TARGETS

* Identify and explain how political, economic, geographic, and social forces contributed to the development of apartheid and its demise.
* Recognize the different tactics employed in resisting apartheid.
* Use a timeline to label the political, social, economic, and geographic changes that occurred over time before and during the apartheid era.
* Name and discuss the political, social, economic, and geographic effects as a result of apartheid on South African society.
* Describe the system of apartheid and its components.
* Articulate how apartheid influenced the various racial groups in society and their contexts.
* Recognize the ways in which an individual’s context shapes his/her perspective.
* Utilize a map to recognize the strategic role of geography in advancing apartheid policy.
* Comprehend the stories, themes, and motivations within an art piece.
* Contemplate how an artist’s experiences influence their expression through his/her medium.
* Use film to ask questions about the system of apartheid, systems of resistance, and the various experiences of South Africans who lived under these systems.
* Analyze written and visual texts for connection to themes of apartheid, resistance, and the single story.

LARGER GOALS (more long term)

* To challenge students’ mental models of Africa as a place of despair, disease, and poverty alone.
* To offer a new way of thinking when examining other single stories.
* To seek out stories of resistance when analyzing a narrative of oppression.
* To empower students to recognize the role of individuals in affecting change.
* To recognize the relationship between privilege and policy.
* To prompt students to reexamine and question their existing interpretations; specifically, as it relates to structures of power.
* To cultivate students’ appreciation for art as a story-telling medium and as an agent of influence.
* To build visual literacy skills.