trainers
●	Truck drivers
✖️	Emergency medical technicians (EMTs)

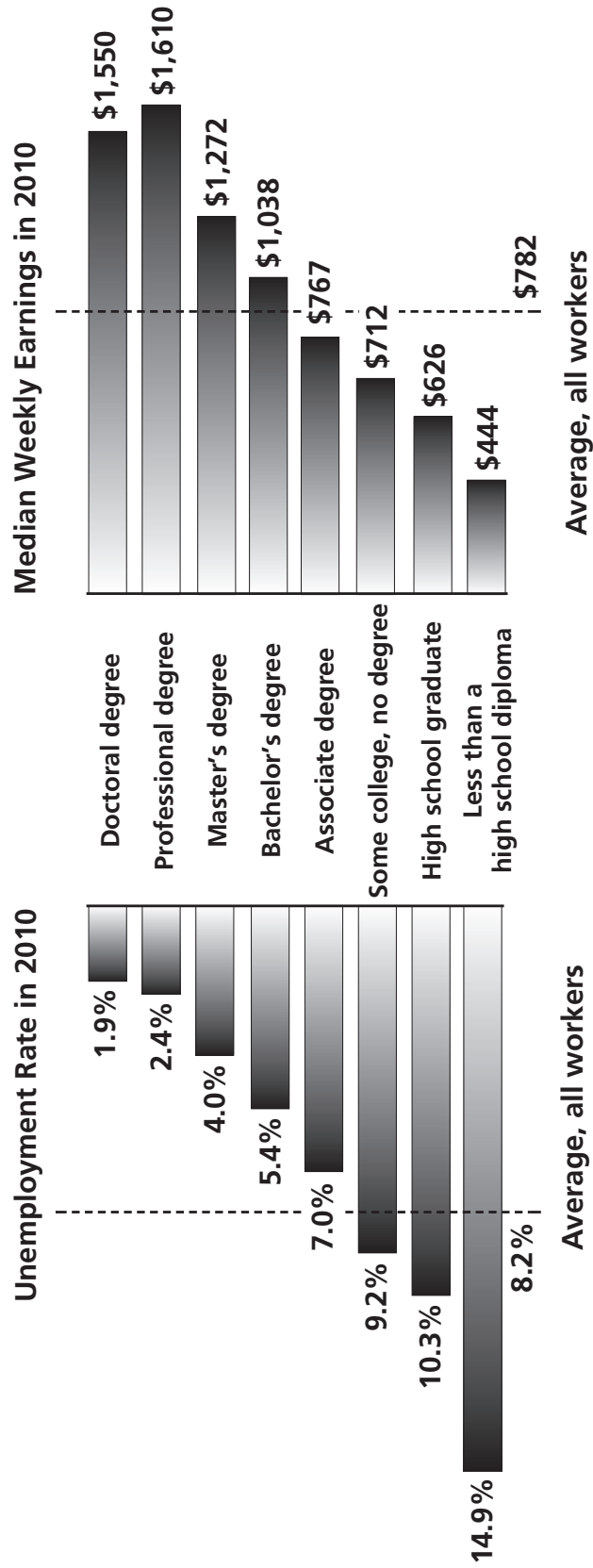
Visual 5: Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level

	Men's basketball	Women's basketball	Football	Baseball	Men's ice hockey	Men's soccer
1. High school student-athletes (seniors)	154,345	125,586	316,937	135,041	10,421	111,954
2. NCAA student-athletes	17,008	15,423	66,313	30,365	3,945	21,770
3. NCAA student-athletes drafted by professional teams	44	32	250	600	33	76
4. High school student-athletes (seniors) who become professional athletes	0.03%	0.03%	0.08%	0.44%	0.32%	0.07%

NOTE: NCAA, National Collegiate Athletic Association.

SOURCE: www.ncaa.org/wps/wcm/connect/public/NCAA/Issues/Recruiting/Probability+of+Going+Pro.

Visual 6: Years of Education and Weekly Median Income



SOURCE: Bureau of Labor Statistics, Current Population Survey.

Handout 1: Careers

Career in which you are *really* interested: _____

Education required: _____

Estimated wages: _____

Directions: Roll the die to determine your assigned occupation under apartheid. The number you roll is the number of your occupation on the list. Write your occupation and hourly wage in the spaces below.

