

### **New Opportunities *Around the World*** DVD Teaching Notes

The DVD provides a brief overview of the geography and some aspects of the history of four different countries in the English-speaking world: Canada, Australia, South Africa and India.

The DVD is divided into five different topic areas:

- 1) Introduction**
- 2) Canada**
  - a) Introduction
  - b) Fact File
  - c) The Big Debate
  - d) Sport
  - e) Native Canadians
- 3) Australia**
  - a) Introduction
  - b) Fact File
  - c) Aboriginal Australia
  - d) Sport and Leisure
  - e) Youth
  - f) Ned Kelly
- 4) South Africa**
  - a) Introduction
  - b) Fact File
  - c) Apartheid
  - d) Youth
  - e) Kruger National Park
- 5) India**
  - a) Introduction
  - b) Fact File
  - c) The Caste System
  - d) India Exported
  - e) Youth
  - f) Bolly Good Bollywood

Each section starts with an introduction from the studio presenters, George and Kate.

## Learning value

*New Opportunities UK/US* DVD and Workbook can give your students a mind-expanding experience: it gives your students the chance to take a tour of Canada, Australia, South Africa and India, and listen to young and people from those countries.

## Language development

The video presenters and young people interviewed in the DVD are ordinary young people from different parts of the world. Each one speaks with a slightly different regional accent.

Listening and understanding may be difficult for many of your students. We do not expect students to be able to understand every single word, but we encourage students to 'grab what they can understand' from what they hear.

The *video script* is printed in the back of the Workbook and in the last part of the lesson, students may review the video sequence while looking at the video script. This will help them to confirm their comprehension and perhaps clarify some things which they did not understand.

The guided comprehension exercises in the Workbook are designed to assist comprehension. They are not *tests*. The sequence of exercises helps students to *build* their comprehension of the video and language.

The ideas and information in the video are designed to stimulate the students to talk and write about what they learn. The learning value of video is as much from language production as it is from language comprehension.

## Cultural development

The images, ideas and information contained in the DVD will broaden your students' life experience.

When we travel, we come across different ways of life, different values and new ideas and we naturally form opinions of these things. You can use this video experience of the UK and US to give your students the chance to express their opinions.

Our responsibility is to give students the language, skills and opportunities to express their opinions, rather than to influence their opinions.

### ***Every journey starts from home***

Learning about a different culture should encourage students to re-examine their own culture. The cultural development which derives from the DVD is equally the new experience of a foreign culture and the greater understanding of the home culture.

### ***'Where do you come from?'***

This is the first question we ask any foreigner we meet. The *New Opportunities Around the World* DVD and Workbook should help students to talk about their own country and culture as well as learning about Canada, Australia, South Africa and India.

## Language Focus and Culture Focus

There are two different approaches to using documentary videos of this type: *Language Focus* and *Culture Focus*.

You do not need to choose either *Culture Focus* or *Language Focus* but you can create your own balance between the two.

Your choice will depend partly on the priorities of your teaching aims and partly on the traditional use of L1 and English in your classroom.

### ***Culture Focus***

#### ***Discussion***

If you want to maximise the students' cultural development, you will need to allow them to use their L1 when discussing cultural topics. With their limited command of English, they will not be able to discuss these cultural topics in much depth. Allowing the students to use their L1 will mean that students will be able to examine these cultural topics and compare them with their home culture.

### **Input**

You may also think it is valuable to present some of the more detailed background material to the students in L1.

### **Output**

If you allow students to present the output of their discussions and projects in L1, this will clearly improve the quality of that output. However, this will also reduce to almost zero the language learning benefit of the video.

Within the business community, it is perfectly normal for groups to have discussions and make plans and notes in their L1 for a presentation which will be delivered in English.

## **Language Focus**

### **Discussion**

If students discuss the video material in English, this will greatly benefit their language development. You will need to train them in discussion skills if the discussion is to get beyond the 'I like ...' / 'I don't like ...' stage.

They should learn phrases for:

- expressing agreement: *So, do I. Neither do I.*
- expressing polite disagreement: *I don't agree because ... I think the main problem is ...*
- asking for clarification: *What exactly do you mean?*
- asking for reasons: *Why do you say that?*
- asking for expansion: *Can you explain that in more detail?*
- summarising: *I think we all agree that ...*

This training, together with the language, vocabulary and ideas from the video and Workbook, will help your students to maximise the language development from the video.

### **Input**

If you use English to present as much of the background information as you can, and you encourage students to use English language websites to get further input, they will develop their ability to comprehend written and spoken English.

### **Output**

If students learn to present the output of their discussions and projects in English, this will clearly improve the quality of their productive output. Because of their limited command of the language and limited vocabulary, their output will be in simple, rather than complex sentences. But learning to express complex ideas in simple language is a great achievement.

