

Lighthouse

- series

Social Sciences



Grade

7

Learners Guide

Social Sciences

Grade 7

Learner's guide

The ICO Waterstroom series has been translated into
English by Anchorage Curriculum Solutions





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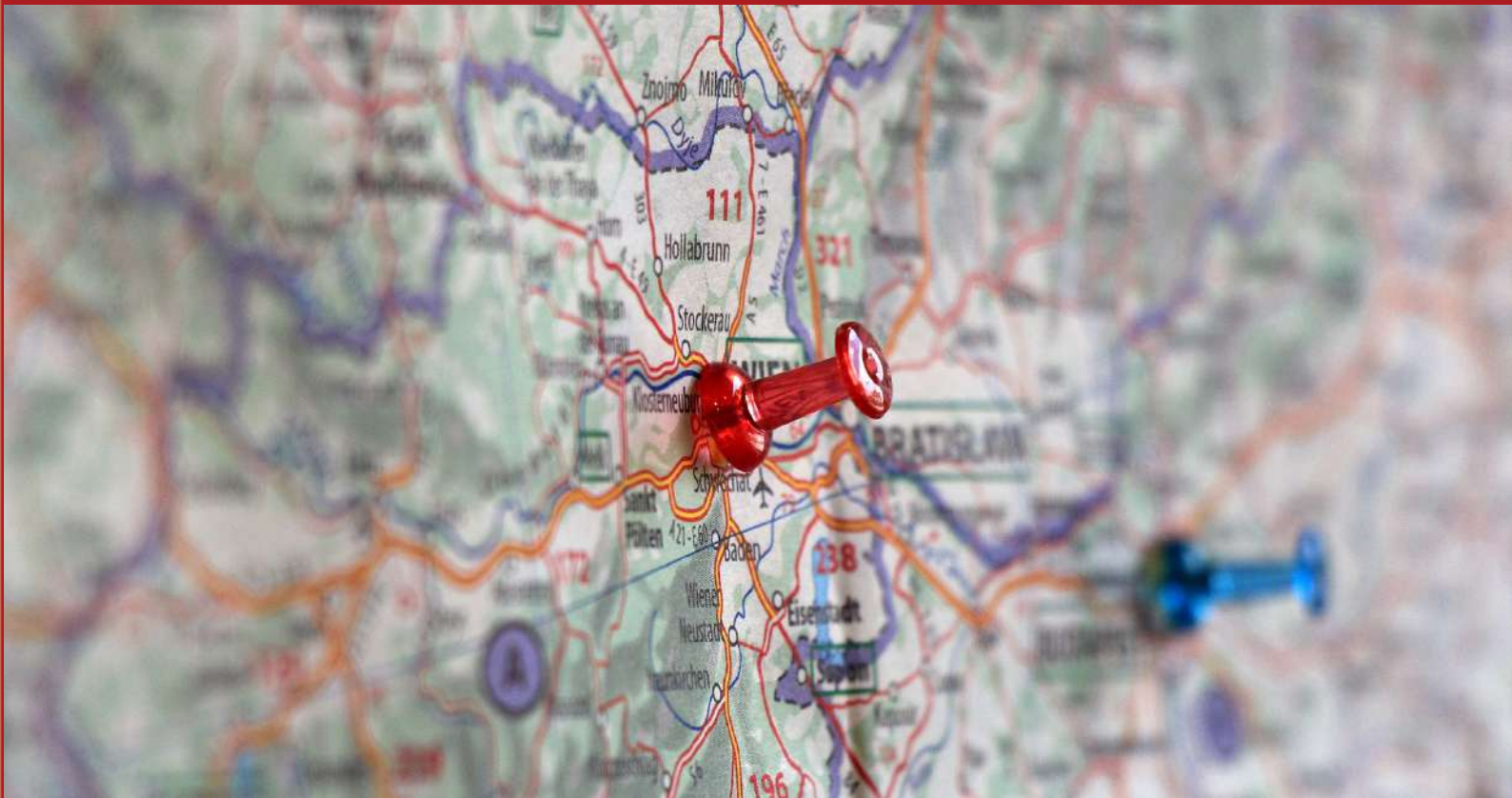
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GEOGRAPHY



Term 1

Geography



Map skills





Map skills

Values

**View of God:**

(Who is God?)

Creator and King over all Creation.

View of Man:

(Who am I?)

Crown of Creation with the task of cultivating and preserving the earth.

View of Creation:

(What must I do?)

By using maps, one can carry out the task of cultivating and preserving creation because man must know his environment and understand space. All earthly phenomena are described and judged according to how God reveals Himself in the Bible.

Knowledge



- Compass directions.
- Symbols and keys.
- Scale.
- World knowledge and current events.
- Latitude and longitude lines.

Skills



- How to use a grid.
- How to read a street map.
- How to use a map index.
- How to describe a route: verbally and on a map.
- How to draw a sketch map.
- How to apply what has been observed on a map.
- How to measure and determine distance.
- How to use latitude and longitude lines.



Unit 1: Local maps and street maps

Introduction

Geography is man's description of the physical phenomena found on earth. By studying and naming these phenomena, man can see the diversity and unity in God's Creation. Maps help us to see and understand these phenomena better.

A good map always has the following elements:

- A name or heading to describe the contents of the map.
- A north arrow or compass directions to help people orient the map correctly.
- A scale, so that people who use it know how big the distances on the map are in reality.
- A list of keys to explain the symbols on the map.



Figure 1.1: Example of a good map

Without the above elements, a map is unclear and does not succeed in its purpose. Most maps also indicate position through the use of coordinates or grid references. A GPS uses coordinates to give directions.

Each map is designed for a specific purpose. If you look at the heading of the map, you will usually know for what purpose that map was designed. Political maps are used to indicate national borders and capitals. Physical maps indicate the position of mountains, oceans, rivers and dams.

Activity 1: A good map

1. Make a list of the four elements that each good map has.
2. Write down definitions for the following words:
 - a. Coordinates
 - b. Grid references
3. For what purpose are the following maps made:
 - a. A climate map?
 - b. A population map?
 - c. A street map?