My assigned occupation: _____ My hourly wage: _____

Apartheid-era occupations	Wage with discrimination vs. Wage without discrimination	Job descriptions
1. Miner	Yours = \$1.75 per hour Others = \$21.00 per hour	You work in dangerous conditions with extreme hot and cold temperatures. The work is very hard and you live apart from your family in guarded barracks.
2. Housekeeper	Yours = \$0.75 per hour Others = \$9.00 per hour	You work 6 to 7 days a week, 12 to 14 hours per day. You live away from home in a small shed in the back of the owner's property. No visitors are allowed.
3. Gardener	Yours = \$1.00 per hour Others = \$12.00 per hour	Your work is difficult and mainly outdoors in extreme hot and cold weather. You live in a town 20 miles away and travel by train and bus to work.
4. Servant	Yours = \$0.65 per hour Others = \$6.00 per hour	You help prepare and serve meals, tend to children, and perform other tasks as assigned by your employer. You live alone in a very small room and work an average of 12 hours a day.
5. Laundry worker	Yours = \$0.80 per hour Others = \$7.50 per hour	You work in a laundry that serves wealthy people. You wash clothes and fold and press shirts and other items. The shop is hot and the work hard. You work long hours 6 days a week and must travel almost 2 hours, each way, each day.
6. Farm laborer	Yours = \$0.90 per hour Others = \$8.25 per hour	You complete various tasks requiring manual labor, which are often outdoors year-round. You work 6 days per week and live in a shed on the owner's property.

Handout 2: South African Apartheid Timeline (page 1 of 2)

Directions: Working in groups, read the following apartheid timeline. For each of the items with provided lines for writing, describe an example of the era or conditions as found in the story *Journey to Jo'burg: A South African Story*.

The origins of discrimination against native South African people began at the time settlers arrived in South Africa in the mid-1600s. Over time, this treatment developed into a system of minority white rule over the majority African people. The system is known as apartheid—an Afrikaans word that means “apartness.”

Vocabulary terms

Afrikaans: The language spoken by most white South Africans, developed primarily from the Dutch settlers who moved to South Africa.

Apartheid: The system of segregation or discrimination on grounds of race in force in South Africa from 1948 and 1991.

1950: The Population Registration Act classified people into three racial groups: whites, coloreds (mixed race or Asian), and natives (African/black). Marriages between races were outlawed in order to maintain racial purity.

1950: The Group Areas Act set aside specific communities for each of the races: whites, coloreds (mixed race or Asian), and natives (African/black). The best areas and the majority of the land were reserved for whites. Nonwhites were relocated into “reserves.” Members of mixed-race families were forced to live apart from one another.

1951: The Bantu Homelands Act declared the lands reserved for black South Africans to be independent nations. In this way, the government stripped millions of blacks of their South African citizenship and forced them to become residents of their new “homelands.” Blacks were considered foreigners in white-controlled South Africa and needed a passport to enter. Blacks entered only to serve whites in menial jobs.

1952: Abolition of Passes and Coordination of Documents Act, which has a misleading name, required black South African males over age 16 to carry an identification booklet (pass) with name, address, fingerprints, and other information. Women were required to carry a pass beginning in 1956. Anyone found without a pass could be sent to jail, and police often stopped and harassed blacks regarding the pass because it was legal for them to do so.

Handout 2: South African Apartheid Timeline (page 2 of 2)

1953: Preservation of Separate Amenities Act created “separate but not necessarily equal” beaches, parks, post offices, and other public places for Africans (blacks), coloreds (those of mixed race or Asian), and whites.

1953: The Bantu Education Act supervised the education of all blacks. Schools conditioned blacks to accept white domination, and blacks and other people of color were not allowed the same educational opportunities or resources as whites.

1964: Nelson Mandela, initially jailed in 1962, was sentenced to life in prison. Mandela was the head of the African National Congress, a political organization formed in 1912 in response to oppression of blacks.

1970s: Resistance to apartheid began to increase. Churches and workers organized protests. Whites joined blacks in demonstrations.

1976: The Soweto Uprising: Thousands of mainly black South African students demonstrated and rioted in Soweto, South Africa, against the discrimination of blacks and school instruction in Afrikaans. The police reacted with gunfire—575 people were killed and thousands were injured and arrested.

1980s: People and governments around the world launched a campaign to **boycott** (not do business with) South Africa. This had a crippling effect on the South African economy and weakened the government.

Late 1980s: Under pressure from around the world, South Africa repealed (reversed) some of the segregationist laws. For example, the laws separating whites and nonwhites in public places were relaxed or repealed.

1990: Nelson Mandela was released from prison.

1991: South African President F.W. de Klerk repealed the rest of the apartheid laws and called for the drafting of a new constitution.

1993: A multiracial, multiparty transitional government was approved.

1994: Elections were held. The United Nations sent 2,120 international observers to ensure the fairness of the elections. Nelson Mandela, the African resistance leader who had been jailed for 27 years, was elected president.

Timeline adapted from http://cyberschoolbus.un.org/discrim/race_b_at_print.asp.

Handout 2: South African Apartheid Timeline—Answer Key (page 1 of 2)

Directions: Working in groups, read the following apartheid timeline. For each of the items with provided lines for writing, describe an example of the era or conditions as found in the story *Journey to Jo'burg: A South African Story*.