## **Making a choice**

You do not need to make a choice between the two different approaches. In the video you may choose to use a cultural focus approach in one topic section and a language focus approach in a different section.

Each approach has different benefits. When you make your choices, think about the benefits rather than the processes.

## **DVD Instructions**

The DVD should play in any domestic DVD player or computer with a DVD drive. After inserting the DVD, the title sequence will play (on some computer systems you may be prompted to select your playback software first).

Once the main menu appears you can choose whether to watch the whole programme from start to finish (play all), or to watch an individual unit. If you choose to watch one of the units, you will be presented with another menu allowing you to choose between playing the whole unit (play all) or playing short sections from within the unit.

The DVD provides a motivating and entertaining mix of modern images and facts on screen and in voice-over.

## New Opportunities Around the World Workbook

Although the DVD can be used alone, the Workbook provides a graded series of comprehension, viewing activities, discussion points and extension activities which greatly enrich the learning value of the DVD.

The Workbook includes a key to the activities and a full printed version of the *video script*.

The video activities offer a wide range of discussion opportunities to encourage students to reflect on what they see, calling on their own knowledge of the world and inviting them to make comparisons.

Each unit begins with a short Introduction which is followed by clearly labelled sections. These sections make the video both easy to follow for students and easy to use for the teacher.

The units in the Workbook are divided into three sections:

**Preview:** A warm up activity such as a quiz to stimulate the students' interest and to introduce them to the topic.

**Video Activities:** Step-by-step activities which are linked to the video sequences.

**Follow-up:** A reading section based on texts such as guide books, brochures and magazine articles. This section includes a guided writing activity.

### How to use the DVD in the classroom

Each topic area can be taught over two or three lessons of concentrated study. However, the learning value is greatly increased with repeated viewing for specific tasks over a longer period.

*New Opportunities Around the World* is extremely rich in both visual and linguistic information. This information and the cultural ideas will develop your students' cultural horizons and encourage them to think about the world beyond the town or city where they live.

Since students are following a graded learning syllabus, if they re-view the first section of the DVD a few months after they first viewed it, they will be able to understand more and will be able to talk, read and write more about the topic.

This will maximise the learning value to be gained from the DVD and Workbook.

A possible plan might be:

Week	Activity
1	View <i>Introduction</i> and do the preview and some of the Video activities.
2	Review the <i>Introduction</i> and complete the Video activities.
3	Review the <i>Introduction</i> and complete the Extension and Follow-up activities.
4	View <i>Canada</i> and do the preview and some of the Video activities.
5	Review <i>Canada</i> and complete the Video activities.
6	Review <i>Canada</i> and complete the Extension and Follow-up activities.
7	Review the <i>Introduction</i> and <i>Canada</i> and do any further activities.

This gradual progress through the material on the DVD and in the Workbook will mean that video is a regular part of lessons and the DVD and Workbook will be fully exploited throughout the academic year.

Think now about the duration of your academic year. Make a diary for video activities. Remember to build regular reviews of earlier sections of the DVD through the year.

### Planning a video lesson

Make sure that you have watched the video unit before taking it into the classroom.

All classes are different and you may need to do some extra background work with the students before you watch it. There is some extra background information in these notes.

Check that all the students can see and hear the video, and that you are in a position to use the remote

control easily.

The activities invite the students to discuss the issues and topics both before and after watching. In many cases they are exchanging personal opinions, and preparation is not needed. In cases where they are required to compare their culture with another country, you may need to prepare the discussion by providing information about your country or eliciting ideas from the students.

## Preview

These activities can be done in advance of watching the video or as part of the video lesson. Get the students to work in pairs. Use the material to discuss with the students what they think the unit is going to contain.

## Video Activities

### *Before you watch*

These activities get your students to think about what they are about to see. They also pre-teach vocabulary where necessary. If students are well-prepared, they will feel more confident when they watch the video, and will enjoy it much more.

Activities include:

- pair and group discussion
- brainstorming
- guessing
- vocabulary exercises
- predicting and matching exercises

Get the students to do the exercises just before watching the video section.

### *While you watch*

These are activities which students do while they are watching the video. They not only focus on the information in the voice-over, but also on what the students see.

Activities include:

- checking answers to *Before you watch* questions
- ticking things students saw in the video
- answering open questions
- completing sentences
- matching information
- completing tables
- deciding if sentences are true or false
- multiple choice (watching without the sound)
- circling the correct answers
- remembering what students saw
- identifying pictures

Read the instructions with your students before you play the video and check they understand what they have to do. Ask them to watch the video once without writing. Then play it again while they write their answers. Before you play the video again you can get students to check answers in pairs, or you can elicit answers from a few students, and indicate if they need to watch more carefully.

After watching a second time, go through the answers with the students and watch again if necessary to confirm.