Map skills

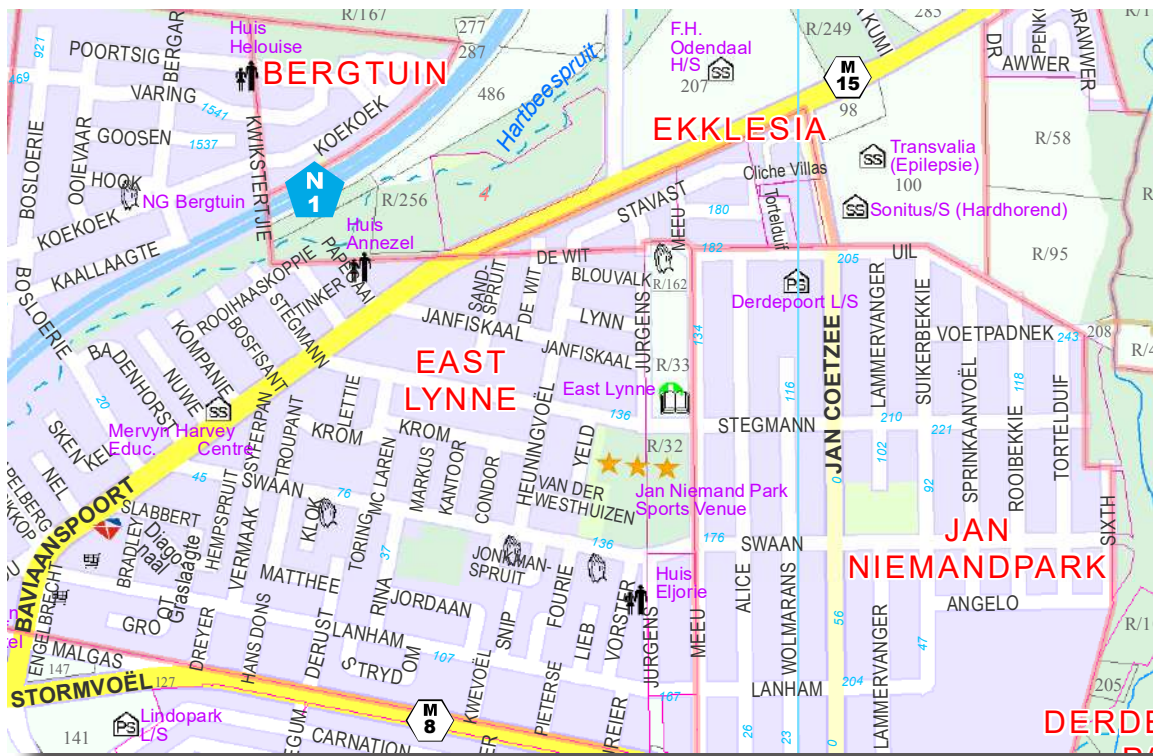
Street maps

Street maps are used to determine routes. Street maps indicate all the streets in an area. Street maps can be found in street guides. Street maps can also be viewed online, such as on Google Maps. A GPS also contains road maps which are then used to work out routes.

Activity 2: A street map

Use the street map below to answer the questions that follow:

- Which residential areas are indicated on this street map?
- Which map symbol is used to indicate schools?
- How many schools are there on this map?
- Some of the roads on the map are indicated in white, while others are indicated in dark yellow or blue. What is the difference between these roads?
- Give the name of the streets where you will find the library.



- You need a street map of your local area to complete the following assignment.
Make a copy of a street map or use Google Maps to print a street map.
 - Make a red dot where your home or someone from your family's home is.
 - Make a yellow dot where your best friend's house is.
 - Make a green dot where your school is.



- d. Make a blue dot where your church is.
- e. Color in the position of the malls in your area with a grey pencil.

To find a street on a road map, one uses the index. At the back of your street directory there is an alphabetical list of all the street names in the street directory. Next to the name of the street, it is indicated on which page and in which grid (block) you can find that street.

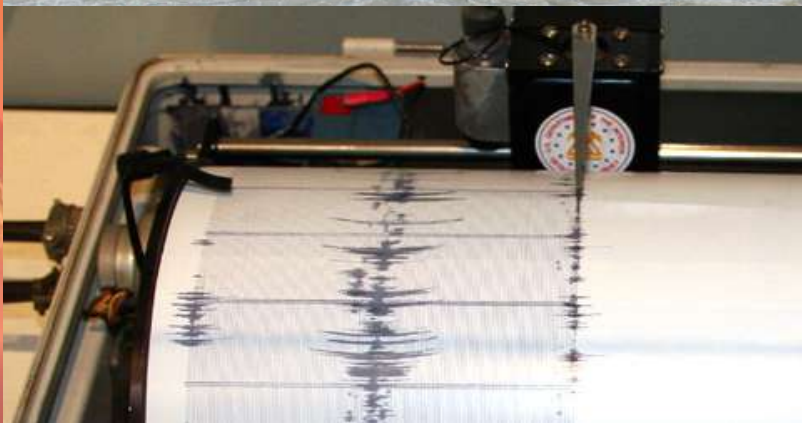


- The streets are listed alphabetically (here S and T are listed).
- The names of the streets are followed by the residential area (Storms Road is in Hennopspark).
- The grid or block is indicated. In English, the block is called a grid. Tyrone Avenue is a block of L8.
- The page where the street can be found is also indicated (Steynberg Street can be found on page 3.1).
- Abbreviations are used for road (rd.), Street (st.) and avenue (av.).

Figure 1.2: A street map index

Term 2

Geography



Volcanoes, earthquakes
and floods



Volcanoes, earthquakes and floods

Values



View of God:

(Who is God?)

Creator and Sustainer, in charge of everything that happens. Claims repentance.

View of Man:

(Who am I?)

Servant of God who must trust in Him.

Steward. Repent of sinful ways.

View of Creation:

(What must I do)

In trust we cling to God - even when there are natural disasters. Act responsibly towards nature - to prevent disasters and handle disasters correctly. Glory to God for His great might - also visible in disasters.

Knowledge



- The structure of the earth.
- Where and why volcanoes occur.
- Where and why earthquakes occur and what consequences earthquakes have.
- Causes and influence of floods.

Skills



- The structure of the earth.
- Where and why volcanoes occur.
- Where and why earthquakes occur and what consequences earthquakes have.
- Causes and influence of floods.



Introduction

Natural disasters such as earthquakes, floods and volcanoes occur without warning and usually have severe consequences for humans, animals, nature and structures. Because of the significant damage done, man sometimes doubts God's loving care. After a major earthquake and tsunami hit Japan, there were, for example, articles in the newspaper in which God is blamed for these disasters or which try to prove that He does not exist at all.



As believers, we see that every deadly disaster is a gracious call from God to confess. This is how the Lord Jesus reacted to those who brought Him the terrible news of the Galileans killed by Pontius Pilate in the Temple. (Luke 13: 2-3). Then the Lord referred to the fall of the tower in Siloam, where 18 died (Luke 13: 5). There is a time to weep and a time to laugh, a time to mourn and a time to dance (Ecclesiastes 3: 4), and we must weep with those who weep, but we must also confess our sin. In Joel, the people also experience the power of disasters, after which they are called to repentance in the 2nd chapter (Joel 2: 12-13). The lesson we should learn from every disaster is to confess our sins.

We mourn together and pray for those affected by the natural disasters, but we must also mourn the fact that God is cursed when a natural disaster happens and yet so seldom is praised for His wonderful Creation. Grieve over the fact that God makes headlines in newspapers only when man doubts and mocks His power and questions His goodness. Tens of thousands of God's grace, protection, provision, and patience never make the headlines. If a catastrophic natural disaster strikes the earth, we should remember the Holiness and Righteousness of God, as well as God's Word. Revelation 16: 1-2 clearly states what happens when man does not repent.

Does God speak through disasters?