The origins of discrimination against native South African people began at the time settlers arrived in South Africa in the mid-1600s. Over time, this treatment developed into a system of minority white rule over the majority African people. The system is known as apartheid—an Afrikaans word that means “apartness.”

Vocabulary terms

Afrikaans: The language spoken by most white South Africans, developed primarily from the Dutch settlers who moved to South Africa.

Apartheid: The system of segregation or discrimination on grounds of race in force in South Africa from 1948 and 1991.

1950: The Population Registration Act classified people into three racial groups: whites, coloreds (mixed race or Asian), and natives (African/black). Marriages between races were outlawed in order to maintain racial purity.

1950: The Group Areas Act set aside specific communities for each of the races: whites, coloreds (mixed race or Asian), and natives (African/black). The best areas and the majority of the land were reserved for whites. Nonwhites were relocated into “reserves.” Members of mixed-race families were forced to live apart from one another.

1951: The Bantu Homelands Act declared the lands reserved for black South Africans to be independent nations. In this way, the government stripped millions of blacks of their South African citizenship and forced them to become residents of their new “homelands.” Blacks were considered foreigners in white-controlled South Africa and needed a passport to enter. Blacks entered only to serve whites in menial jobs.

(The children’s mother had to live apart from her family because the apartheid system didn’t allow the family to live together in Johannesburg.)

1952: Abolition of Passes and Coordination of Documents Act, which has a misleading name, required black South African males over age 16 to carry an identification booklet (pass) with name, address, fingerprints, and other information. Women were required to carry a pass beginning in 1956. Anyone found without a pass could be sent to jail, and police often stopped and harassed blacks regarding the pass because it was legal for them to do so.

(The children were afraid of being caught on their way to Johannesburg because anyone without a pass could be stopped and harassed. A man in the train station was arrested because he didn’t have his pass with him.)

Handout 2: South African Apartheid Timeline—Answer Key (page 2 of 2)

1953: Preservation of Separate Amenities Act created “separate but not necessarily equal” beaches, parks, post offices, and other public places for Africans (blacks), coloreds (those of mixed race or Asian), and whites.

(The children were forced to ride the “colored bus.”)

1953: The Bantu Education Act supervised the education of all blacks. Schools conditioned blacks to accept white domination, and blacks and other people of color were not allowed the same educational opportunities or resources as whites.

(Grace explained that students “were taught a lot of rubbish.” Naledi described how her school taught them to write letters about becoming servants.)

1964: Nelson Mandela, initially jailed in 1962, was sentenced to life in prison. Mandela was the head of the African National Congress, a political organization formed in 1912 in response to oppression of blacks.

1970s: Resistance to apartheid began to increase. Churches and workers organized protests. Whites joined blacks in demonstrations.

1976: The Soweto Uprising: Thousands of mainly black South African students demonstrated and rioted in Soweto, South Africa, against the discrimination of blacks and school instruction in Afrikaans. The police reacted with gunfire—575 people were killed and thousands were injured and arrested.

(Grace described the violence and frustration of this time. Her brother Dumi was arrested and jailed.)

1980s: People and governments around the world launched a campaign to **boycott** (not do business with) South Africa. This had a crippling effect on the South African economy and weakened the government.

Late 1980s: Under pressure from around the world, South Africa repealed (reversed) some of the segregationist laws. For example, the laws separating whites and nonwhites in public places were relaxed or repealed.

1990: Nelson Mandela was released from prison.

1991: South African President F.W. de Klerk repealed the rest of the apartheid laws and called for the drafting of a new constitution.

1993: A multiracial, multiparty transitional government was approved.

1994: Elections were held. The United Nations sent 2,120 international observers to ensure the fairness of the elections. Nelson Mandela, the African resistance leader who had been jailed for 27 years, was elected president.

Timeline adapted from http://cyberschoolbus.un.org/discrim/race_b_at_print.asp.

Handout 3: Occupation Matching Game (page 1 of 4)

Copy and cut along the lines. One pair of game pieces is needed per pair of students. 16 pairs of game pieces are provided; copy additional sets as needed.