## EXTENSION

These are optional exercises which usually ask the students to compare themselves and their own culture with that of another country. They do not require students to watch the video again. They often consist of a discussion or writing task. Activities include:

- group work and pair work: brainstorming and discussions

- writing tasks

Stronger students will be able to explore these questions in more depth.

### **Follow-up**

You can get the students to do this reading task for homework or in class. It does not require students to watch the video again. It concludes with a writing project that the students can add to their portfolio.

## 1 Introduction

In this first section of the video, we meet the two presenters, George and Kate. We learn a little about the English speaking world.

They introduce the four countries which are presented in more detail later in the DVD.

### **Background information**

#### *Who speaks English?*

English is used more frequently than any other language on the planet. Most of the people who are using English have a different language as their mother tongue.

Between 320 and 380 million people speak English as native speakers. More than that use English regularly as a second or additional language. An even greater number are currently learning English in schools.

The English-speaking community is unusual amongst world languages, because there are more non-native speaker users than native speakers.

Most of the countries in which English is an official language were former colonies in the British Empire.

English is an official language in many international organisations and businesses:

- the United Nations
- the international Olympic Committee
- international air transport
- international sea transport
- the World Health Organisation
- FIAT, the Italian motor manufacturer
- Siemens, the German engineering company
- More than 50 per cent of internet websites
- More than 50 per cent of email correspondence

### **Four English-speaking countries**

In this video we are going to learn about four English-speaking countries. They each use English in different ways.

English is the primary language in **Canada** although it also contains a large French-speaking area.

**Australia** is also an English-speaking country but because it contains many immigrant communities, other languages are also used. There is a large population of Aboriginal Australians who do not share a common language and often use English to communicate with each other.

**South Africa** is known as the 'rainbow nation' because of the rich mix of people from many different origins. There is a small but significant group of native speakers of English. There is a larger group who use Afrikaans as their first language. There is another group of people from the Indian sub-continent who use Indian languages in their day to day lives. And then the majority of the population belong to different African tribes with each having a different native language.

English provides an effective common language of communication for all these different people.

When **India** became independent in 1947, the first President Nehru said, in a speech to the nation:

*'At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity.'*

He chose to make this magnificent speech in English, rather than one of the many Indian languages because the English language united the nation.

## 2 Canada

This section of the video looks at the history and national culture of Canada.

### **Background**

Canada is a huge country with a small population of about 33 million people. Most Canadians live close to the border with the United States. It is sometimes called the 49<sup>th</sup> parallel (line of latitude) because much of the border follows this geographical line.

With the population being concentrated in cities close to the border, there are large areas of Canada which are very thinly populated.

Canadians are very proud and independent people. They do not like people thinking that they are citizens of the USA.

Most Canadians speak the same language as US citizens, but they have a slightly different accent.

Canadians are very artistic people. They have produced great writers, singers, dancers, musicians and film makers.

In the international community, Canada is said to be amongst the most generous nations in the world. When there are floods, droughts, famines, earthquakes and other disasters around the world, the Canadians are often the first to offer assistance. They will send food, tents, and blankets as well as doctors, nurses, engineers and other professionals.

Canada is not an aggressive nation but Canadian soldiers are often used in peace-keeping operations around the world.

### *Geography*

[If possible, get an atlas or a large map of Canada in your classroom as it will be useful to describe the geography to students.]

As we learn in the video, the French and English were the largest groups of settlers in Canada. It started with fishing communities on the Atlantic coast in Labrador and Newfoundland. Later the people from these communities navigated the great St Lawrence River which leads into the centre of the country.

If we look at a map of Canada, we can follow the river from its mouth in the Atlantic Ocean and see the cities of Quebec, Montreal, Ottawa and Toronto leading us towards the Great Lakes.

If we travel towards the east, we see the enormous provinces of Ontario, Manitoba, Saskatchewan and Alberta before we meet the Rocky Mountain range which separates the plains of central Canada from the Pacific Ocean.

If we look at northern Canada we can see the vast frozen areas with few cities or towns. This is the area called the *tundra* where the earth is frozen and hard as rock for most of the year.

Very few plants can grow in this region because there is little sunlight in the winter. Plants need water, and when the earth is frozen, they can't draw up water from their roots.

As we can see, there are lots of lakes and seas in the North. One of the reasons for Europeans to fight over this desolate space was their search for the *North West Passage*. They were searching for a way for boats to travel from the Atlantic Ocean to the Pacific through the waters of northern Canada.

### *Canadian history*

The first European settlers were French. As we learn in the video, they came to buy fur from the Native Canadians. Unfortunately, they also brought European diseases, such as smallpox which quickly infected the native Canadians and caused many deaths. Samuel de Champlain, who is mentioned in the video, founded the city of Quebec in 1608 and established a large colony which was known as *New France*. In 1759 about 60,000 people lived in *New France*.