Can God possibly speak to the lost and indifferent through deadly and terrible disasters? Could it possibly be the call of a merciful God who longs for man to confess his sin? In 2 Chronicles 7: 13-14, the Lord declares that He is merciful when His people will humble themselves.

Throughout the Bible, natural disasters speak of God's judgment and warn people to humble themselves, pray, seek God's face, and turn away from their wrong ways. Part of our mission is to love our neighbours and help them in times of need. Therefore, reducing or even preventing the severe consequences of natural disasters is necessary. The necessary knowledge of natural disasters and how they arise can help us with this. This way, we can act responsibly and deal with future disasters.



Unit 1: The structure of the earth

Figure 3.1 below is a cross section of the earth:

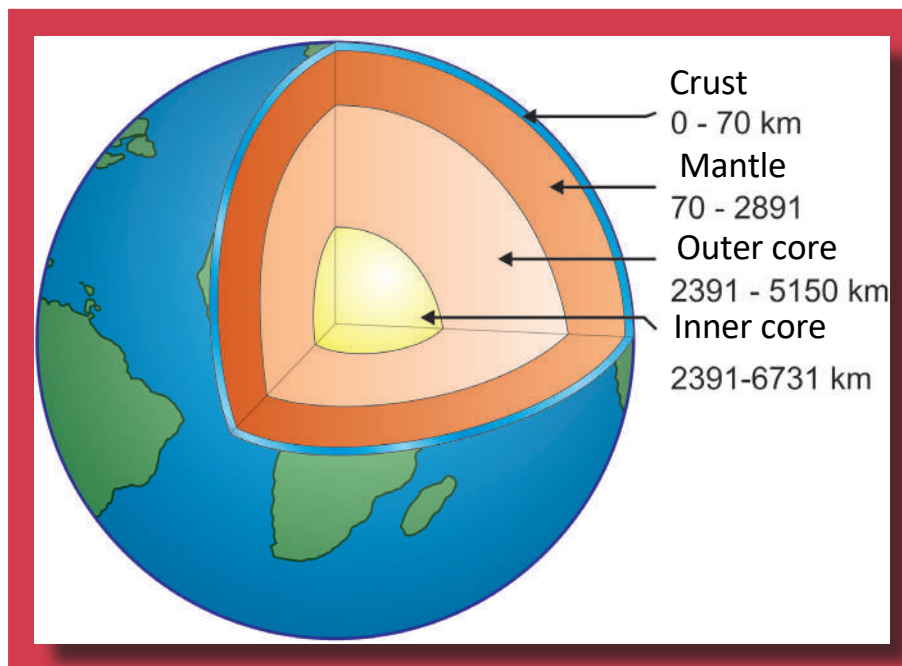


Figure 3.1: Cross section of the earth

The earth is divided into four layers: the crust, the mantle, the outer core and the inner core.

We live on the crust. This layer is made of solid materials made of different types of stone. It is a thin layer containing all the mountains and valleys, the sea and lakes, the soil and plants. The layer is divided into tectonic plates that can move. Since this layer is exposed to the atmosphere, the layer is cool compared to the other layers.

The second layer is the mantle. This layer is much thicker and warmer than the crust. Due to the high heat in this layer, rocks melt and become magma. When magma moves to the earth's surface, it flows out of volcanoes as lava.

The core is divided into two parts: the outer core and the inner core. Although the inner core is the warmest layer, it is a solid metal ball. The outer core also consists of superheated, liquid magma. The pressure of the earth is so intense on the inner core that the magma formed a solid ball here.



Activity 1: Structure of the earth

Copy the following table in your workbook. Read the paragraphs on page 38 again and complete the table accordingly.

Layer	Solid/liquid	Thickness of the layer	Heat of the layer
Crust			
Mantle			
Outer Core			
Inner Core			

Tectonic plates

The crust is divided into tectonic plates that can move. These plates fit together like a jigsaw puzzle and "float" on top of the mantle. Between the plates, there are seams which are also known as faults. If hot magma wants to move from the mantle to the earth's surface, it moves upwards through the faults. Most volcanoes and earthquakes form at the faults. The plates move on top of the mantle. The mantle and core are so hot that the hot magma rises to the earth's surface. Convection currents form, which then causes the plates to move.

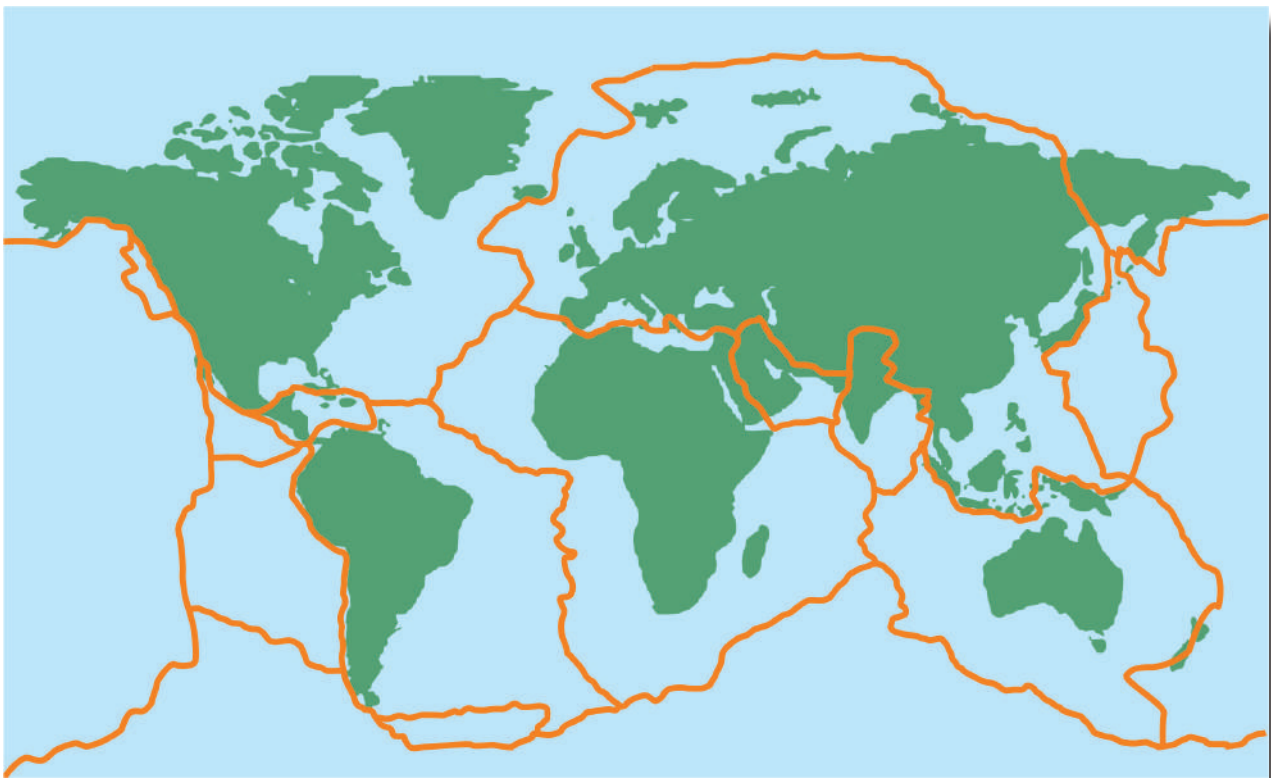


Figure 3.2: Location of the tectonic plates



Volcanoes, earthquakes and floods

The plates move on top of the mantle. The mantle and core are so hot that the hot magma rises to the earth's surface. Colder magma (closer to the earth's surface) sinks back down into the mantle to be heated again. The magma circulates through the mantle. We call this movement magma convection currents. It is the convection currents that cause the plates to move.