<p>Most jobs require a high school diploma and a background check.</p> <hr/> <p>are usually trained on the job.</p> <p style="text-align: center;">♣</p>	<p style="text-align: center;">Bank tellers</p> <p>Median earnings = \$23,610 per year</p> <p style="text-align: center;">♣</p>
<p>Most prospective</p> <hr/> <p>take courses at a technical or vocational school to prepare for testing and licensing.</p> <p style="text-align: center;">●</p>	<p style="text-align: center;">Truck drivers</p> <p>Median wage = \$17.92 per hour</p> <p style="text-align: center;">●</p>
<p>Most positions for</p> <hr/> <p>require at least a bachelor's degree. Some employers prefer applicants with a master's degree.</p> <p style="text-align: center;">+</p>	<p style="text-align: center;">Accountants</p> <p>Median earnings = \$59,430 per year</p> <p style="text-align: center;">+</p>
<p>Generally,</p> <hr/> <p>must have a high school diploma and complete a formal training and certification process.</p> <p style="text-align: center;">×</p>	<p style="text-align: center;">Emergency medical technicians (EMTs)</p> <p>Median wage = \$14.10 per hour</p> <p style="text-align: center;">×</p>

Handout 3: Occupation Matching Game (page 2 of 4)

<p>Formal training for _____</p> <p>is available in high schools and post-secondary institutions, such as vocational-technical institutes and community colleges.</p> <p>❖</p>	<p>Welders</p> <p>Median wage = \$16.13 per hour</p> <p>❖</p>
<p>Many _____</p> <p>learn their skills on the job, although an increasing number are trained in programs offered by community and junior colleges, trade schools, technical institutes, or the armed forces. Most programs take 1 year to complete.</p> <p>❁</p>	<p>Dental assistants</p> <p>Median earnings = \$32,380 per year</p> <p>❁</p>
<p>For most positions, employers prefer _____</p> <p>who have at least a bachelor's degree and broad knowledge of, and experience with, a variety of computer systems and technologies.</p> <p>■</p>	<p>Software engineers</p> <p>Median earnings = \$92,430 per year</p> <p>■</p>
<p>Almost 70 percent of _____</p> <p>have a master's degree or higher. They may need a master's or higher degree to be eligible for some positions, especially those at colleges and universities, and to increase their advancement opportunities.</p> <p>▲</p>	<p>Athletic trainers</p> <p>Median earnings = \$39,640 per year</p> <p>▲</p>

Handout 3: Occupation Matching Game (page 3 of 4)

<p>_____</p> <p>are required to complete 8 years of education beyond high school and 3 to 8 additional years of internship and residency.</p> <p>♥</p>	<p>Physicians</p> <p>Median earnings = \$186,044 per year</p> <p>♥</p>
<p>_____</p> <p>must have at least a high school education. Some employers require 1 or 2 years of college coursework or, in some cases, a college degree. Physical education classes and participation in sports are helpful in developing the competitiveness, stamina, and agility needed for many positions.</p> <p>★</p>	<p>Police officers</p> <p>Median earnings = \$51,410 per year</p> <p>★</p>
<p>_____</p> <p>often learn their skills through apprenticeship programs that combine paid on-the-job training with related classroom instruction. Joint training committees, made up of members of local unions and representatives from contracting companies, usually sponsor apprenticeship programs.</p> <p>✱</p>	<p>Electricians</p> <p>Median wage = \$22.32 per hour</p> <p>✱</p>
<p>_____</p> <p>have no specific educational requirements. Many employers prefer to hire high school graduates but completion of high school usually is not required. Many entrants to these jobs are in their late teens or early twenties and have a high school education or less.</p> <p>◆</p>	<p>Fast-food workers</p> <p>Median wage = \$8.00 per hour</p> <p>◆</p>

Handout 3: Occupation Matching Game (page 4 of 4)

<p>Comprising the largest health-care occupation,</p> <hr/> <p>held about 2.6 million jobs in 2008. This occupation usually requires a bachelor's degree.</p> <p style="text-align: center;">+</p>	<p style="text-align: center;">Registered nurses</p> <p>Median earnings = \$62,450 per year</p> <p style="text-align: center;">+</p>
<p>usually complete 7 years of full-time study after high school—4 years of college as an undergraduate, followed by 3 more years as a graduate student.</p> <p style="text-align: center;">↔</p>	<p style="text-align: center;">Lawyers</p> <p>Median earnings = \$110,590 per year</p> <p style="text-align: center;">↔</p>
<p>enter into this occupation in a variety of ways. Most get their training through apprenticeships or by attending technical schools or community colleges.</p> <p style="text-align: center;">◆</p>	<p style="text-align: center;">Plumbers</p> <p>Median wage = \$15.72 per hour</p> <p style="text-align: center;">◆</p>
<p>are usually required to have a doctoral degree. However, they may have a master's degree only or be a doctoral candidate for certain disciplines or for some part-time and temporary jobs.</p> <p style="text-align: center;">☞</p>	<p style="text-align: center;">College professors</p> <p>Median earnings = \$58,830 per year</p> <p style="text-align: center;">☞</p>

Handout 4: Human Capital and Math

Directions: Use the population and labor force data provided to answer the following questions:

1. According to the Bureau of Labor Statistics, in 2008 in the United States, the population was 310,000,000 and there were 16,500 professional athletes. What percentage of the population were professional athletes?
2. There were 661,400 physicians and surgeons in the United States in 2008. What percentage of the population had these jobs?
3. In 2008 in the United States, there were approximately how many times more physicians than professional athletes?
4. In 2008 in the United States, there were 3,476,200 teachers. What percentage of the population had this job?
5. In 2008 in the United States, approximately how many times more teachers were there than physicians?
6. In 2008 in the United States, there were about 4,300,000 administrative assistants. What percentage of the population had this job?
7. In 2008 in the United States, how many times more administrative assistants were there than teachers?
8. Based on the evidence from questions 2, 4, and 5, what generally happens to the number of people in each of those jobs?
9. Generally, what happens to the number of people in a career as the level of human capital development increases? Why?
10. Your friend Scott is not very good at baseball (average at best), yet he insists that he will play Major League Baseball one day. On the back of this page, use the math you have just completed to write Scott a paragraph explaining why he should keep his other options open by investing in an education.

Handout 4: Human Capital and Math—Answer Key

Note: Answers are rounded.

1. According to the Bureau of Labor Statistics, in 2008 in the United States, the population was 310,000,000, the labor force was 153,000,000, and there were 16,500 professional athletes. What percentage of the population were professional athletes?
(With a U.S. population of 310,000,000, only 0.005 percent [five-thousandths of 1 percent] of the population were professional athletes: $16,500/310,000,000 = 0.000053 \times 100 = 0.0053$ percent.)
Source: www.bls.gov/oco/ocos251.htm.
2. There were 661,400 physicians and surgeons in the United States in 2008. What percentage of the population had these jobs?
(With a U.S. population of 310,000,000, about 0.2 percent [two-tenths of 1 percent] were doctors: $661,400/310,000,000 = 0.0021 \times 100 = 0.21$ percent.) Source: www.bls.gov/oco/ocos074.htm#outlook.
3. In 2008 in the United States, there were approximately how many times more physicians than professional athletes?
([Note: Due to rounding and place value, you will have variations depending on how students calculate this.] There were about 40 times more physicians than athletes: $661,400/16,500 = 40.08$ or $0.2/0.005 = 40$.)
4. In 2008 in the United States, there were 3,476,200 teachers. What percentage of the population had this job?
(With a U.S. population of 310,000,000 people, 1.12 percent were teachers: $3,476,200/310,000,000 = 0.0112 \times 100 = 1.121$ percent.) Source: www.bls.gov/oco/ocos318.htm#outlook.
5. In 2008 in the United States, approximately how many times more teachers were there than physicians?
([Note: Due to rounding and place value, you will have some variations depending on how students calculate this.] In 2008, with 3,476,200 teachers and 661,400 physicians, there were about 5.3 or 5.6 time more teachers than physicians: $3,476,200/661,400 = 5.3$ or $1.12/0.2 = 5.6$.)
6. In 2008 in the United States, there were about 4,300,000 administrative assistants. What percentage of the population had this jobs?
(1.4 percent: $4,300,000/310,000,000 = 0.014 \times 100 = 1.4$.)
7. In 2008 in the United States, how many times more administrative assistants were there than teachers?
(In 2008, with 4,300,000 administrative assistants and 3,476,000 teachers, there were 1.24 times more administrative assistants than teachers: $4,300,000/3,476,200 = 1.24$ or $1.39/1.12 = 1.24$.)
8. Based on the evidence from questions 2, 4, and 5, what generally happens to the number of people in each of those jobs?
(The number of people in each job increased.)
9. Generally, what happens to the number of people in a career as the level of human capital development increases? Why?
(The number decreases because fewer people are highly skilled and educated.)
10. Your friend Scott is not very good at baseball (average at best), yet he insists that he will play Major League Baseball one day. On the back of this page, use the math you have just completed to write Scott a paragraph explaining why he should keep his other options open by investing in an education.
(The NCAA probability of going pro after high school is 0.44 percent. Since only 0.005 percent of the total population are professional athletes and Scott is not very good at baseball, he should invest in his education.)

Handout 5: Assessment (page 1 of 3)**College Graduates in the United States and Turkey**

	2000	2001	2002	2003	2004	2005	2006
Turkey	8.8%	9.4%	10.3%	10.5%	10.8%	11.2%	15.2%
United States	34.4%	32.7%	32.4%	31.9%	33.2%	34.2%	35.5%

