



CITY OF CAPE TOWN
ISIXEKO SASEKAPA
STAD KAAPSTAD



Responsible Tourism
Cape Town



GRADE 5



A HERITAGE TRAIL THROUGH THE PROVINCES

City Hall, Grand Parade, Old Post Office and Old Pass Office in Langa, Gugulethu Seven memorial, Trojan Horse memorial in Athlone, Robben Island Museum, Waterwitch Williams memorial in Athlone, and the District Six Museum.

Making progress possible. Together.

Heritage trail through Cape Town

City Hall, Grand Parade,
Old Post Office and Old Pass
Office in Langa, Gugulethu
Seven memorial, Trojan Horse
memorial in Athlone, Robben
Island Museum, Waterwitch
Williams memorial in Athlone,
and the District Six Museum.

Delve Research for the
City of Cape Town's Transport
and Urban Development
Authority (TDA).

Cynthia Kros, Katie Mooney
and Deirdre Prins-Solani.

LESSON PLAN OVERVIEW: FOR THE EDUCATOR

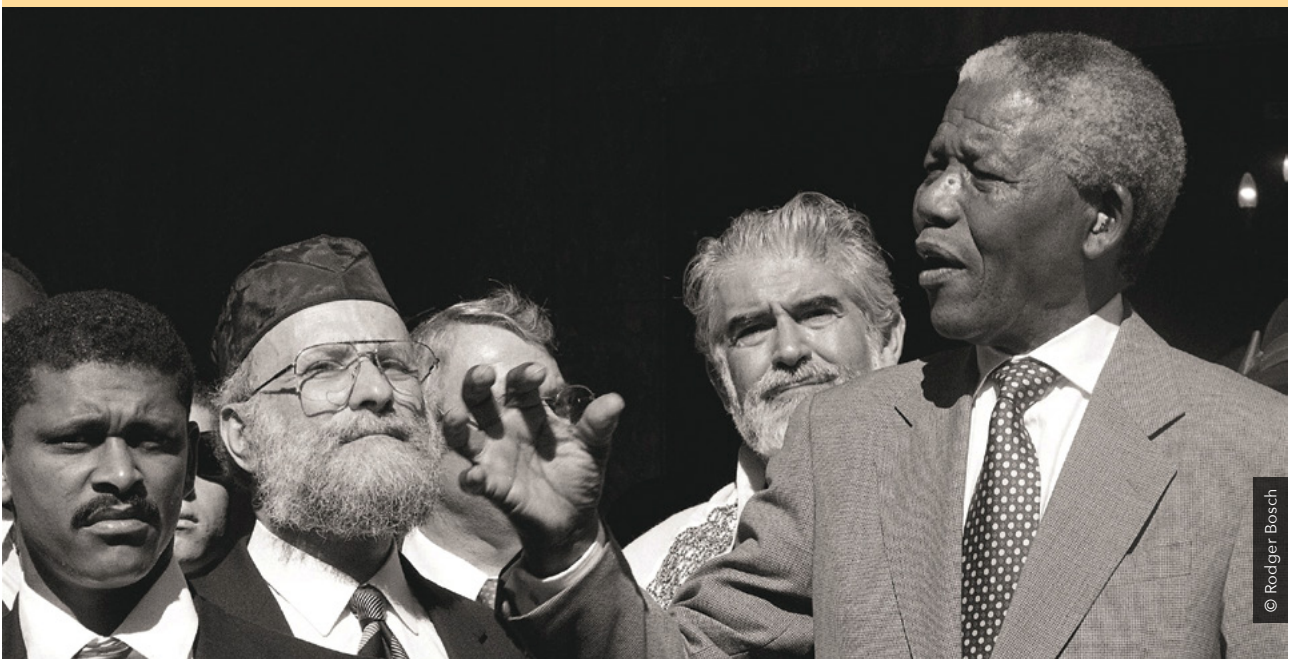
Lesson plan title: Heritage trail through the provinces