The British, who had a larger navy than the French, had control of Hudson's Bay in the north as well as thirteen colonies of settlers in what later became the USA.

The British fought a long war, called the Seven Years War, against *New France*. In 1759 and 1760, the British gained control of Montreal and Quebec and became the major power in Canada.

In 1867 some provinces of Canada became independent *dominions* of the British monarchy. These provinces joined together as a Confederation. Over the next 50 years other provinces joined the Confederation. By 1915, the government of Canada was formed with the capital in Ottawa.



### *Canada today*

Canada is an independent state. It is a dominion of Queen Elizabeth II, who is head of state in Canada. Canada is not a dominion of the British government, although the two governments are close allies.

After the British started to control Canada, the province of Quebec continued to use French as the major official language and the people continued to use French in their everyday lives.

Today, Canada has two official languages, English and French. As Evan mentions in the video, people who work in government must be able to speak both languages.

Pierre Trudeau, who was Prime Minister of Canada for nearly 16 years, came from the French-speaking community. He is one of many great political leaders who have come from Canada.

### ***Follow up activities***

Talk to your friends and teacher about:

- something new which you learnt from the video
- something which you liked from the video
- something which you didn't like from the video

Make a list of five things you want to remember from this part of the video.

### ***Project Work***

Think about population density.

About 33 million people live in Canada, which is the second largest country in the world. 301,139,947 million people live in the USA, which is smaller than Canada. What does this tell you about population density?

Think about population density in your own country.

- Are some areas of your country more densely populated than others?
- Where are these areas?
- Why are they densely populated?

Think about the less densely populated areas of your country.

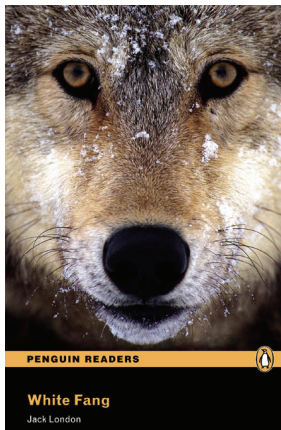
- Where are these areas?
- Why are they less densely populated?

Make a map of your country showing the areas which are heavily populated and the areas which are thinly populated.

Describe the population of your country.

- Make a video programme
- Record a radio programme
- Prepare a Power Point presentation

### ***Suggested reading***



*White Fang* is a classic of American literature. It is an exciting story set in the wilds of Canada.

### 3 Australia

This section of the video looks at different aspects of Australia, including typical sport and leisure activities, the culture of Aboriginal Australians and the lifestyle of young people.

#### **Background**

##### *Geography*

The first thing to remember about Australia is that it is in the Southern Hemisphere. Christmas is a summer festival. Easter is not a Spring festival, it is an Autumn festival.

The School year starts at the end of summer (end of January). They have an Autumn vacation in April and a Winter vacation in June and July. The Spring vacation is in September/ October and the Summer vacation is in December and January.

If we find Australia on a world map, we can see why it is such a young country (in terms of European settlement). Australia is a long way from any other country, and it is not 'on the way' to anywhere.

We can see that it is an island and we can also see that it is very big. At 7,741,220 km<sup>2</sup>, it is the sixth largest country in the world. 21 million people live in this vast area. Compare this with more than 50 million people in Britain.

The population density is 2.6 people living each square kilometre. Approximately 60 per cent of the population live near the cities of Sydney, Melbourne, Brisbane, Perth, and Adelaide.

The population map of Australia looks like a strangely shaped doughnut ring. Most of the people live near the coast and there is an enormous empty hole in the middle. This is called the *outback*.

##### *Wildlife*

The historical isolation of Australia has allowed different types of animal to develop which are not found in other parts of the world.

Many of these are *marsupials* – mammals with a pocket or *pouch* in their bodies. The best known example is the *kangaroo*.

A baby kangaroo, or *joey*, is born alive at a very immature stage, when it is only about two centimetres long and weighs less than a gram. Immediately after birth it crawls up the mother's body and enters the pouch. The baby attaches its mouth to one of four teats, which then enlarges to hold the young animal in place. After several weeks, the joey becomes more active and gradually spends more and more time outside the pouch, which it leaves completely between seven and ten months of age.

In 1859, a farmer called Thomas Austin, asked his nephew to send him 24 wild rabbits from England. He wanted them to hunt and shoot, for sport. He released these 24 rabbits on his farm. As we know, rabbits reproduce very quickly, particularly when they are introduced to an eco-system where they have fewer natural predators.

The rabbit population increased very quickly and by 1869, there were millions and millions of rabbits in Australia. Rabbits also eat grass and this causes erosion. The large numbers of rabbits affected the kangaroo population and, more importantly for Australian sheep farmers, they were destroying the grasslands where sheep were raised.

