

## Grade 9 Social Sciences Worksheet

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### The promotion of human rights through civil rights movements

#### ***Introduction***

Civil rights movements began to take place in America after World War II.

Through these civil rights movements, the African-Americans' human rights were finally recognised.

#### ***Conditions of the African-Americans before the civil rights movements***

African-Americans were not really slaves by the time World War II ended, but they did not enjoy the same rights as the white Americans. There was plenty of discrimination and prejudice. For example, segregation laws prevented the African-Americans from voting and forced them to use separate facilities.

A racist organisation called the Ku Klux Klan used violent actions against the African-Americans. African-Americans did not enjoy the same opportunities as the white Americans. They were paid less and lived in the poorer areas of towns.



*The Ku Klux Klan*

#### ***The emergence of civil rights movements***

Civil rights movements began when the Supreme Court in America ruled that segregated schools were illegal. This meant that the African-American children could attend white American schools. Unfortunately, especially in the Southern American States, where most of the African-Americans lived, segregation in the schools continued. Eventually the

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Washington government was forced to intervene and soldiers had to protect those children wanting to attend white schools.

The civil rights movements started when a lady called Rosa Parks refused to give up her seat on a bus for a white man. She was then arrested. The black community of Montgomery, where this incident took place, started to boycott the bus system. At that stage, Martin Luther King was the local minister. Between Martin Luther King and the Montgomery community, they managed to persuade the courts to rule that segregation of buses no longer existed.



*A photograph  
of Rosa Parks*



*Rev. Martin Luther  
King*

### ***Civil rights protests***

Due to the civil rights campaign, the conditions and laws were eventually changed for the African-Americans. In 1964, the Civil Rights Act was passed. Segregation and discrimination based on race were no longer allowed. Although this appeared to be a victory for the African-Americans, there were deeper-rooted attitudes that would take much longer to change.

### ***The promotion of human rights through the anti-colonial struggle***

#### ***Introduction***

A great struggle for human rights took place in Africa. Africa was ruled by European powers,

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known as colonial powers. Up until World War II, it was acceptable for these colonial powers to rule over the African countries. Much of this colonial rule denied the Africans many human rights. However, after World War II, attitudes towards colonialism began to change. Nationalist leaders began to demand independence and freedom from colonial rule. Independence was granted to most African states, but due to various reasons, the end of colonial rule did not mean the end of the abuse of human rights in Africa.



### ***Colonial rule and human rights***

After World War II, resistance towards colonialism had a huge impact on Africa. This was due to the new United Nations having committed itself to human rights and supporting independence. Also, many people all over the world were horrified by the crimes against



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1. Define a civil rights movement.
2. **Research assignment**  
Do some research on Martin Luther King and consider the following points in your presentation:
  - His experience as a teenager living in America
  - How being an Africa-American affected his life
  - The impact that Martin Luther King made to change the conditions of the African-Americans

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3. There are numerous ways/methods protestors could use to fight for human rights or to bring about change. Can you list these various ways?
4. **Newspaper article**  
Write an article in which you express your views on the Civil Rights Act being passed. You may write this article as if you were an African-American or a white American. These views must show your feelings towards the basic human rights being recognised for the African-Americans. Also explain how people's lives were going to change in America.
5. Make a list of human rights that the colonial powers denied the people of Africa.
6. List the countries that gained independence after 1970.
7. List a few examples of abuses of power by leaders of newly independent African countries.
8. **Vocabulary building**  
Explain the meaning of the following words within the context of the work you have studied.

[11]

Civil rights  
Movement  
Segregation  
Prejudice  
African-American  
Discrimination  
Boycotts

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Protests  
Stay-away  
Ku Klux Klan  
Racism

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### Suggested Solutions

1. A movement dedicated to removing discriminatory practices that prevent people from participating in civil society.
2. Assess using the rubric in the Appendix of Assessment Tools.
3. Court challenges, writing to newspapers/blog sites/writing to or meeting with politicians/forming political parties/protest marches / public debates
4. Assess using rubric in Appendix of Assessment Tools.
5. Freedom of movement and association; voting rights (the franchise); freehold land rights; freedom to sell their skills to whomever they wished.
6. Note that, while South Africa was independent of Great Britain from 1910, it practised racist policies until 1995.  
Angola, Guinea Bissau, Zimbabwe, Mozambique, Namibia, Botswana, Lesotho, Swaziland (South Africa)
7. Idi Amin (Uganda); Emperor Bokassa (Central African Republic); Muamar Khaddafi (Libya); Robert Mugabe (Zimbabwe)
8. *Civil rights* – the rights that go with participation in normal society without hindrance on the basis of race, religion or gender

*Movement* – an organisation(s) dedicated to a particular cause

*Segregation* – separation on the basis of race or gender

*Prejudice* – pre (before), judice (judge), judging people by what they are, not who they are

*African-American* – an American of African descent

*Discrimination* – A practice that is prejudiced, such as segregation on buses

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*Boycotts* – staying away from something for political gain, usually by applying economic pressure, E.g. boycotting the buses punished the bus-owners by limiting their profits

*Stay-away* – Similar to boycott, but usually refers to staying away from one's own workplace

*Ku Klux Klan* – a racist, white, quasi-religious organisation in the USA that fought against civil rights for black Americans

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### Rubric for assessing essay

| Level    | Content<br>[8 marks]  | Layout and presentation<br>[2 marks]  | Argument<br>[8 marks]  | Sources and evidence<br>[2 marks]   |
|----------|---|---|--|---|
| <b>4</b> | All the necessary information is provided to support the arguments made.                  | The essay is neatly laid out; sources are presented well (for example in frames) and logically related to the text. | The argument is well thought out, presenting more than one point of view, supported by a variety of sources. Discussion is developed and conclusions are clearly stated, showing that the learner has his/her own thoughts on the topic. | An excellent variety of sources and forms of evidence is accessed and properly acknowledged, supporting the argument fully. |
| <b>3</b> | The content supports the argument, although there may be some omissions.                  | The essay is neat, but layout is a bit haphazard.   | The argument is sound, supported by sources, although lacking in depth and originality.  | At least 3 sources are referred to.   |
| <b>2</b> | Little evidence that the learner has developed his/her own thoughts based on the sources. | The essay is untidy and sources are not well presented.   | The argument is not always logical in relation to the sources and has no originality.  | Only 1 or 2 sources are referred to.  |
| <b>1</b> | Content is inadequate and does not support the arguments.                                 | Presentation is messy, errors are scribbled out, sources are not  | The argument is not logical and not supported by the sources.  | Sources do not support the argument and have little   |

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|  |  |  |  |            |
|--|--|--|--|------------|
|  |  | separated from<br>the text in style in<br>any way. |  | relevance. |
|--|--|--|--|------------|

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### Rubric for assessing newspaper article

| Level | Descriptors   |
|-------|---|
| 4     | Article is clear, concise and well structured. Pictures are effective and appropriate to the message. |
| 3     | Article is clear and concise. Pictures appropriate to the message.                                    |
| 2     | Article covers the topic, but is disjointed and lacks pictures or pictures are inappropriate.         |
| 1     | Article does not cover the topic adequately and has no pictures or they are inappropriate.            |