Learning area: Social Science (History)		Grade: 5
Curriculum link: Heritage trail through the provinces		
Learning outcomes (LO): These outcomes are drawn directly from Curriculum Assessment Policy Statements (CAPS).		Assessment standards (AS) according to CAPS:
LO 1: The learner will be able to use inquiry skills to investigate the past and present.		AS 2 and 3
LO 2: The learner will be able to demonstrate historical knowledge and understanding.		AS 2
LO 3: The learner will be able to interpret aspects of history.		AS 3
CONTENT LINKS		
Looking back at: Grade 3: Learning from leaders	Current: Grade 5: Heritage trail through the provinces	Looking ahead to: Grade 6: Democracy and citizenship Grade 9: Oral history research project Grade 10: Heritage
Context: • The importance of heritage • An introduction to world heritage sites • The role of museums and monuments in commemorating certain people, places and events • Interpretations of the past, or of certain people's thoughts about the past • The significance of Cape Town's diverse heritage sites • The importance of democratising heritage sites		
ASSESSMENT ACTIVITIES		
Activity aims: Learners will be able to make reasonable conclusions about cultural heritage. Learners will gain some knowledge about cultural heritage and how it is displayed and experienced.		
Classroom organisation: Learners will work alone and in groups. Educators are to estimate time allocations for the various tasks.		
Activities: There are four activities in this lesson plan.		
Resources: Lesson plans and activities; links to the exhibition.		
Photographs: City of Cape Town secured permission to use photographs.		
Text: Delve Research		

Heritage trail through Cape Town

“Our rich and varied cultural heritage has a profound power to help build our new nation ... The struggles against the injustice and inequities of the past are part of our national identity; they are part of our culture ... If indeed our nation has to rise like the proverbial phoenix from the ashes of division and conflict, we [have] to acknowledge those whose selfless efforts and talents were dedicated to this goal of non-racial democracy.”

Address by President Nelson Mandela at the unveiling of the monument to Enoch Sontonga on Heritage Day in 1996.



In this lesson, you will learn about:

- heritage;
- the importance of heritage;
- an introduction to world heritage sites;
- the role of museums and monuments in commemorating certain interpretations of the past, or of certain people's ideas about the past;
- the significance of Cape Town's diverse heritage sites; and
- the importance of democratising heritage sites.

You will:

- recognise buildings in Cape Town;
- get to know heritage routes in Cape Town; and
- design your own routes.

Natural and cultural heritage

Heritage is understood as something that is passed on from one generation to another. It can include art, buildings, objects, traditions, beliefs or memories that people in societies feel are an important part of their history and culture. Heritage is what people think is important to them. Different people have different views about what or who is important. This can also change from one generation to another, and over time.

Over the years, people have possibly looked after and preserved different types of heritage. Today, most professional heritage practitioners use two main categories to understand heritage: natural heritage and cultural heritage.

Natural heritage refers to places in nature or the environment that are unique (one of a kind). These places usually have resources such as minerals (e.g. gold, silver or bronze), plants (e.g. precious Western Cape fynbos) or animals (e.g. the African penguins) that are not widely found elsewhere in the world. Natural heritage is often understood to be of great cultural importance as well, because humans have used these natural spaces for various things over the years, such as food, medicine, shelter and sacred purposes. This has left a human or cultural footprint on our natural heritage.



Table Mountain National Park (TMNP), part of the Cape Floristic Region world heritage site.

Cultural heritage refers to people's ideas about special practices and old, traditional ways of living that make them feel in touch with their ancestors. Cultural heritage can include buildings and archaeological sites, objects and artworks, documents and photographs, music, songs or chants, dances, knowledge, memories and stories. Cultural heritage is further divided into tangible heritage (items that can be touched) and intangible heritage (items that cannot be touched). We will discuss this further on page 8.



The Bo-Kaap, formerly known as the Malay Quarter, which dates back to the 1760s.

Some places have both natural and cultural features that are valued as heritage and, therefore, fit into both categories of heritage. A good example is the Maloti-Drakensberg Park in KwaZulu-Natal and, in the Western Cape, the Cederberg wilderness area.

World heritage sites

Heritage sites may be protected by community groups, government departments or international organisations.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is an example of a conservation organisation that protects places in the world that fall into the category of world heritage. There are processes that people have to follow to get the sites they nominate recognised as local, provincial, national and world heritage sites.

South Africa's current **National Heritage Resources Act of 1999** encourages communities to choose what they would like to be recognised as heritage, and then to follow the policy and work with the agencies at the appropriate levels (local, provincial or national). For a site to be declared a world heritage site, it has to meet some of the criteria (or conditions) laid down by UNESCO. World heritage sites receive special protection and support. Nine places in South Africa have been declared world heritage sites.

Read more at <http://whc.unesco.org/en/statesparties/za>. Remember, UNESCO acts on motivations from those who want sites to be recognised as world heritage sites.