The story of the rabbit in Australia shows how the introduction of a foreign species can almost destroy the ecosystem of a country.

##### *European settlement*

The Australian mainland has been inhabited for more than 42,000 years by Aboriginal Australians. Europeans started to arrive in 1606 with Dutch explorers. In 1770, James Cook sailed along and mapped the east coast of Australia, which he named New South Wales and claimed for Britain.

The British originally used this area of Australia as a large prison. Criminals would be sentenced to be transported to Australia for a number of years. The ships full of prisoners would leave Britain and sail to Botany Bay near what is now the city of Sydney.

The prisoners wrote a song about their journey. Like many Australian songs it has a very good simple tune which you can probably find on the internet. The refrain uses nonsense 'words' and the verses use incorrect grammar, which mirrors the way many uneducated people would have spoken at the time.

## BOTANY BAY

### Verse 1

Farewell to Old England forever  
Farewell to my old pals as well  
Farewell to the well known Old Bailey<sup>1</sup>  
Where I once used to be such a swell<sup>2</sup>  
Where I once used to be such a swell.

### Refrain

*Singing too-rall, li-oo-rall, li-ad-di-ty,  
Singing too-rall, li-oo-rall, li-ay,  
Singing too-rall, li-oo-rall, li-ad-di-ty  
Oh we are bound for Botany Bay  
Oh we are bound for Botany Bay.*

### Verse 2

There's the captain as is our commander,  
There's a bo'sun<sup>3</sup> and all the ship's crew  
There's first and the second class passengers,  
Knows what we poor convicts goes through  
Knows what we poor convicts goes through.

### Verse 3

'Taint<sup>4</sup> leaving Old England we cares about,  
'Taint 'cos we misspells wot we knows<sup>5</sup>  
But because all we light finger'd gentry<sup>6</sup>  
Hops around with a log on our toes.  
Hops around with a log on our toes<sup>7</sup>.

### Verse 4

Oh if I had the wings of a turtle-dove<sup>8</sup>,  
I'd soar on my pinions<sup>9</sup> so high,  
Slap bang to the arms of my true love,  
And in her sweet presence I'd die  
And in her sweet presence I'd die.

<sup>1</sup> Old Bailey: the central criminal court in London.

<sup>2</sup> Old-fashioned word for a 'great guy'.

<sup>3</sup> The chief assistant of the captain.

<sup>4</sup> it isn't

<sup>5</sup> it isn't because we make spelling mistakes

<sup>6</sup> people who steal things have 'light fingers'

<sup>7</sup> Prisoners had heavy pieces of wood attached to their feet to stop them from running away.

<sup>8</sup> a turtle dove is a bird like a pigeon.

<sup>9</sup> pinions – another word for wings

After completing their sentence, many of the prisoners chose to stay in Australia and not return to Britain. There were many British settlers with farms where they could find work.

The population of Australia continued to grow and new parts of the island were occupied. There was a big rise in population after gold was discovered in the 1850s.

### *Aboriginal Australia*

As happened in Canada, European settlement brought European diseases to Australia which killed many thousands of Aborigines.

There are many terrible stories of oppression and cruelty during Britain's colonial period, but the story of British treatment of the Australian Aborigines, particularly those who lived on the island of Tasmania, is probably the worst.

In the 1850s, British scientists in London were discussing whether Australian Aborigines were actually humans. Many people thought that the Aborigines were animals.

The reason for this debate was even more horrifying. If the scientists decided that Aborigines were animals, the settlers would feel it was acceptable to hunt Aborigines with horses and dogs, in the same way that foxes and deer were hunted.

Although the scientists declared that Aborigines were humans, hunting did take place particularly on the island of Tasmania.

The combination of disease, alcohol, tobacco and hunting killed almost the entire native population of Tasmania. It was reported that the last native Tasmanian died in 1876. Although this was later proved not to be true, the Tasmanian native population is very small and British oppression killed many thousands of people.

Australian Aborigines were not settled people. They were not farmers who grew crops or reared animals. They moved from place to place, hunting wild animals, catching fish and gathering plants and fruit from trees.

They were closely attached to their environment. Many places were holy (sacred) places where spirits lived.

European settlement did not disturb the Aborigines by taking their land. European settlement did not disturb the economic lives of Aborigines, but it disturbed their *spiritual lives*. Europeans took their holy places and destroyed their spiritual environment.

Australian Aborigines are still very poor and poorly educated, compared with white Australians. They own very little property, suffer from poor health and live shorter lives than white Australians.

### *Modern Australia*

Modern Australians live modern and comfortable lives. They have big, highly developed cities. They have a highly developed economy with an industrial sector, a large mining industry and, of course, a very successful agricultural sector.

There are excellent universities in Australia, great writers, artists, musicians and film makers.

In the past, trade was dominated by agricultural trade with Britain, but now Australia exports many products to Japan and other Asian countries.