Study Figure 3.3, which illustrates the convection currents:

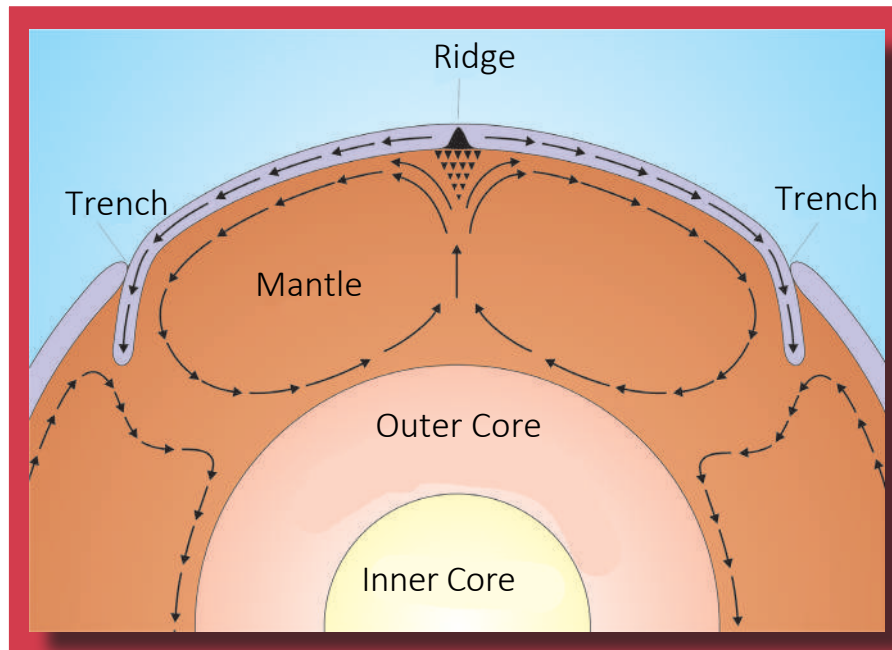


Figure 3.3: Convection currents

When the plates move, they can move in one of three ways:

- Past each other (transforming movement)
- Away from each other (divergent movement)
- Towards each other (convergent movement)

The plates move very slowly. Some plates do not even move an inch a year. A plate can also move suddenly and move a few meters at a time.

When the plates move, it is not a smooth movement. It is often accompanied by earthquakes and volcanic explosions as the plates try to move. Remember: the earth's crust is made of solid stone, and solid stone does not move smoothly.

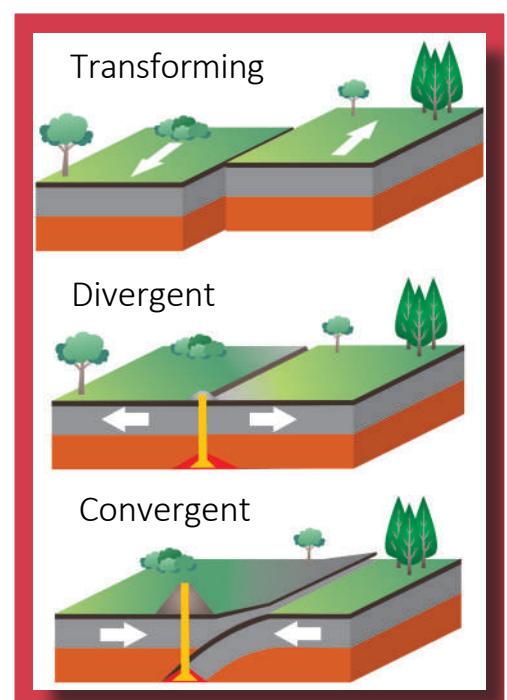


Figure 3.4: Movements of plates

Term 3

Geography



Population growth
and change





Population growth and change

Values



View of God:

((Who is God?))

Creator of the earth, also of people and gives specific commands/tasks to the people.

View of Man:

(Who am I?)

Crown of Creation, created in God's image and likeness.

View of Creation:

(What must I do?)

Assignment: multiply and fill the earth, inhabit, cultivate and preserve.

Knowledge



- What does various population concepts mean.
- What factors influence birth and death rates.
- How the world's population growth has changed over the centuries.

Skills



- The reading and understanding of statistics.
- How to interpret a line graph.
- Understand the relationship between factors and population growth.



Introduction

There are about 7.6 billion people on earth. Each of these people has an impact on the earth and each other. The number of people on earth is also increasing very fast. Diseases, the economy, religion, war, development and many other factors influence the speed at which the population increases. In some parts of the world, it is overcrowded, while in other parts, too few people live there. You will learn more about demography, the study of population, this term.

Activity 1: New concepts

Use a dictionary to search for definitions for the following concepts:

1. Billion
2. Population
3. Demographics
4. Overcrowding
5. Statistics

Unit 1: Population concepts

We can use statistics to understand more about population growth.

The following are important population concepts in statistics:

- Birth rate
- Mortality rate
- Population growth rate
- Baby mortality rate
- Life expectancy

Birth rate

The birth rate refers to the number of live births, in a year, per thousand people. So if the birth rate is 13, it means that for every 1000 people, there are 13 live births per year. Study the table below, which shows the birth rate in three different countries:



Figure 5.1: Newborn babies contribute to the birth rate



Population growth and change

Country	Birth rate
India	19 / 1000
Netherlands	11 / 1000
Nigeria	37 / 100

Nigeria has a very high birth rate, while the Netherlands' birth rate is quite low. There are so many children born in Nigeria every year. In the Netherlands and India, far fewer children are born each year.

Mortality rate

The death rate refers to the number of people who die, in a year, per thousand people in the population. A death rate of 10 means that ten people died for every 1000 people in the population. Study the table below, which shows the mortality rate of three countries:

Country	Mortality rate
India	7 / 1000
Netherlands	9 / 1000
Nigeria	12 / 1000



Figure 5.2: Mortality rate refers to the number of people who died in a year

It is clear from the statistics in the table above that India and the Netherlands have low mortality rates. Thus, in these countries, far fewer people die in a year than in Nigeria.

Population growth rate

The rate at which the population increases is known as the population growth rate. The rate at which a population grows is related to birth and death rates. If many more babies are born in a year than people die, a country has a high population growth rate. If the birth and death rates are almost the same, the population growth rate is low.