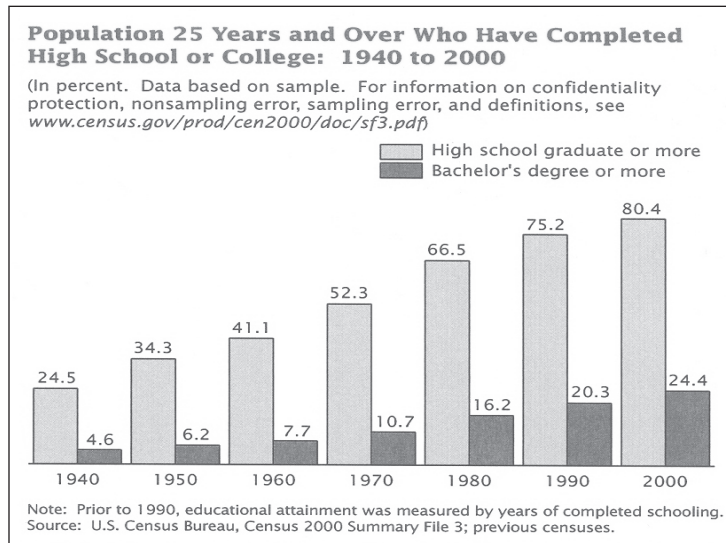
SOURCE: www.oecd-ilibrary.org/education/tertiary-education-graduation-rates_20755120-table1.

Directions: Using the data in the table on the percentage of people who have graduated from college, answer the following questions:

- Over the 7-year period in the table, how has the level of education changed for each country?
- Based on the data, in which country do people attain a higher level of education?
- Explain how a higher level of education affects the citizens in a country.
- From 2000 to 2006, which country had the greatest gain in the percentage of college graduates?
- What are two possible reasons that one country would have greater gains in its percentage of college graduates than another?
- Based on the data reviewed, predict whether the following statements better apply to Turkey or the United States. Write your answers on the lines provided.
 - Expected years of schooling for the average person: 12 years. _____
 - Expected years of schooling for the average person: 16 years. _____
 - Annual income per person: \$12,300 (2010 estimate). _____
 - Annual income per person: \$47,200 (2010 estimate). _____

Handout 5: Assessment (page 2 of 3)

Use the chart to answer the following questions about U.S. educational attainment.

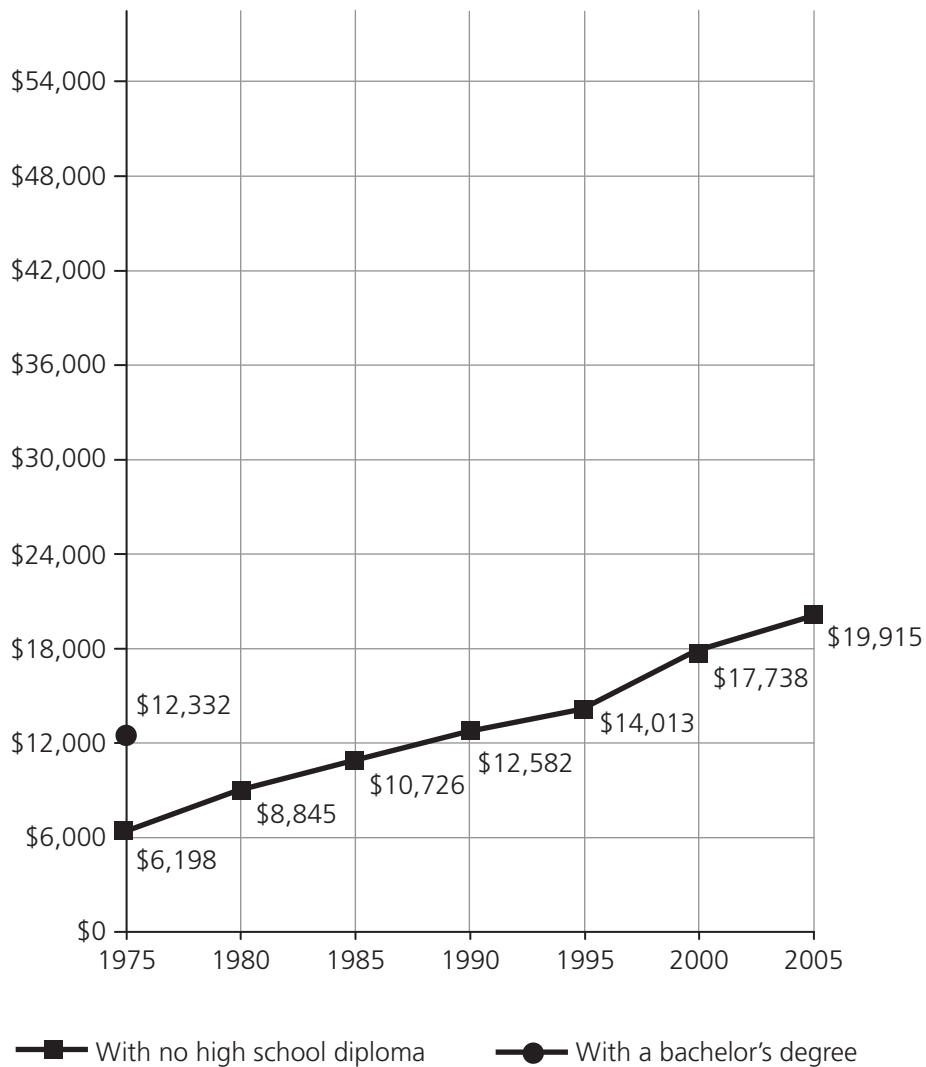


7. From 1940 to 2000, how has the percentage of people who completed high school changed?
8. Over the same period, how has the percentage of people who completed college changed?