National Heritage Resources Act 25 of 1999

The act tells us how to assess, manage, conserve and promote heritage resources. One of the main messages in the act is that it is our duty to look after heritage resources for future generations. 'Resources' in this context include anything of heritage importance, from buildings and objects to stories, ways of knowing, rock art and many more.



Robben Island, a South African national heritage site, as well as a UNESCO world heritage site.

Activity 1: Natural and cultural heritage sites

Do this activity **on your own**:



- Using the information on natural and cultural heritage explained before, complete the following table by adding in the missing data. In the last column, indicate whether the items or sites can be broadly classified as natural heritage or cultural heritage. The first row has been completed as an example.

Site	Province	Capital city	Natural or cultural heritage?
Robben Island	Western Cape	Cape Town	Cultural heritage
Cradle of Humankind	Gauteng		
Vredefort Dome	Free State	Bloemfontein	
Rock art in the Drakensberg	KwaZulu-Natal		
Mapungubwe	Limpopo	Polokwane	
Mafikeng and Taung	North West		
Makhanjwa mountains	Mpumalanga	Nelspruit	
Nelson Mandela Museum	Eastern Cape		
Sutherland graveyards	Northern Cape		

- Why do we have a concept of heritage and why do we protect it?

Cultural heritage: Tangible and intangible

Cultural heritage is usually subdivided into tangible heritage (things we can touch and see, such as buildings) and intangible heritage (things we cannot touch or see, such as stories and memories).

Tangible cultural heritage refers to material things or objects that we can see or touch. These include buildings, artworks, objects, documents and photographs. In some places, underwater heritage and the natural environment are also considered part of cultural heritage, because communities identify with their natural landscape.



The Cape Town City Hall is an example of tangible cultural heritage.

Intangible cultural heritage refers to things we cannot touch, such as traditions, oral histories, performances, dance, music, poetry, social practices, traditional craftsmanship, rituals, knowledge and skills. These things are thought to be passed down from older generations.



A drama performance is an example of intangible cultural heritage.

These two categories, tangible and intangible, are linked. For example, buildings (tangible) are given meaning because of the way in which they are used and the activities that take place there (intangible). Places (tangible) get their meaning from the stories (intangible) that people tell about them. This is also true of objects. An object often has a story behind it. Where did it come from? Who gave it to you? How old is it? How was it used? It is this story that gives the object its heritage significance and importance.

Activity 2: Natural and cultural heritage sites

Do this activity **on your own**. Like people, objects too can have lives. Many things can happen to them after they are made. Different people might own them. Objects might also mean different things to their different owners. When an object reaches a museum, its meaning changes again. What was once a spoon or a beaded skirt used in everyday life now becomes something special that visitors come to look at, but are not allowed to touch.

- Think of an object that is important to you, perhaps because someone special left it to you or gave it to you, or you found or bought it when you were in a special place. Write a short description of it. This should include details such as:
 - the material it is made of;
 - the date when it was manufactured, if this is known;
 - whether it was made by hand or machine;
 - its shape, colour and size; and
 - its original use, if this was different from how you use it now.
- Write a short biography (or story) about the object, explaining where it came from and how you came to have it.
- Explain why it is important to you.
- Would you ever lend it to someone else? Explain your answer.
- Say you do lend it to someone else, what instructions would you give this person to look after the object? (Would you want it bubble-wrapped or cleaned?)
- If your object was to be displayed, how would you like it to be displayed (e.g. in a box or on a pedestal)?

How is heritage preserved and presented?

Some cultural heritage is kept in archives, libraries and museums. But a lot of cultural heritage has not been kept because the people in charge of the archives in the old days did not think it was important.



Western Cape Archives and Records Service.



Iziko Slave Lodge.

Heritage items such as objects, photographs, documents, audio and audiovisual recordings are grouped into different collections. Collections are usually arranged according to themes. For example, there are collections about Nelson Mandela scattered across the country. The heritage items are usually placed into archive boxes and kept in storage facilities at archives and museums. Curators and archivists (the people who look after collections in galleries and archives) decide on how to group collections.



Secondary material.



Archive files.

Curators, researchers, educational officers and designers usually work together in a team to put together exhibitions for the public. They decide what to take out of the collections to display, and how to present these items or stories in a way that the public will find interesting and informative. The exhibition team usually writes texts to try to help museum or gallery visitors understand the displays and their value. Sometimes they also create audio, audiovisual or digital guides for visitors who want to know more about the objects or stories that are being exhibited.