Emigration and immigration also affect the population growth rate. If emigration is high, the population in a country decreases, while immigration will increase the population.

The population growth rate is indicated as a percentage. Study the following table, which shows the population growth rate of three countries:



Population growth and change



Figure 5.3: Emigration versus immigration

Country	Population growth rate
India	1.17%
Netherlands	0.39%
Nigeria	2.43%

Nigeria has the highest population growth rate. The population of Nigeria is growing by almost 2.5% every year. If you look at the birth and death rates of Nigeria in the previous tables, it is clear that there is a significant difference between the number of births and deaths. This explains why the population growth rate is so high.

The Netherlands, again, has a very low population growth rate because the difference between the number of births and deaths is small. In some countries, there are more deaths than births. The population in these countries is shrinking. The population growth rate in these countries is negative. An example of such a country is Japan. The population growth rate in Japan is -0.21% . In Japan, only eight children are annually born per 1000 people, while ten people die annually per 1000. Japan's population is therefore declining.

What does the Bible say about population growth and deaths?

Scripture says that all life is the work of God's hands. It is true for believers and unbelievers alike. In Psalm 139: 13, the Psalmist rejoices when he says, "You, oh God, formed my kidneys, woven me in my mother's womb. You are my Maker and, therefore, the Owner of my life." Every new baby that is born is born because God wants it to be. Man is created in the image of God to radiate His glory on earth. It may seem to us as believers that the earth is becoming overpopulated. However, we must never forget that our commission is to preach the Word in principles and life so that even those who have not yet heard of Him may receive the Good News. The Lord also determines every person who dies on earth every day. In Psalm 31:16, David confesses that all his days are in God's hand.

God is, therefore, the giver and the taker of life. Let us praise Him for that.

Infant mortality rate

Infant mortality rate. The infant mortality rate focuses on the number of babies that are born alive but die within the first year of their lives. It is calculated per 1000 babies per year. A high infant mortality rate is often found in less developed countries.



Population growth and change

Study the following table:

Country	Infant mortality rate
India	40 / 1000
Netherlands	4 / 1000
Nigeria	70 / 1000

In countries like Nigeria and India, many young children die due to various reasons, such as:

- Diseases such as pneumonia or diarrhea
- Malnutrition
- Poor sanitation

Life expectancy

Life expectancy refers to the average age most people in a country can expect to reach before they die. A low life expectancy is often found in less developed countries, where medical care is not so good. In general, the life expectancy of women is higher than that of men.

Study the following table, which shows the life expectancy of three countries:

Country	Life expectancy
India	69 year
Netherlands	82 year
Nigeria	54 year



Figure 5.4: Japanese women have a life expectancy of 88.8 years

The Netherlands has excellent medical care for the elderly. People can therefore easily grow older there. In a country like Nigeria, people are dying relatively young due to poorer living conditions and diseases that plague the country's population.

Activity 2: Interpret statistics

1. Summarize the following concepts in one sentence:
 - a. Birth rate
 - b. Mortality rate
 - c. Population growth rate
 - d. Immigration
 - e. Emigration
 - f. Infant mortality rate
 - g. Life expectancy



Term 4

Geography



Natural resources and
conservation in South Africa





Natural resources and conservation in South Africa

Values



View of God:

(Who is God?)

Creator, also of resources we may use.

View of Man

(Who am I?)

Created with the command to be king/ruler to act over the earth.

View of Creation:

(What Must I do?)

We have been given the task of cultivating and guarding Creation. Responsible use and management of resources. Stewardship.

Knowledge



- What is a natural resource and how do we use/abuse the resources?
- The responsible management of resources.
- Water in South Africa and the need to use it responsibly.

Skills



- Distinguish between responsible and irresponsible use of resources.
- Study case studies and come to logical conclusions.
- Draw and interpret pie charts.



Unit 1: Natural Resources

Resources are things that people need to meet their basic needs. Natural resources are found in nature and used by us. Water, air, wood, soil, animal and marine life are some examples of natural resources given to us.

The responsible use of these resources is essential so that we, and our descendants, can utilize these resources.



Natural resources can be classified as one of two types:

- *Renewable resources.* These resources can be used multiple times, or they can be replaced by nature. An example of this is wood. We can cut down the trees in a forest to use the wood, but we can also plant new trees to use again in the future.
- *Non-renewable resources.* These resources can only be used once, or it takes a very long time before it is replaced by nature. Coal is an example of this. Once the coal rocks have been mined from the earth, we cannot find them there again. Coal is being replaced by nature, but it takes thousands of years before that happens.

A renewable resource can also change to a non-renewable resource. It happens when humans use the source irresponsibly. Water is a renewable resource. It recycles through the water cycle. However, if we leave polluted water sources behind, the water in those sources becomes unusable for humans. So there is less water available for humans to use.



Figure 7.1: Examples of natural resources

Activity 1: Natural resources

1. Explain what the following words mean:
 - a. Natural resources
 - b. Renewable resources
 - c. Non-renewable resources





Activity 1: Natural resources (continues)

2. Draw the following table in your workbook and complete it. An example has been done for you.

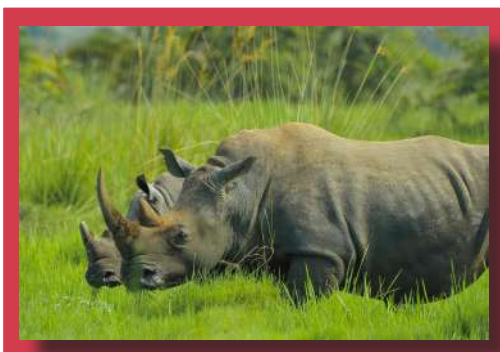
Natural resource	Renewable / Non-renewable	Examples of how humans can use it
Water	Renewable	To drink To generate energy To irrigate fields
Air		
Wood		
Soil		
Wildlife (on land)		
Marine life (in the sea)		

3. Give three other examples of natural resources that are not listed in the table above.

Use and abuse of natural resources

Responsible management of our resources is a God-given task. God appointed man as ruler over creation, with the task of cultivating and guarding it. In our commission to cultivate the earth, God gives us permission to use resources, but also the responsibility to use them in a way that they are preserved.

Unfortunately, there are numerous examples of cases where natural resources are abused. It causes the resource to become depleted. Contamination of renewable resources can reduce the quality of the resource (think, for example, of the quality of the air you breathe). Resources are becoming less and less available as the population grows, and some non-renewable resources may disappear altogether.