Queen Elizabeth II is the head of state of Australia, but the Australian Government based in Canberra is totally independent.

### **Follow up activities**

Talk to your friends and teacher about:

- something new which you learnt from the video
- something which you liked from the video
- something which you didn't like from the video

Make a list of five things you want to remember from this part of the video.

### **Discussion Activities**

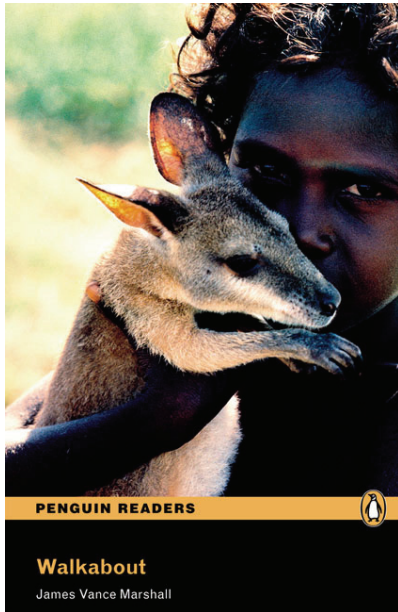
- Australia is known as a land of opportunity. Many people emigrate to Australia to start a 'new life'. Would you like to emigrate to Australia? Why? Why not?

### **Project work**

Use the internet to find out about more about rabbits in Australia.

Use your information, and your knowledge of ecological science, to prepare a project book on the topic.

### **Suggested reading**



*Walkabout* is the story of two American children who are lost in the Australian outback following an air crash. They are adopted and helped by an Aborigine boy who shows them how to survive and find food and water in the outback. It is a wonderful story which can give you rare insights into the lives and skills of Aboriginal people.

## 4 South Africa

This section of the video looks at the changes throughout the history of South Africa, moving from the period of apartheid to the culture of young people today.

### **Background**

The area now known as South Africa was once occupied by two main African tribes – the San (who were hunter-gatherers) and Khoekhoe (a pastoral tribe who lived in the well-watered southern and western coastal strips).

Other long-term inhabitants of the area were the Bantu-speaking people who had moved into the north-eastern and eastern regions from the north, many hundreds of years before the arrival of the Europeans.

### *European settlement*

In 1652, the Dutchman Jan van Riebeeck and 90 men landed at the Cape of Good Hope to build a fort and develop a vegetable garden for the benefit of ships on the Eastern trade route.

They started by trading with the Khoekhoe. But in 1657 Van Riebeeck started to take land from the Khoekhoe and give it to his European companions. By the time Van Riebeeck left in 1662, 250 white people lived in what was beginning to look like a developing colony.

Later governors encouraged Dutch immigration, and in the early 1700s independent farmers called *trekboers* began to push north and east taking land away from the African people. They also imported people from India to be shopkeepers and manual workers.

There were now three groups: the 'white' European settlers, the 'coloured' Indians and the 'black' Africans. Children produced from (often violent relationships) between Europeans and Africans were also classed as *coloured*.

By the second half of the 18th century, the colonists – mainly of Dutch, German and French Huguenot stock – had begun to lose their sense of identification with Europe. The Afrikaner nation was coming into being.

The British took control of the area from the Dutch in 1806. By this time, philanthropist missionaries had begun arriving, their liberalising influence reaching its high point in the activities of John Philip, a friend of William Wilberforce, who led the campaign to abolish slavery in the British Empire.

Slaves achieved their freedom in 1834. This development had dramatic effects on the colony, precipitating the Great Trek, an emigration north and east of about 12,000 discontented Afrikaner farmers, (descended from the Dutch settlers, also known as *Boers*) to the Zulu areas controlled by the great Zulu king, Shaka. In the war that followed, the Boers won victory at the Battle of Blood River.

The British were worried about these independent Boers because diamonds had been discovered at Kimberley in South Africa and for the first time it became evident that there was wealth for the taking in the subcontinent.

### *The beginnings of apartheid*

When gold was discovered in 1886 huge numbers of newcomers, mostly British, arrived at the gold fields. With both gold and diamonds in South Africa, the British were eager to have full control of the territory. Because of this, the Anglo-Boer/South African War began in October 1899 and continued until 1902.

Many blacks saw the British victory as the hoped-for opportunity for more equality. In 1909 a delegation appointed by the South African Native Convention, including representatives of the coloured and Indian populations, went to London to plead the case of the country's black population.

But when the Union of South Africa was formed in 1910, the South African Party, a merging of the previous Afrikaner parties, held power.

Repressive measures to maintain white power were soon made law – the 'Masters and Servants Act', the reservation of skilled work for whites, pass laws, the Native Poll Tax and the 1913 Land Act which reserved 90 per cent of the country for white ownership.

