

# Uncovering Apartheid

**Background:** Enacted in 1948, apartheid was a legal system of institutionalized racism in South Africa. During the 40+ years of apartheid, white South Africans were given full preferential treatment in all aspects of life. Black South Africans were granted fewer rights, forced to live in “homeland” shantytowns, and were frequently arrested, tortured, or killed for any kind of protest against the system. In the aftermath, key figures like Archbishop Desmond Tutu and Nelson Mandela created the Truth and Reconciliation Commission to hear testimony from those wronged by apartheid.

**Objectives:** By the end of this project, you will be able to

- understand basic composition, form, and contrast in visual communication such as photography,
- understand the characteristics of a free verse poem,
- understand the physical and emotional effects of apartheid,
- use artifacts from apartheid (such as photographs) as a lens through which to view modern-day protests, and
- synthesize a representation of apartheid using photography, mixed media artwork, and free verse poetry to communicate abstract ideas.

**Essential Question:**

**What is the essence of apartheid? How can its harmful or devastating consequences be represented through art?**

**Process:**

1. **APARTHEID:** You will begin reading *The Power of One* while obtaining background information on apartheid, Nelson Mandela, Archbishop Desmond Tutu, and the Truth and Reconciliation Commission.
2. **PHOTOGRAPHY** (5 days): You will learn to “read” photographs as texts and will then analyze photographs of South African apartheid and of modern protests. Throughout our photographic study, we will discuss how photographers “make” photographs instead of simply “taking” snapshots and how they, like writers, create meaning. You will plan and take black and white photographs that capture the tensions and emotions present during the era of apartheid.
3. **FREE VERSE POETRY** (2 days): You will learn about the genre of free verse poetry and write a free verse poem that captures the tensions and emotions present during the era of apartheid.
4. **FINAL PRODUCT** (3 days): Your final product should display your photograph(s) and poem in a creative, visual way. The sky is the limit: you can use collage, mixed media artwork, sculpture, paint. You can use one photo or all of them. You can use your entire poem or just excerpts. Whatever you choose, your final product should be an answer to the essential question above and should be possible to create in the time allotted.

# Uncovering Apartheid: English Rubric

	<b>Exceptional (10)</b>	<b>Proficient (8-9)</b>	<b>Developing (6-7)</b>	<b>Beginning (0-5)</b>	<b>SELF</b>	<b>FINAL</b>
<b>Photography Skills</b>	Photographs demonstrate exceptional creativity and reflect clear understanding of <b>elements of photography</b> discussed in class.	Photographs show creativity and reflect some understanding of elements of photography discussed in class.	Photographs show some creativity and reflect attempted understanding of elements of photography discussed in class.	Photographs lack creativity and/or any attempt at conveying elements of photography discussed in class.		
<b>Photography Theme</b>	Photograph effectively <b>captures the issues and emotions of apartheid</b> in a powerful way.	Photograph effectively captures the issues and emotions of apartheid.	Photograph relates to the issues and emotions of apartheid.	Photograph lacks clear connection to the issues and emotions of apartheid.		
<b>Free Verse Poem</b>	Writing is powerful and is free of errors. It reflects an exceptional understanding of free verse poetry.	Writing corresponds to the theme of apartheid and is free of errors. It reflects an understanding of free verse poetry.	Writing may contain a few minor errors. There may not be a clear understanding of free verse poetry.	Writing is unclear and/or doesn't relate to the apartheid. It may contain multiple errors and may not reflect understanding of free verse poetry.		
<b>In-Class Work</b>	You engaged in a thoughtful way during discussions, completed significant work during each period, and demonstrated engagement with the artistic process instead of simply a desire to be finished.	You were on-task during discussions, completed appropriate work during each period, and demonstrated engagement with the artistic process instead of simply a desire to be finished.	You were mostly on-task during discussions. You might have gotten off-task during some work periods. You might have shown more of a desire to be finished than a desire to engage.	There may be missing elements, missed deadlines, or profound errors in understanding the assignment. You might have neglected to self-advocate or appropriately engage in the project process.		

# Uncovering Apartheid: Humanities Rubric

	<b>Exceptional (10)</b>	<b>Proficient (8-9)</b>	<b>Developing (6-7)</b>	<b>Beginning (0-5)</b>	<b>SELF</b>	<b>FINAL</b>
<b>Accuracy and Relevance of Content</b>	Your finished product conveyed accurate and relevant details about apartheid in an insightful way to answer the essential question.	Your finished product conveyed accurate and relevant details about apartheid to answer the essential question.	Your finished product conveyed details about apartheid to answer the essential question, but some may have been inaccurate or irrelevant.	Your final product does not represent any concrete details about apartheid.		
<b>In-Class Work</b>	You engaged in a thoughtful way during discussions, completed significant work during each period, and demonstrated engagement with the artistic process instead of simply a desire to be finished.	You were on-task during discussions, completed appropriate work during each period, and demonstrated engagement with the artistic process instead of simply a desire to be finished.	You were mostly on-task during discussions. You might have gotten off-task during some work periods. You might have shown more of a desire to be finished than a desire to engage.	There may be missing elements, missed deadlines, or profound errors in understanding the assignment. You might have neglected to self-advocate or appropriately engage in the project process.		