Natural resources and conservation in South Africa

Examples of resource misuse include the following:

- The population numbers of some animal species are very low because they are hunted, and their natural habitat is destroyed. There are multitudes of animals that have become endangered species. The black rhino is a good example.
- Fishermen who catch too much fish (overfishing) cause numbers of various fish species. Large fishing nets are towed behind boats, catching thousands of fish at a time.
- Some farmers overuse their fields, which leads to the quality of the soil decreasing. It can lead to soil erosion and depletion over time, which means that newly planted crops will not grow in the soil.
- Deforestation of natural forests threatens animal and bird life and contributes to increased carbon dioxide in the atmosphere. The world's rainforests are destroyed at a fast pace.
- Exhaust fumes of cars, trucks and aircraft pollute the atmosphere. It causes lung diseases in humans.
- Elevated carbon dioxide in the atmosphere also leads to global warming.
- Rivers are polluted by sewage and other waste poured into them. It threatens the lives of the animals and plants that live in the rivers, and the water becomes dangerous and useless to humans.



Activity 2: Abuse of natural resources

1. Distinguish between the use and misuse of natural resources.
2. Explain what the following words mean:
 - a. Endangered species
 - b. Overfishing
 - c. Soil erosion
 - d. Deforestation
 - e. Global warming
3. Read the following article carefully and answer the questions that follow.



HISTORY



Term 1



History

Mali and Timbuktu
during the 14th
century





Mali and Timbuktu during the 14th century

Value

View of God:

(Who is God?)

Creator and Ruler, even in countries, where other religions are in the majority.

View of Man

(Who am I?)

Prophet, priest and king, child of God on earth.

View of Creation:

(What Must I do?)

Must carry the Word of God (mission) and distinguish myself in my actions from other people and religions (in the world, not of the world). Fight the Islamic faith with the sword of the Word, not with the sword of violence.



Knowledge

- The trade over the Sahara Desert.
- The establishment of the kingdom of Mali in the 14th century.
- Timbuktu as a trade centre and educational centre.
- World Heritage.



Skills

- How to do research.
- How to prevent plagiarism and compile a source list.
- Recognize the impact of trade on the development and spread of the Islamic faith and how to defend the Christian faith against it.





Mali and Timbuktu during the 14th century

Unit 1: Trade across the Sahara Desert

Introduction

During the 14th century, the city of Timbuktu was a trading and educational centre in the world. Trade conducted with this city, located in the kingdom of Mali, led to the spread of the Islamic faith. The Islamic faith is a combination of Jewish, Christian and pagan ideas. They do not believe in Christ as our only Savior. Today we still see the great influence of Islam in this area and its people. Timbuktu is known worldwide and is preserved as a World Heritage Site.

Trans-Saharan trade

Since the 5th century, the merchants of Western Europe and Arabia have been interested in trading with the kingdoms in the northern part of Africa. The Trans-Saharan trade route mainly connected Arabs with traders from West Africa. This trade route stretched for about 2400km across the Sahara Desert. The Arab traders travelled with camels for months to reach their destination.

The Arabs traded salt, copper, textiles, dates and spices for gold, nuts, slaves, ivory and ostrich feathers. Salt was as valuable as gold in this time because the people used it to preserve their food. Traders on both sides of the desert became very rich.



Figure 2.1: The trade routes that connected Europe and Arabia with West Africa

The journey through the Sahara Desert was very dangerous. The traders could easily get lost or perish from thirst. Severe dust storms also led to deaths. In a desert, it is also extremely



Figure 2.2: A camel caravan

hot during the day and icy cold during the night. The traders used camels as a means of transportation. It was beneficial because:

- Camels' legs are shaped in a way so that they do not sink into the sand.
- Camels' humps actually store fatty tissue, not water, which is used as a source of nourishment when food is scarce.



Mali and Timbuktu during the 14th century

- Camels have long lashes that keep the dust out of their eyes.
- Camels' fur protects them from the extreme heat and cold of the desert.

A group of traders with their camels is a camel caravan. Some camel caravans contained up to 1000 camels.

During this time of trade, several kingdoms arose in Africa, including the kingdom of Mali. The Arab traders did not allow the government of this kingdom to remain completely independent. They insisted that the people in these kingdoms accept the Islamic faith. Many traders did the same, for the sake of financial gain. As the people accepted the Muslim faith, the Arabs also gained a greater influence on the government and education in these countries.

We still see the influence of this false religion in West Africa today.

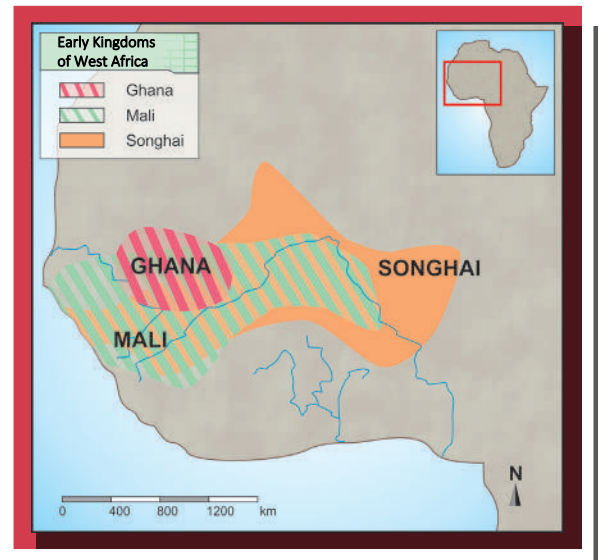


Figure 2.3: The three main kingdoms in Africa

Christians in West Africa today (enriching)

The Reformed Faith and Life (Foi et vie Réformées) ministry broadcasts Christian radio programs in West Africa. These programs are broadcast in French, as most people there are



French-speaking. Radio stations in Mali are experiencing opposition from Muslims in those countries. The infrastructure of these stations is often damaged, and the people who work there

must sometimes flee for their lives. Radio Tahanint was previously in Timbuktu but had to move to Bamako (the capital of Mali) due to pressure, threats and a jihadist attack. However, many people in Mali and the surrounding area are grateful for the broadcast on the radio stations. Although Radio Tahanint is no longer broadcasting in Timbuktu, many people have been able to hear the gospel freely and inquire about it since 2007. Other means are still used for sowing the Word in Timbuktu. In other parts of Mali, many people are still grateful for the broadcast on the radio stations and have even developed new radio stations there.

Amid great opposition, we can believe and trust that the Lord will bear fruit through the broadcasts of His Word on the radio stations.

Term 2



History

Trans-Atlantic slave trade





Trans-Atlantic slave trade

Values

View of God:

(Who is God?)

God is our Father — we belong to Him with our body and soul.



View of Man

(Who am I?)

Child of God.

View of Creation:

(What Must I do?)

I must love my neighbour as myself — after all, they belong to God.

Knowledge

- Slavery in Europe and the south of America.
- The impact of slave trade on slaves; countries in West Africa; Europe and America.



Skills

- Evaluate the practice of slave trade, while understanding its context.
- Evaluate the negative and positive impact of slave trade.
- Research skills and source references.
- Analysis of visual sources such as sketches or illustrations.





Trans-Atlantic slave trade

Introduction

The word slave comes from the Greek word *doulos*, meaning a person belongs to someone. So if you were a slave, your master had every right to do whatever he wanted with you. The purpose of slavery was to always have labour available for development.

When we look at slavery today, we are strongly condemning it. However, as we look at this history, we must remember that slavery was common and part of the framework in which people thought. From the Word, we also learn that slavery is not according to God's will because we belong to Him alone.