It is important to remember that the members of the exhibition team are telling the stories behind the exhibit from their points of view. It is similar to reading a history book. Sometimes, you might disagree with the story that an exhibition is telling, just as you might disagree with a written history source. You would look for evidence to see which version of the story is most reliable, or what the exhibition team might have left out of their story.



South Africa has many museums and heritage sites in each province. They are all responsible to present the cultural heritage of our provinces. Before democracy, most officially recognised heritage in South Africa was about what famous white men had done and created. After democracy, Parliament passed a law that said everybody's heritage should be celebrated. People began to think about how to recognise and explore heritage that would tell us about the history and lives of the majority of the people in South Africa. In this way, some places that have sad histories have been given new meaning. For example, the Constitutional Court, which protects people's rights under our country's constitution, was built next to the Old Fort Prison in Johannesburg, where many political prisoners, including Nelson Mandela, were jailed during apartheid.

In Cape Town, the Slave Lodge is where the Dutch East India Company's slaves used to live in dark, wet and dirty conditions. This later became the "Cultural Museum", which exhibited the culture of Dutch settlers, hiding away the sad history of the Slave Lodge. But after democracy, the museum was again named "Slave Lodge", where exhibitions are now being put up to tell the stories of slaves who were brought to the Cape from across the world. **Memorials** were also put up at other nearby sites, such as a plaque to mark the place where the Old Slave Tree stood. This is where slaves were sold on auction. The plaque can be seen near Church Square.



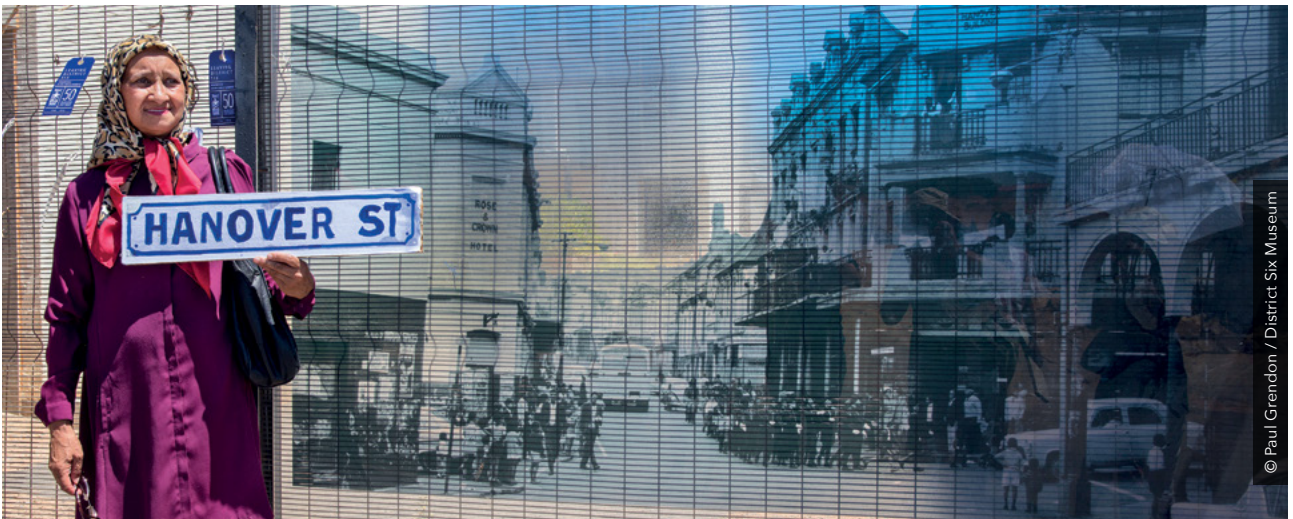
Memorial: A special place, statue or structure to honour or remember people or events from the past.

Cape Town's cultural heritage and sites of memory

Cape Town is South Africa's oldest and second largest city. We can still see traces of slavery, and the past systems of colonialism and apartheid around town. For instance, we can still see where District Six used to be. The people of District Six were forcibly removed to the Cape Flats under the apartheid laws more than 50 years ago. Houses are being built there now, but you can still see a big, open space where District Six once stood. This reminds us of apartheid.



A panoramic painting of early Cape Town by Schumacher, 1776.



Zainab Williams standing in front of a photographic installation of Hanover Street, where Hanover Street would have been. A residence building of the Cape Peninsula University of Technology now stands in its place

You can probably think of other, similar examples. Many neighbourhoods in and around Cape Town still carry traces of apartheid. The apartheid government did not want non-white people to live close to the centre of the city. They tried to divide people, not only into black and white, but also into African and Coloured.

