

## GRADE 11 EDUCATOR GUIDE

The Cape Town Holocaust & Genocide Centre is pleased to offer a series of eight (8) units covering the following Grade 11 CAPS topic:

**Ideas of Race in the late 19<sup>th</sup> and 20<sup>th</sup> Centuries** – *What were the consequences when pseudo-scientific ideas of race became integral to government policies and legislation in the 19<sup>th</sup> and 20<sup>th</sup> Centuries?*

*Case studies: **Australia** and the indigenous Australians; **Nazi Germany** and the Holocaust*

### **Unit 1**

#### Introduction:

*In this unit learners will be given a brief overview of the following:*

- The pseudoscience of **Race Theory**
- The pseudoscience of **Eugenics**

In this Unit, learners cover a lot of the background theory related to the content and are provided scaffolding for vocabulary which will come up throughout the eight units.

When teaching this Unit, learners should be encouraged to engage in healthy debate and critical thinking. By the end of the unit, all learners should be able to understand the following:

- ***Why*** this section is included in the curriculum
- ***What*** pseudoscience is
- ***Why*** 'race' is a social construct and what 'social construct' means
- ***Racism affects all South Africans today, and is a legacy of legalised Apartheid***

You may choose to award marks for the Q&A below – if so suggested mark allocations are provided, of course you are free to allocate marks as suits your learning outcomes. Alternatively you may wish to use the questions as revision, self-study or extension work.

## **Questions and Answers for Unit 1:**

### **1. What does the word pseudoscience mean? [1]**

'Pseudo' comes from the Greek language and means fake or false, so pseudoscience means fake or false science.

### **2. From your own knowledge, give an example of a pseudoscientific idea that has been disproven. [1]**

Any reasonable answer can be given here including but not limited to: the earth is the centre of the universe/flat; your skin colour is an indicator of your character/abilities; the size of your head is an indicator of the size of your brain; etc.

This is a [1] mark question so learners are not expected to provide a description of the theory that has been proven false.

N.B. Science fiction or fantasy cannot be marked as correct i.e. mention of mythical creatures etc. There should be clarity about the differences between pseudoscience and conspiracy.

### **3. Define 'context' in your own words. [1]**

Context refers to the circumstances around a particular event i.e. *when* things were happening would affect *why* they happened and *where* things happened would affect *how* they happened etc.

### **4. Why is race scientifically 'not real'? [2]**

All human DNA is 99.9% the same [1] as proven by the Human Genome Project and other similar initiatives. [1]

### **5. Define the term 'social construct' in your own words. [2]**

A social construct is a concept/ idea that exists as a result of human society/human imagination/ culture [1] rather than a response to scientific/ objective truths. [1]

A 'social construct' is subjective and culturally specific. Learners might give examples of social constructs but in order to gain full marks they need to explain why it is a social construct.

### **6. Using this unit and your own knowledge, reflect on whether or not you think it is important for South Africans to study the pseudoscience of Race Theory and Eugenics. [3]**

This is a personal response and learners may give a range of responses. If awarding marks, ensure that learners have stated if or why they believe these concepts should be studied [1] and have provided at least two *thoughtful* reasons for

their answer [2]. Full marks may only be awarded if learners give South Africa specific responses. It is not enough to say “so that beliefs like this do not take hold again.” The learner should argue from the perspective of a South African.

[10]

### Enrichment

Educators could focus on the Human Genome Project and other contemporary 21<sup>st</sup> century scientific approaches to debunking race pseudoscience. Suggested reading for learners and educators looking for addition information or extension can include:

*Superior: The Return of Race Science* (2019) by Angela Saini

Cape Town Holocaust & Genocide Centre: <http://ctholocaust.co.za/>

Cape Town Holocaust & Genocide Centre YouTube:  
<https://www.youtube.com/channel/UCwVBU5VqvsumuDdzYIAaQ>

There's No Scientific Basis for Race—It's a Made-Up Label:  
<https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/>

These Twins Will Make You Rethink Race:  
<https://www.nationalgeographic.com/magazine/2018/04/race-twins-black-white-biggs/>

How Science and Genetics are Reshaping the Race Debate of the 21st Century:  
<http://sitn.hms.harvard.edu/flash/2017/science-genetics-reshaping-race-debate-21st-century/>