

#9016

1960: SKIN DEEP

PBS VIDEO

Grade Levels: 9-13+

56 minutes



DESCRIPTION

Recalls the struggle of black South Africans and African Americans for civil rights, and legal and social justice. Parallels the chronological accounts of apartheid in South Africa and the rise of awareness and protests in both countries. Vintage footage and personal recollections add power.

ACADEMIC STANDARDS

Subject Area: World History

- Standard: Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
 - Benchmark: Understands reasons for the shift in government in Africa and how Africans responded (e.g., reasons for the replacement of parliamentary-style governments with military regimes and one-party states in much of Africa, how Africans survived and resisted apartheid)

Subject Area: Behavioral Studies

- Standard: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions
 - Benchmark: Understands that social change, or the prospect of it, promotes conflict because social, economic, and political changes usually benefit some groups more than others (which is also true of the status quo)
 - Benchmark: Understands that even when the majority of people in a society agree on a social decision, the minority who disagree must be protected from oppression, just as the majority may need protection against unfair retaliation from the minority

INSTRUCTIONAL GOALS

1. To examine the reasons for the struggle of black South Africans and African Americans against institutionalized oppression.
2. To differentiate between the words of: *racism*, *prejudice*, and *bias*.
3. To compare apartheid in South Africa to segregation in the United States.

BEFORE SHOWING

1. This program contains scenes of violence and the use of derogatory racial language. Preview the program before using it in the classroom.

2. Discuss the following definition of racism: "Power plus prejudice equals racism." Ask students if, according to this definition, racism exists in the United States today. How is racism the same as, or different from, prejudice or bias?
3. Read the quotation and ask students to guess the race, gender, and nationality of the speaker and when the statement was made. How does the quotation reflect experiences in both South Africa and the United States? As students watch the program, have them write down other parallels between the two countries.
4. What kinds of inequality does our society forbid, and why? What kinds of inequality does our society permit? How have ideas about equality changed in the course of American history?
5. Have students write down ways that the doctrine of apartheid reinforced inequality between blacks and whites.

AFTER SHOWING

Discussion Items and Questions

1. How did the laws in South Africa and the United States support apartheid and segregation?
2. How were laws used to fight against apartheid and segregation? If segregation exists in practice, what difference does it make if it is legal or illegal?
3. How do different speakers in the program segment describe black South Africans' quality of life? What do differences between blacks' and whites' views of the same system tell you about how apartheid shaped people's perceptions and how apartheid perpetuated racism?
4. Did whites benefit from the hospital's policy of refusing to allow blood donations from blacks to whites? If so, how? How does this policy illustrate the nature of racism? What are other ways that racism in South Africa and the United States is destructive for whites as well as blacks?
5. In the program segment, Quintin Whyte, the director of the Institute of Race Relations in South Africa, defines apartheid as "the state of being apart." How would you define apartheid? How does it compare to the "separate but equal" doctrine that existed in the United States?

Applications and Activities

1. As a class, create two lists: ways that apartheid enforced inequality in South Africa, and ways that segregation enforced inequality in the United States. Divide the class into teams and ask each team to compare the policies and effects of apartheid and segregation in one area; for example, voting rights, education, housing, public accommodations, employment, marriage, or transportation. Have students use their research to create a fictional dialogue between a South African and an American about the similarities and differences found in the two countries.
2. Ask students to think of how different forms of racism, prejudice, or intolerance have affected their lives. Then have them depict the personal impact of racism or intolerance through a story, essay, poem, illustration, collage, or sculpture. They may want to include suggestions on how to combat or eliminate racism or prejudice.
3. To help students appreciate the human cost of racism, have them read excerpts from *Cry, the Beloved Country*, a novel by Alan Paton. Ask students to read chapter 10 and the first half of chapter 12, through the paragraph that begins, "Cry, the beloved country..." Then discuss how the readings relate to the program segment.

4. Divide students into five groups and assign each group a decade, from the 1940s to the 1990s. Ask each group to research important events, leaders, and issues in the U.S. civil rights movement of that decade. After students have completed their research, have them develop a class timeline that traces the modern history of the civil rights movement. Then have each student choose a person, event, or issue from the timeline and create a report in the form of a fact sheet, essay, editorial, short story, photo essay, song, speech, monologue, or poster. Encourage students to consider how the form and the content of their report express key aspects of their subject.

RELATED RESOURCES



Captioned Media Program

- Nelson Mandela: Journey to Freedom #8332
- South Africa: A Land Apart #3297
- We Shall Overcome: A History of the Civil Rights Movement #2695
- Winds of Change #2545



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **HUMAN RIGHTS WATCH**

<http://www.hrw.org/campaigns/race/>

HRW is dedicated to protecting the human rights of people around the world. Provides news releases, current events, information on various countries including Africa; global issues; and other related links. Available in various languages.

- **THE STORY OF AFRICA**

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml>

From London's BBC, tells the history of the continent from an African perspective. Click on the "Southern Africa" to link to various topics, such as "Apartheid Origins," "Apartheid Law," "South African Aggression," "Collapse Of Apartheid," and much more.

- **CIA—THE WORLD FACTBOOK—SOUTH AFRICA**

<http://www.cia.gov/cia/publications/factbook/geos/sf.html>

Facts about South Africa that includes its geography, people, government, economy, and others.

- **BLACK HISTORY HOTLIST**

<http://sln.fi.edu/tfi/hotlists/blackhistory.html>

Twenty-seven various topics can be clicked on to learn more about black history, such as: "The African-American Odyssey: A Quest for Full Citizenship," "Black History Facts," "National Civil Rights Museum," and 24 more topics.