Cape Town is home to many places of cultural heritage and sites of memory. We have selected eight such sites to explore: Three are museums, another three are memorials, and the remaining two are provincial heritage sites.

The Grand Parade and City Hall

District Six Museum

Pass Office Museum and Old Post Office

Gugulethu Seven memorial

Trojan Horse memorial in Athlone

Waterwitch Williams memorial in Athlone

Robben Island Museum

Grand Parade

The Grand Parade is located between Lower Plein Street, Darling Street and Buitenkant Street. The Grand Parade is very old and dates to the mid-1600s. That is almost 400 years ago. The Grand Parade is in front of the Cape Town City Hall, with the Castle of Good Hope to the side. The Castle dates back to the time of the early Dutch settlers.

The Grand Parade was originally named "Wapenplein" (square of arms). In 1652, it was the site of Jan van Riebeeck's first "Fort de Goede Hoop", which was later demolished.

Over the years, the Grand Parade has served as:

- a fort;
- a training ground for the garrison (soldiers) of the Castle of Good Hope;
- a site of military exercises;
- a weekly auction space and market in the 1800s;
- a place for national celebrations, such as Nelson Mandela's first speech after leaving prison in 1990, as well as his address following his election as president in 1994; and in 2010, the FIFA Fan Fest, hosting a live screening of all the World Cup soccer matches for up to 250 000 fans;
- a safe haven in the earthquake of 1809; and
- a place of public protests.



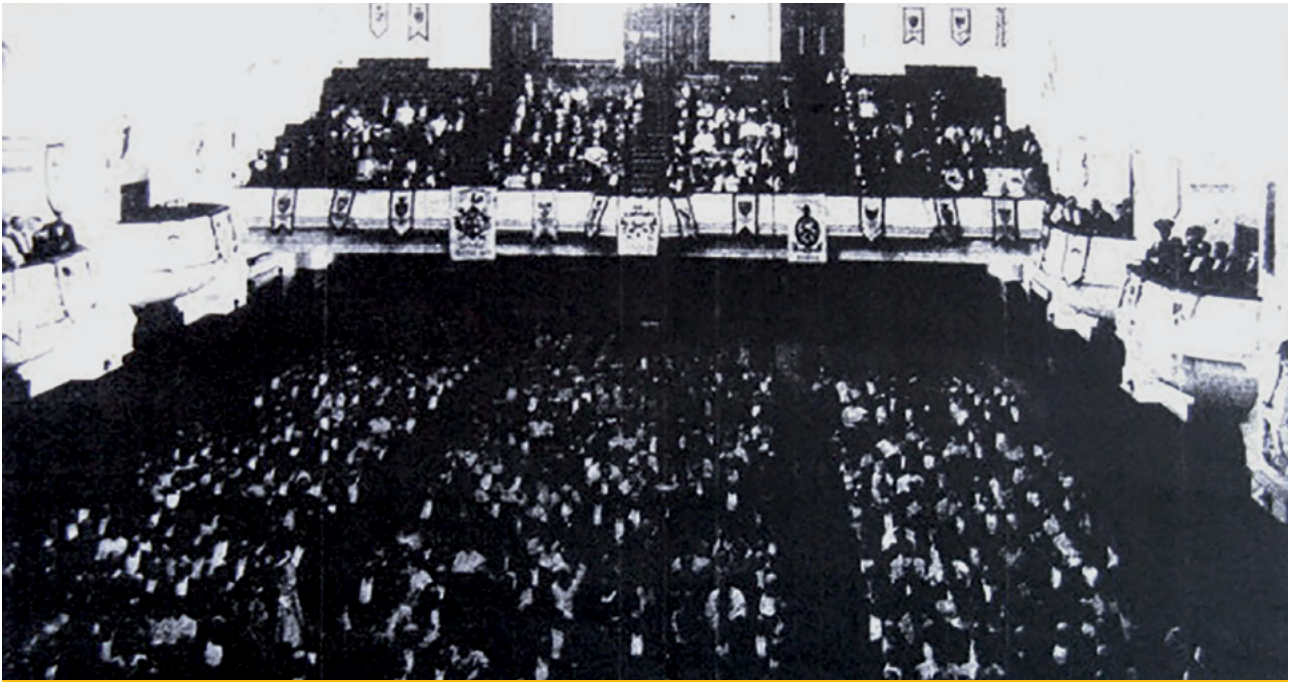
The Grand Parade circa 1930s.