The Black population resisted the oppression of the ruling South African Party. By the time the Land Act was passed, the African National Congress (ANC) had come into being on 8 January 1912 and they struggled against the racism they were subjected to. The Indian community also suffered under viciously racist treatment. Mohandas Gandhi, (who we will meet again in the next section of the video) then a young lawyer who had arrived in South Africa in 1892, had become a leading figure in Indian resistance.

While official (white) South Africa was taking its place in the wider world as a result of the First World War, the ANC was beginning to see itself as part of the wider African efforts against colonialism in Africa. In its 1918 constitution it referred to itself as a "Pan African Association" and the organisation attended the second congress of the international Pan African Movement in 1921.

The Nationalist Party gained power in the 1948 election. Apartheid became official government ideology. The ANC continued to fight against such inequality and as a result, in 1964, Nelson Mandela and other ANC leaders were arrested by the police and sentenced to life imprisonment.

### *The end of apartheid*

Throughout the 1960s the South African Government was put under pressure from the United Nations and world governments to end apartheid. People stopped buying South African products and sports teams stopped travelling to South Africa.

The first half of the next decade was marked by increasing repression, increasing militancy in the resistance camp, and extensive strikes.

The moment of truth came on 16 June 1976, when the youth of Soweto marched against being taught in the Afrikaans language, instead of in their own tongue. Police fired on them, precipitating a massive flood of violence that overwhelmed the country.

In 1989 secret negotiations started between The Prime Minister PW Botha and Nelson Mandela and on 11 February 1990, Mandela was released after 27 years in prison.

South Africa's first democratic election was held on 26, 27 and 28 April 1994, with victory going to the ANC. Nelson Mandela was sworn in as President on 10 May.

Mandela's presidency was characterised by the successful negotiation of a new constitution; a start on the massive task of restructuring the civil service and attempts to redirect national priorities to address the results of apartheid; and the Truth and Reconciliation Commission, set up primarily to investigate the wrongs of the past.

### **Follow up activities**

Talk to your friends and teacher about:

- something new which you learnt from the video
- something which you liked from the video
- something which you didn't like from the video
- what did you learn which surprised you?
- what did you see which confirmed something you knew before?

Make a list of five things you want to remember from this part of the video.

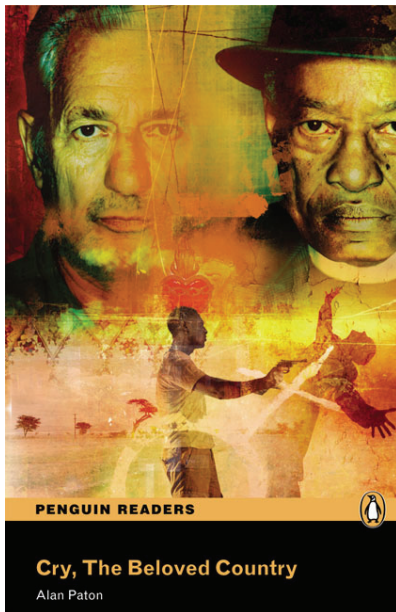
### **Discussion Activities**

- Young people represent 40 per cent of the population in South Africa, so it is a very young population. Is your country like this?
- In many European countries, there is a very large percentage of older people. What sort of problems could these countries have?

### **Project work**

Find out about *Nelson Mandela* using the internet and your school library and present his life in a project book.

**Suggested reading**



*Cry, the beloved country* is a classic story set in South Africa before independence.



## 5 India

In this section of the video we look at the ancient civilisation which has occupied the Indian sub-continent for many thousands of years.

We look at some basic facts about India before examining the Caste system. We look at the many products and ideas which have spread around the world from India – in particular, Bollywood films, Indian music and Indian food. We look at the lives of young people in India, particularly at arranged marriages.

### **Background**

On a world map, we can all recognise India as being a triangular peninsular in the Indian Ocean, with the island of Sri Lanka close to the southeast coast.

In very early history, when the continents of the earth were being formed, the Indian sub-continent was an island which became attached to the continent of Asia. As the landmass moved north it pushed against the Asian continent creating the mountain range called the *Himalayas*. This is the highest mountain range in the world and includes the world's highest mountain, *Mount Everest*.

### *Religion in India*

India was the birthplace of many of the world's great religions. Siddhārtha Gautama, known as Buddha, was a religious teacher in ancient India who is believed to have lived about five or six hundred years before the time of Jesus. His life and teachings became the foundations of Buddhism. Mahavira, who lived in a similar period, left teachings which were the foundations of Jainism. India is also the home of Hinduism, the third largest religious group in the world. Hindus' beliefs come from ancient India. Their religious practices are closely attached to the country and, for example, the great River Ganges is regarded as sacred. India is also the home of Sikhism. Sikhism was founded in the Punjab by Guru Nanak in the 15th century and is a monotheistic religion. Sikhs think religion should be practised by living in the world and coping with life's everyday problems.