Handout 5: Assessment (page 3 of 3)

9. Using what you have learned about the relationship between education and income, for each year noted, provide reasonable estimates of mean annual income for college graduates with a bachelor's degree. Plot the data and connect the points to create a line. The income for 1975 is already provided. The mean annual income for people without a high school diploma is plotted along the bottom of the graph. In 1975, a person without a high school diploma could expect to earn about \$6,198 in 1975, about \$8,845 in 1980, and so on.

Mean Annual Income



Source: Mean Earnings of Workers 18 Years and Over, by Educational Attainment, Race, Hispanic Origin, and Sex: 1975 to 2009; <http://www.census.gov/hhes/socdemo/education/data/cps/historical/index.html>.

Handout 5: Assessment—Answer Key (page 1 of 3)**College Graduates in the United States and Turkey**

	2000	2001	2002	2003	2004	2005	2006
Turkey	8.8%	9.4%	10.3%	10.5%	10.8%	11.2%	15.2%
United States	34.4%	32.7%	32.4%	31.9%	33.2%	34.2%	35.5%

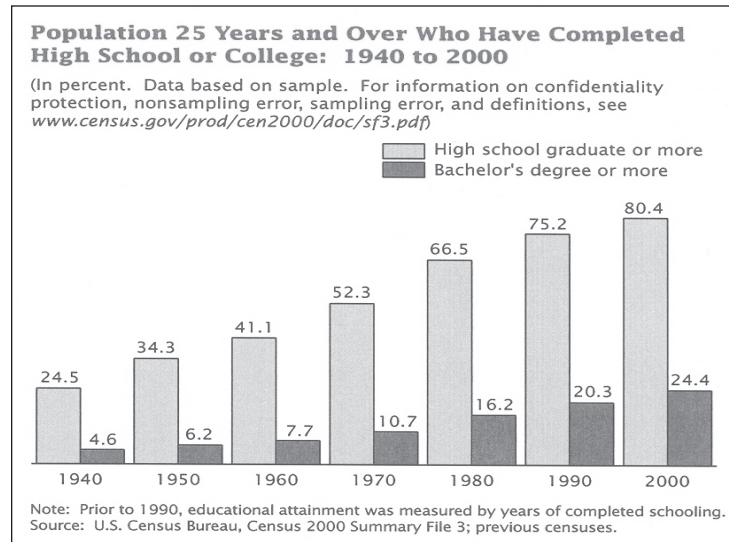
SOURCE: www.oecd-ilibrary.org/education/tertiary-education-graduation-rates_20755120-table1.

Directions: Using the data in the table on the percentage of people who have graduated from college, answer the following questions:

- Over the 7-year period in the table, how has the level of education changed for each country?
(Both countries have seen increases in the percentage of college graduates.)
- Based on the data, in which country do people attain a higher level of education?
(United States)
- Explain how a higher level of education affects the citizens in a country.
(Answers will vary, but some may include that higher education generally leads to higher incomes for citizens, a reduction of crime, and a growing economy.)
- From 2000 to 2006, which country had the greatest gain in the percentage of college graduates?
(Turkey)
- What are two possible reasons that one country would have greater gains in its percentage of college graduates than another?
(Answers will vary, but may include better access for students to schools and education funding, government agencies that promote education, greater value from attaining a higher education, and one country could have fewer college graduates to begin with, so more room to grow.)
- Based on the data reviewed, predict whether the following statements better apply to Turkey or the United States. Write your answers on the lines provided.
 - Expected years of schooling for the average person: 12 years. (Turkey)
 - Expected years of schooling for the average person: 16 years. (United States)
 - Annual income per person: \$12,300 (2010 estimate). (Turkey)
 - Annual income per person: \$47,200 (2010 estimate). (United States)

Handout 5: Assessment—Answer Key (page 2 of 3)

Use the chart to answer the following questions about U.S. educational attainment.

