

## 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 2

#### The Pseudosciences of Race and Social Darwinism

*In this unit learners will learn the following:*

- Pseudoscientific theories of **Race**
- The Pseudoscience **Social Darwinism**

In this Unit, learners receive an overview of the historical precedents to the pseudoscience of race and how those theories were widely believed when Social Darwinism became popular in the 19<sup>th</sup> Century. They are shown the links between provable sciences which formed the basis upon which the pseudo sciences grew. By the end of the Unit, all learners should be able to understand:

- *How* the classification of the natural world led to the classification of humans, and how the former is scientific while the latter is pseudoscientific.
- *How* pseudoscientists attempted to prove the biological superiority of white people.
- *How* **blood** was used as a representation of 'racial purity'.
- *What* Darwinism is and *how* it differs from Social Darwinism.
- *The horrific consequences of the popularity of these theories on 19<sup>th</sup> and 20<sup>th</sup> Century government decisions.*

This Unit includes a number of dates; the specifics are not important. They simply need to understand the progression from 18<sup>th</sup> to 19<sup>th</sup> Century thinking and how that evolved in the early 20<sup>th</sup> Century (which will be covered more fully in Unit 3).

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 2:**

### **1. What has Carolus Linnaeus's contribution to contemporary science been? [1]**

He devised the natural classification system.

### **2. Briefly describe Dr Samuel Morton's experiment and explain, in your own words, why you think these experiments were flawed? [2]**

Samuel Morton took human skulls from around the world and filled them up with mustard seeds, which he then decanted and measured the volume. He set out to prove that 'white' skulls were the largest, as he believed European civilisation superior. [1] His 'experiments' therefore relied on a preconceived outcome of white 'superiority'. Furthermore larger skulls do not correlate to higher intelligence. Thus the experiments were pseudoscientific. [1]

### **3. What was the *basis* of race theories? [2]**

The basis of race theories was the belief in 'pure' and 'impure' [1] blood [1]

The learner must use the term blood and use the term 'pure' or 'purity' to gain full marks.

### **4. Compare and contrast Charles Darwin and Herbert Spencer's concepts of 'survival of the fittest'. [4]**

Charles Darwin was speaking about the **natural** world. [1]

Herbert Spencer was discussing **human societies**. [1]

A range of possible responses can be given as long as the former distinction has been clearly made. For Example:

For Darwin, survival of the fittest meant that certain kinds of **animals** adapt over centuries in order to be best suited to their environment and this allows them to survive. Darwin did not believe that the 'fittest' meant that one was superior to the other within the specie.

For Spencer survival of the fittest meant that certain kinds of **humans** in society were better suited to 'survival' and that this gave them the right to dominate the others in society. Spencer further believed that the 'unfit' must be permitted to 'die off' which in real terms meant to be killed or destroyed.

### **5. In the last slide, we listed some of the consequences of Racial Theories and Social Darwinism. Using these Units and your own**

**knowledge, give a specific example of a policy enacted and justified because of these theories. [1]**

This is a single mark question so learner only need name one specific policy or historical event, for example: segregation in the USA/Jim Crow Laws in the American South/European colonisation of Africa, America, Australia and Asia/ reservations for Native Americans/plantation slaves in North and South America/ Apartheid.

**[10]**

You may choose to allocate marks differently, for example Question 4 can become an essay topic and Question 5 can be expanded into or form the basis for a research project.

### **Enrichment**

Content should focus on the evolution of 18<sup>th</sup> and 19<sup>th</sup> Century racist thought in order to chart the historical journey to 20<sup>th</sup> Century genocides. Suggesting reading and other sources for teachers and learners looking for additional information or extension can include:

*A new take on the 19th-century skull collection of Samuel Morton* from the University of Pennsylvania <https://www.sciencedaily.com/releases/2018/10/181004143943.htm>  
*There's No Scientific Basis for Race—It's a Made-Up Label* from National Geographic <https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/>

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

Cape Town Holocaust & Genocide Centre YouTube:  
<https://www.youtube.com/channel/UCwVBUs5VqvsumuDdzYIAaQ>