India came under the influence of Islam and later Christianity so there are many millions of Muslims and Christians.

The rich variety of religious faiths is a clue to the way in which we should think about India. Although it is a single state, the world's largest democracy, it is also a country full of great diversity.

### *The British in India*

The country which we now think as India was created in 1947 when the British left and the Republics of India and Pakistan were created. Long before the British arrived in the Indian sub-continent, it was governed by local princes (known as Maharajahs), each of whom governed a small area of the country.

The first contacts between Britain and India were commercial. Other traders from France, Holland and Portugal were also trading with local Indian leaders. British traders went to India to buy spices and textiles. By the middle of the 18th century, the British had set up the British East India Company which effectively governed some parts of India. The Indians were unhappy with this foreign domination and fought against the British East India Company. The British Government sent soldiers to defend their commercial interests and the British occupation of India (known as *the Raj*) began. By the time of Queen Victoria in the 19th century, Britain controlled all of India and Queen Victoria was made Empress of India. She described India as the *jewel in the crown* of the British Empire.

### *Independence and Partition*

From 1920 leaders such as Mohandas Gandhi (a British-trained lawyer from South Africa) began mass movements to campaign against the British Raj. Revolutionary activities against the British rule also took place throughout the Indian sub-continent. These movements succeeded in bringing Independence to the Indian sub-continent in 1947.

The struggle for independence was not easy. The British resisted calls for Indian independence as we know from the description of the salt march in the video. Mohandas Gandhi was a remarkable man. He was not a great military leader. He invented the idea of *passive resistance*.

As India moved towards independence, the Muslims became concerned that their individuality would be lost in such a large country. Mohamed Ali Jinnah, a Muslim leader (and later the first President of Pakistan) said:

*'The Hindus and the Muslims belong to two different religions, philosophies, social customs and literature ... To yoke together two such nations under a single state, one as a numerical minority and the other as a majority, must lead to growing discontent and final destruction of any fabric that may be so built up for the government of such a state.'*

Various different solutions were suggested but eventually partition was decided upon. The Muslims of India moved to two different areas which became known as East and West Pakistan. West Pakistan is now Bangladesh.

The movement of the Muslims towards the two areas of Pakistan was accompanied by a simultaneous movement of Hindus out of those areas and towards India. This is said to be the largest mass migration which has ever taken place in the history of the world. Many millions of people died during the migration.

Mohandas Gandhi was assassinated before the declaration of independence and so Nehru became the first President of India. It was he who made the great speech quoted in the Introduction notes.

### **Follow up activities**

Talk to your friends and teacher about:

- something new which you learnt from the video
- something which you liked from the video
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Make a list of five things you want to remember from this part of the video.

### **Discussion Activities**

You may be very shocked by the idea of an arranged marriage, in which people from your family will choose the person you will marry.

It is important to make clear the difference between arranged marriages and *forced* marriages – they are not the same thing.

In traditional Indian society there is not much contact between young boys and girls outside the family. It will not be easy to choose a husband or wife because of this. Your family will help you to find a person to marry, but you will decide whether you will marry them or not. If you decide not to marry them, your family will find somebody else.

In other societies, we meet, fall in love and then marry. But frequently we do not live 'happy ever after'. Is this the best system?

In Britain, 25% of marriages end in divorce. This is often because there is a difference between *romantic love* and *married love*. Couples get married because of romantic love, but this does not last for ever. As the couple learn more about each other, the romantic love needs to change into married love.

Divorce is much less frequent after arranged marriages. Arranged marriages are often very happy marriages because *love grows after marriage*.

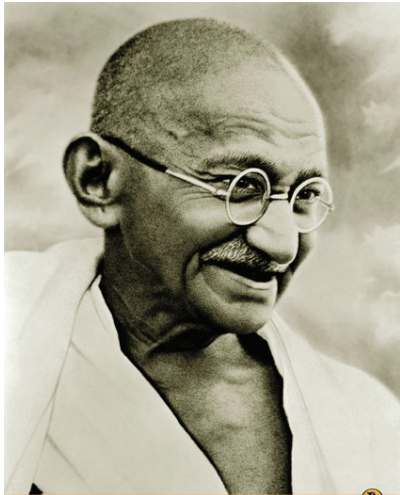
*Think about your own ideas on this topic. Find out your friends' opinions.*

### **Project work**

Find out about *Mohandas Gandhi* and present his life in a project book.

Alternatively produce a project book about *Mother Teresa of Calcutta*. Although she was not from India, her life is most associated with her work in Calcutta in India.

**Suggested reading**



PENGUIN READERS



**Gandhi**

Jane Rollason



PENGUIN READERS



**Mother Teresa**

D'Arcy Adrian-Vallance