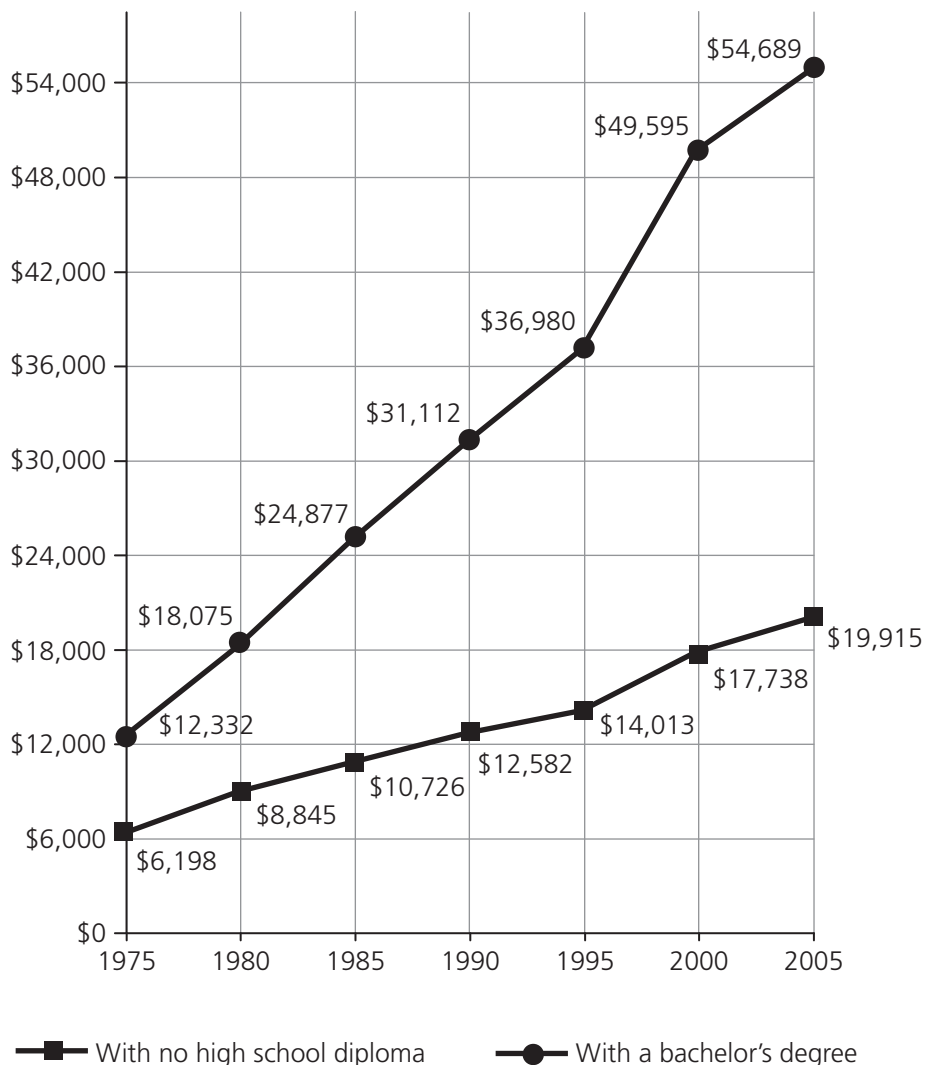


- From 1940 to 2000, how has the percentage of people who completed high school changed?
(*High school completion increased.*)
- Over the same period, how has the percentage of people who completed college changed?
(*College graduation increased.*)

Handout 5: Assessment—Answer Key (page 3 of 3)

9. Using what you have learned about the relationship between education and income, for each year noted, provide reasonable estimates of mean annual income for college graduates with a bachelor’s degree. Plot the data and connect the points to create a line. The income for 1975 is already provided. The mean annual income for people without a high school diploma is plotted along the bottom of the graph. In 1975, a person without a high school diploma could expect to earn about \$6,198 in 1975, about \$8,845 in 1980, and so on.

Mean Annual Income



Source: Mean Earnings of Workers 18 Years and Over, by Educational Attainment, Race, Hispanic Origin, and Sex: 1975 to 2009;
<http://www.census.gov/hhes/socdemo/education/data/cps/historical/index.html>.

Standards and Benchmarks

Common Core Standards

Grades 6-12 Literacy in History/Social Studies and Technical Subjects

- **English Language Arts Standards, History/Social Studies, Grades 6-8**
 - **Key Ideas and Details**
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
 - **Craft and Structure**
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **Integration of Knowledge and Ideas**
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

World History Content Standards

Era 9: The 20th Century Since 1945: Promises and Paradoxes

- **Standard 2**
The search for community, stability, and peace in an interdependent world.
- **Standard 2C**
The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.
 - **Grades 5-12**
Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority.

National Voluntary Standards in Economics

Standard 13

Students will understand that income for most people is determined by the market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.

- **Grade 8, Benchmark 2.** To earn income people sell productive resources. These include their labor, capital, natural resources, and entrepreneurial talents.
- **Grade 8, Benchmark 5.** People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.