Activity 1: Introductory slavery

1. Use a dictionary to find the definitions of the following words:
 - a. Slave
 - b. Slavery
 - c. Slave trade
2. Use the Bible to find examples of slavery. Write down the passages and who the slaves were in the passage.
3. We were slaves to sin. Use your definition in question 1 for slave to explain what it means.

Unit 1: West Africa before the European slave trade

The Europeans and Americans got most of their slaves from West Africa. They believed and thought that the Africans were uncivilized people who were not technologically advanced. However, that is not the truth.

In term 1, we saw that there were kingdoms in West Africa that had good governments with people who were educated. The Kingdom of Mali and the kingdoms of Ghana, Benin and the Congo

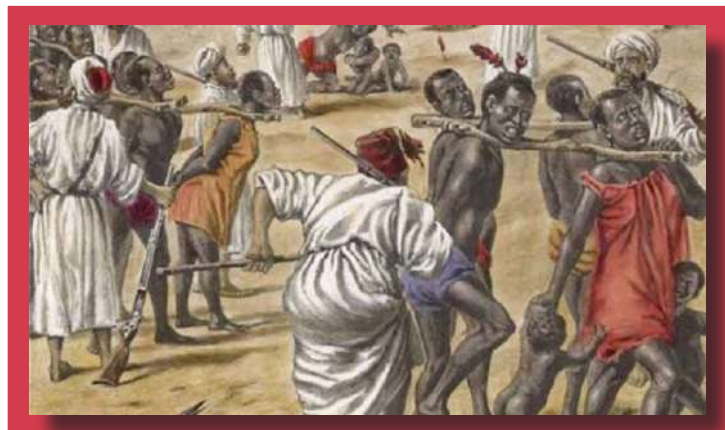


Figure 4.1: Slaves are transported via the trans-Saharan trade route

are examples of this. These kingdoms traded with Europe and the East. If we look at the architecture in places like Timbuktu, we also see that the people there were technologically advanced. There were also universities where people from all over the world came to study. The people of these countries and kingdoms also had a well-established culture, while several of these kingdoms had a kind of democratic government.



Trans-Atlantic slave trade

Many European and American slave traders viewed Africa as uncivilized and used it as justification for the slave trade.

Unit 2: Nature of slavery in West Africa before the Europeans

Slavery was already common in Africa before the Europeans came there. We already read in the Bible about the Israelites who worked as slaves for the Egyptians. Slaves symbolised wealth, and Mansa Musa also had many slaves.

Some countries in Africa used slavery as punishment. Someone who committed a crime had to pay the debt by becoming a slave. During wars, the nation that lost the battle was often taken as slaves. These slaves were generally well treated - they were provided with food and could marry and form communities. Sometimes these slaves could buy their freedom by working hard.



Figure 4.2: Arab slave traders

Trade between West Africa and the countries of Arabia was already well established between the 7th and 15th centuries. The Arabs wanted to trade gold, ivory and salt. The demand for slaves also increased. The kingdoms of West Africa provided these slaves, and the slaves were traded via the trans-Saharan routes. Slaves from Africa were transported to the Middle East, India and even as far as China. These slaves did not have the same rights as the slaves in Africa.

Activity 2: West Africa and slavery

1. European slave traders said that Africans were uncivilized people.
 - a. What does the word uncivilized mean? Use a dictionary to help you.
 - b. Was this view correct? Explain your answer.
2. Slavery was common in the world during and before the 15th century. Give TWO proofs of this.
3. There was already a slave trade before the Europeans began capturing the slaves in Africa. For what reasons were people then captured as slaves?
4. Study Figures 4.1 and 4.2 on the previous pages and answer the questions that follow.
 - a. How can you see that the slave traders are Arabs?
 - b. The Arabs were afraid that the slaves would escape. How is it visible in the sketches?
 - c. How do the sketches show that the slaves were transported via the trans-Saharan trade route?

Term 3



History

Colonization of the Cape in
the 17th and 18th centuries



Colonization of the Cape in the 17th and 18th centuries

Values



View of God: (Who is God?)	Control and manage time — His will be done — maintain His church.
View of Man: (Who am I?)	Child of God. Let Your will be done.
View of Creation: (What must I do?)	Seek God's will in all circumstances, see His hand in the management of church history, mission and evangelism.

Knowledge

- Where indigenous inhabitants of the Cape lived.
- The permanent settlement of Dutch people at the Cape and its consequences.
- Slaves at the Cape.
- Free citizens.
- The expansion of European borders.
- Land expropriation and its consequences.

Skills



- Evaluate reasons and consequences of Dutch settlement at the Cape.
- Investigate sources on slavery at the Cape.
- Evaluate reasons for the expansion of European borders.
- Understand reasons for land expropriation and acknowledge the consequences thereof.
- Evaluate and make choices about photo sources to tell a story.



Introduction

In the 17th century, the Dutch decided to strengthen their trade route to India (today known as Indonesia) by establishing a port city in the Cape. From here, they could provide the ships with fresh food and water. Soon this settlement became the permanent residence for many Europeans, and they experienced conflict with the area's original inhabitants. Like the rest of the world, the Europeans in the Cape had slaves. As the Cape population grew, it was necessary to expand the borders of the Cape Colony. These events affected the original population and resulted in Christianity settling in Southern Africa.

Unit 1: Original inhabitants of the Cape

Before the Dutch made the Cape their home, the Cape was occupied by the San and the Khoikhoi:

- The San were hunter-gatherers and moved from place to place to find food. Small groups lived together, and they had a nomadic existence. They were known for their rock drawings, which we can still view today. The Europeans called them Bushmen because they lived in the forests.
- The Khoi were a group of nomadic hunter-gatherers who owned cattle. The Europeans often spoke of the Hottentots because of the clicking sounds in their language.



Figure 6.1: San hunter-gatherers

The San and the Khoi led a peaceful existence, until the black African tribes from the North and the Europeans from the South took possession of the land in which they had previously settled.

The black African tribes migrated from the northern parts of Africa and settled in the southern parts of Africa. In the 17th century, there were already several tribes in South Africa, as far south as the Eastern Cape. Today, the tribes in the Eastern Cape are known as the Xhosa.



Figure 6.2: The Xhosa still live in the Eastern Cape today

These tribes were well-organised farmers who mainly grew grains such as sorghum. They occupied areas where there was enough water for these crops. They also needed pasture for their livestock. This is why these farmers have remained in the eastern areas of South Africa, where more than 500mm of rain falls per year. Further west and north, it was too dry for their crops and livestock.