Jan van Riebeeck's old fort, which was initially built on the site where the Castle of Good Hope still stands today.

City Hall

The City Hall has an auditorium that has been used by a number of performing artists, notably the Cape Town Philharmonic Orchestra. The orchestra has been performing there since it was formed in 1914. In addition, the City Hall has been used for performances and drama festivals, including the Fringe Festival.



A gathering of the British Association inside the City Hall auditorium in 1905.



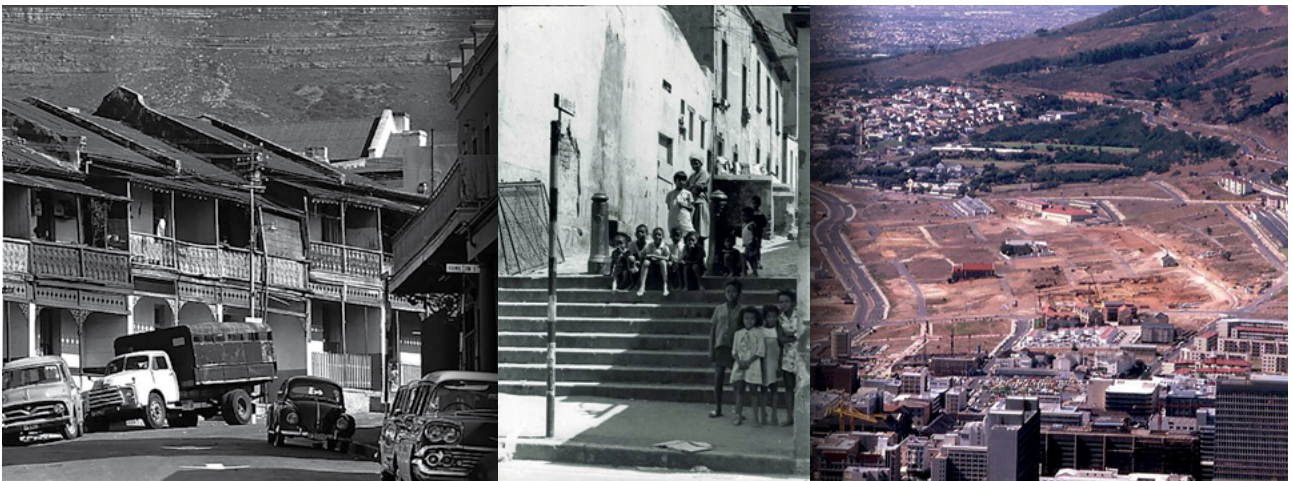
The City Hall festooned with bunting for the visit by Great Britain's Prince George in 1934.



A typical day scene on the Grand Parade as a market place in the mid-1900s.

District Six and the District Six Museum

District Six – the sixth municipal district of Cape Town – was formed in 1867. The first people who lived there included former slaves who had just been freed. There were also merchants, artisans, labourers and immigrants. District Six was a lively place with close links to the city and the port. South Africans who were classified as “native” (African) were forced out in 1901. The municipality did not care very much about District Six. The buildings became quite run down. On 11 February 1966, it was declared a white area under the Group Areas Act of 1950. By 1982, the life of the community was over. More than 60 000 people were forcibly removed to the flat, sandy area far from the city centre known as the Cape Flats. Their homes in District Six were flattened by bulldozers.



From left to right: District Six, circa 1962; District Six Seven Steps; and District Six demolished.



The District Six Foundation was established in 1989, and the District Six Museum in 1994.

Langa Pass Office

Under apartheid, black people had to carry a pass with them at all times, which also had to be renewed regularly. The Langa Pass Office dealt with pass administration (issuing and renewing passes) for migrant workers who had been forcibly removed from the areas of Ndabeni, Pinelands and Kensington. It also included a courtroom for cases against those who were thought to have violated the Urban Areas Act by not having a valid pass with them. People who had disobeyed the pass laws were kept in holding cells on the same site. Since 2004, the space has been run as a museum and is known as the Old Pass Office.



Inside the Old Pass Office today, corner of Washington Avenue and Lerotholi Street, Langa.

The Old Post Office, Langa

Migrant workers used to fetch their letters from the post office. But because most migrant workers had not been able to attend school, they could not read and write. So, they paid school learners to read them the letters. During the 1976 student uprising, protesters burnt down the building. The site is now a museum and houses an exhibition telling the history of Langa.



The Old Post Office, Langa.