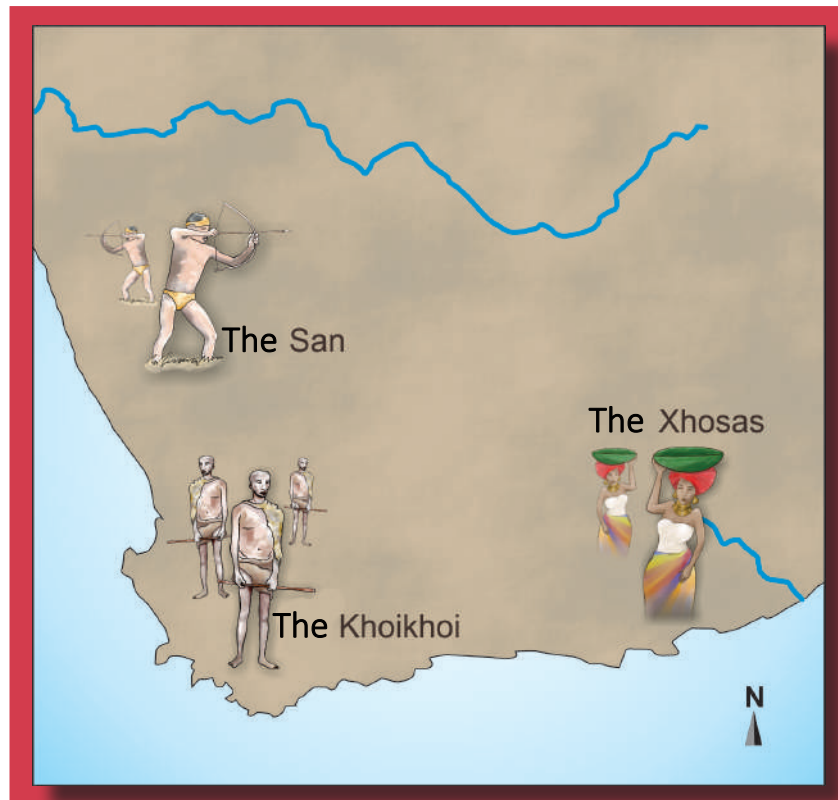


Figure 6.3: The Cape before the VOC settlement

Activity 1: Original inhabitants of the Cape

1. Explain the following concepts:
 - a. Hunter-gatherers
 - b. Nomadic
2. Why are the names Bushmen and Hottentots no longer used today?
3. Study the map in Figure 6.3 and explain why the following statement is true.
There was little conflict between the San, Khoikhoi and Xhosa tribes.
4. Explain why the Xhosa tribes never moved further north or west.

Unit 2: Dutch settlement

The permanent settlement of the VOC at the Cape

In the year 1602, the Dutch government establishes the Dutch United East India Company (VOC). The purpose of the VOC was to manage trade between India and the Netherlands. Ships sailed around the tip of South Africa to trade spices with India. It took months to complete one return trip. Due to the lack of vegetables and fruits on the ships, sailors often suffered from scurvy and died.

In 1647, the Haarlem, a Dutch merchant ship, suffered a shipwreck at Table Bay. All of the crew survived but had to stay at the Cape for a year.

Term 4



History

Cooperation and conflict on the borders of the Cape Colony in the early 19th century



The borders of the Cape Colony in the early 19th century

Values

View of God:

(Who is God?)

God manages church history and gathers His elected.

View of Man:

(Who am I?)

Chosen child of God.

View of Creation:

(What must I do?)

Go forth, make disciples of all nations. See God's grace in the management of His church and thank Him for it.



Knowledge

- The impact of the arrival of the British in the Cape.
- The wars on the Eastern Frontier of the Cape Colony and its impact.
- Abolition of slavery.
- The expansion of the northern border of the Cape Colony and its impact.
- Missionaries on the Northern Frontier.



Skills

- Debate the consequences of the arrival of the British.
- Evaluate reasons for the expansion of European borders.
- Study case studies and come to conclusions.
- Understand that there are different points of view in these wars.
- Understand the role and impact of mission workers.





Introduction

In the 1800s, the power of the VOC in the Cape began to disappear. There was war in Europe, which also affected the government in South Africa. Consequently, the British took over the Cape. This caused conflict between the Trekboers and the government and led to the Trekboers moving further inland. The borders of the Cape Colony shifted to the eastern and northern borders. Conflict arose between the farmers and other inhabitants of South Africa along the borders. We also see in this God's great grace where He preserves and expands His Church in the struggle for land.

Unit 1: Arrival of the British and the Expansion of the Boundaries of European Settlement

In 1806, France won the war against the Netherlands. The Dutch and the British were afraid that the French government would take over the Cape from the Dutch. Both the Dutch and British governments wanted to prevent France from controlling the Cape because the Cape was an important refreshment post for the Dutch and British ships. The British took control of the Cape for that reason.



Figure 8.1: The expansion of the Cape borders

The VOC only wanted to establish a refreshment station in the Cape. However, after the British saw the great potential of the Cape, the British government decided to take the Cape from the Dutch. They wanted to establish the British Kingdom throughout the rest of the world and established colonies everywhere. The Cape thus also became a colony of Britain.

The British government sent more and more Britons to the Cape. In 1820, the British Settlers arrived in Cape Town and were sent to Algoa Bay (Port Elizabeth). Algoa Bay was the border between the Cape and the Eastern Cape, where the Xhosas established themselves. The British Settlers received farms among the Trekboers and had to see to it that the local population became anglicised. They also made cities like Grahamstown and Port Elizabeth grow rapidly.

Conflict quickly arose between the British, the Trekboers and the Xhosas. As the Europeans moved further north or east and shifted the borders of the Cape, border wars started with the other people in South Africa.



The influence of the British government on the church (enriching)



Figure 8.2: Lutheran Church in Cape Town, 1820

After the departure of the Dutch government in the Cape, the churches there no longer had ties with the churches in the Netherlands. They had to continue on their own and make independent decisions. It was a new and challenging experience for the churches in the Cape.

Apart from the Reformed churches, other churches such as the Lutheran and Anglican churches also arose. Furthermore, Jacob De Mist passed a new piece of legislation (the Church Order of De Mist). This church

order created separation between the church and state. It meant that there was freedom of religion in the Cape and that the state no longer took a religious stand. Various laws began to regulate church life, and churches' influence on schools was taken away. Schools became breeding grounds for good state citizens, and catechesis no longer took place in schools.

Activity 1: Arrival and influence of the British government

1. What was the purpose of the VOC in the Cape?
2. What was the purpose of the British government in the Cape?
3. What is a boundary?
4. What is a border war?
5. Why have more and more border wars broken out?
6. The British government influenced church life in the Cape.

Make a complete list of the changes that have taken place in the Cape churches.

Unit 2: The eastern border of European settlement

Border wars on the eastern border

Figure 8.3 is a map showing the shifting position of the eastern border of the Cape. There were three ethnic groups on the eastern border: the Trekboers, the Xhosas and the British Settlers. Each group wanted land as grazing for their livestock.

The Europeans (British and Trekboers) believed that land belonged to someone. If you owned land, only the owner had a say in it. He could then sell the land as he wished. However, the Xhosa believed that land belonged to no one and that everyone could use the available land. They had common pastures. These differences over land ownership led to nine border wars between 1779 and 1878.

Grade 7
Learners Guide