Gugulethu Seven memorial

On the morning of 3 March 1986, the South African security forces gunned down seven young men who belonged to uMkhonto we Sizwe (MK), the armed wing of the African National Congress (ANC). The Gugulethu Seven memorial was built in 2005 to commemorate the life and death of these young people.



Gugulethu Seven memorial.



Part of the crowd of over 30,000 that attended the Gugulethu funeral of seven alleged ANC (African National Congress) guerrillas on 3 March 1986.

The Trojan Horse memorial

The story of the Trojan horse comes from Greek history. The Greeks were at war with the Trojans, the people who lived in the ancient city of Troy. One day, a number of Greek soldiers hid inside a big wooden horse. The Greeks pretended that the horse was a gift for the Trojans. The Trojans pulled it inside their city walls. Then the soldiers jumped out and attacked the people of Troy. On 15 October 1985, a similar incident took place in Athlone. Members of the security and railway police hid in a truck with crates all around them. As the truck was driving along Thornton Road during a protest, the police suddenly jumped up and started shooting at protesters. They killed Jonathan Claasen (21), Shaun Magmoed (15) and Michael Miranda (11), and injured several other people.



The Trojan Horse memorial.



Students mourn fellow scholars slain by South African Railway Police in October 1985.

Waterwitch Williams memorial

Coline Williams (22) and Robbie Waterwitch (20) were two student activists who wanted to help put an end to apartheid. Williams was a drama student at the Joseph Stone Institution in Athlone. She was jailed for nearly a year for anti-apartheid activities. Waterwitch was a member of the Young Christian Students' Movement and a student at the University of the Western Cape (UWC). They were both recruited to the Ashley Kriel detachment (unit) of uMkhonto we Sizwe (MK) to fight apartheid. On 23 July 1988, they were taking part in a bombing campaign to stop racial elections. One of the limpet mines (a type of bomb attached to a target by magnets) that had been planted near the magistrate's court in Athlone exploded before it was meant to. It killed Williams and Waterwitch. A memorial in their honour was unveiled opposite the Athlone magistrate's court in 2005.



Waterwitch Williams memorial.

Robben Island Museum

Robben Island had a difficult history. First, it served as a prison. It was later used as a place where lepers were sent in the belief that leprosy spread easily, which it does not. It returned to being used as a prison in later years. Because Robben Island is a type of "witness" that can tell us more about this sad history, UNESCO declared it a world heritage site. It is also a South African national heritage site. Robben Island is a symbol of how people can triumph over suffering. The spirit of all the men who were imprisoned on the island was stronger than all the suffering they had to endure there.

For a walking tour introduction of the Robben Island prison:

<https://artsandculture.google.com/exhibit/mQlim-e6wopSJw>

For a tour of Nelson Mandela's cell:

https://www.youtube.com/watch?time_continue=12&v=j5vhwY6ipeA



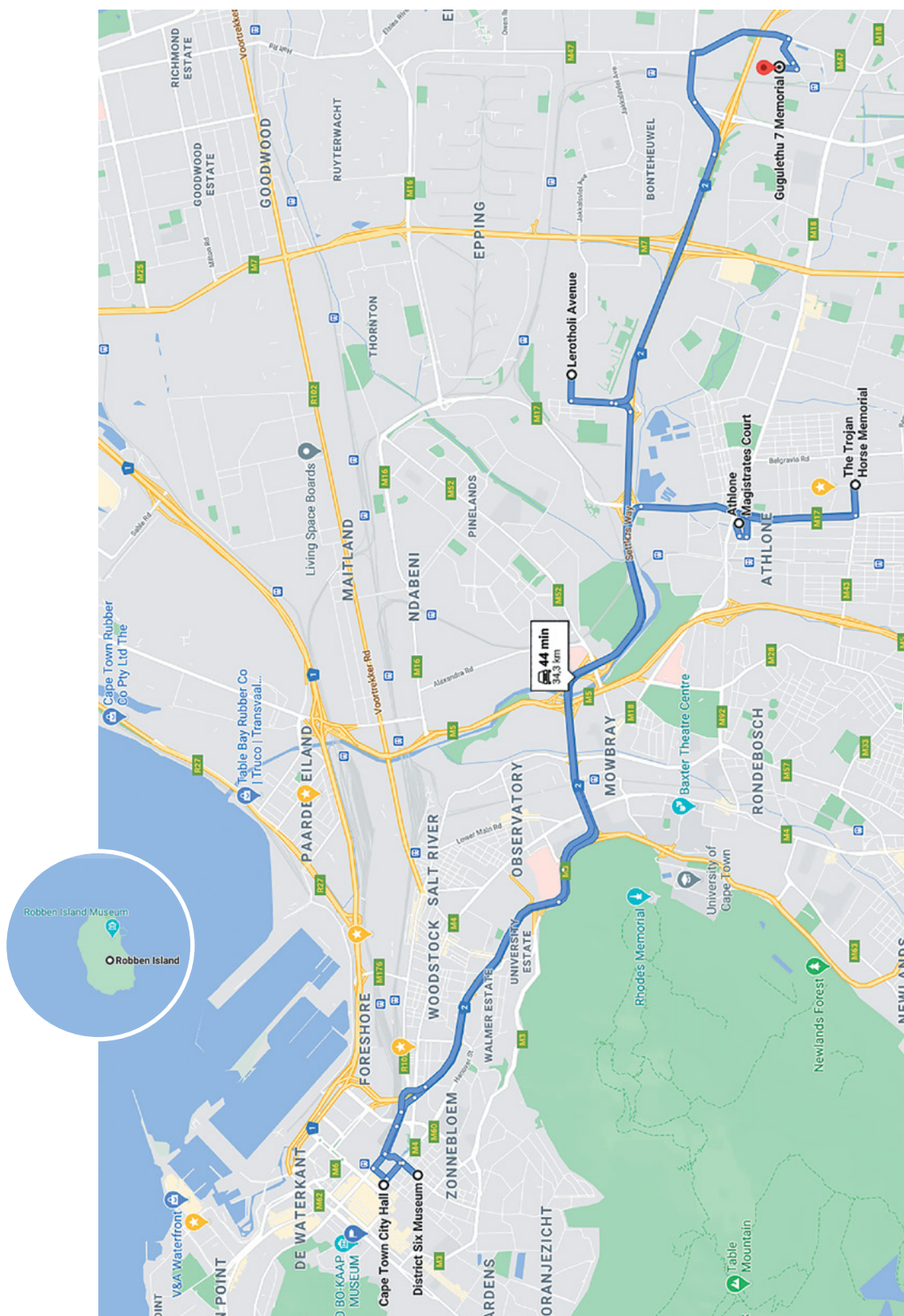
Robben Island Museum.

Activity 3: Heritage routes

Note to the educator: This activity could be expanded into a longer project requiring independent research and careful planning, which would develop learners' entrepreneurial skills. Learners could follow the instructions, but plan two tours – one for students or people travelling on a tight budget, and another for very wealthy overseas visitors with euros rather than South African rands to spend. Learners could draft suggestions for places to eat and things to do. There are numerous activities for this age group to engage in, from surfing, mountain climbing and cycling, to museums, poetry slams and festivals. This is what makes Cape Town a wonderful city to live in.

Do this activity **with a partner**. Use the information outlined above and the map on the next page to plan an imaginary two-day tour of Cape Town that will include trips to the eight heritage sites:

- Your tour needs to include a lunch break, so keep in mind travel time and the time needed to explore the sites.
- The site visits need to be split over two days, so think about which sites you could group together. Can the sites be arranged according to the types of information and content that they present?
- Suggest venues where your tourists can stay over for the evening. For example, you could suggest that they sleep over at a hotel or a local bed and breakfast at the Two Oceans Aquarium or in a prison cell on Robben Island, or you could suggest an imaginary place.
- Give your tour a title and create a programme that shows the times and activities that your visitors will experience.
- Add a surprise visit to another place in addition to the eight heritage sites discussed previously. Give reasons why you feel this place is important.
- Finally, create your own place to celebrate someone (or an event) you admire (or enjoyed). It can be any person or thing – real or imaginary.



Activity 4: Marketing heritage routes

Work **with a partner or in a group** to design a poster to encourage people to visit a real or imaginary heritage site in Cape Town. The poster must include a description of the site, its location, the cost and any other important information.

Educator's assessment sheet

This assessment sheet should be adapted to the specific tasks of the activity.

Individual skills	
Individual learning skills	Codes/comments
Answering questions or expressing ideas clearly and correctly: LO... AS..... LO... AS..... LO... AS.....	
Formulating and asking questions	
Following instructions	
Finding the information needed	
Producing legible and creative work	
Managing time well	

Group or pair skills	
Group or pair learning skills	Codes or comments
Following group or pair rules	
Working co-operatively as part of a group or pair	
Contributing to discussions without dominating	
Listening while another speaks	
Accommodating different points of view	

CAPS codes and percentage bands for recording and reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29



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