

Apartheid and South African History

Enduring Understandings:

- South Africa is a country with just over 44 million people, dominating the southern portion of southern Africa geographically, economically, socially, and politically.
- South Africa has had a turbulent social and political history that was greatly influenced by the colonial rule of the Dutch and the British.
- Apartheid was a systematic discrimination policy against the nation's Bantu majority by the white minority; this system ended in the 1990s.
- Nelson Mandela is a South African under whose historic leadership South Africa made the transition to rule by the black majority.

Essential questions:

- Where is South Africa?
- What natural resources and economic activity exist there?
- What is the ethnic background of South Africans?
- What is the history and legacy of colonial rule in South Africa?
- What is the history and legacy of apartheid in South Africa?
- Who is Nelson Mandela and why is he historically significant?

Notes to Teacher:

The first activity in the lesson introduces students to the geography of South Africa, using a variety of maps. You can use the Internet or a set of atlases, or you can print maps for your students from the websites listed.

The second section of the lesson, the research relay, is done with students arranged in groups. Plan the groups carefully so that they are balanced by ability instead of letting students choose their own groups or assigning them randomly. This activity requires Internet access. If your school or community has limited access to the Internet, the questions can be answered by accessing the alternate print resources listed. If you prefer, you may skip the research relay and assign the questions for students to research for homework. Review the homework in class and fill in missing information. Before you hold the class discussion on the research, check the websites to see if some of the answers provided (which are correct as of the date of publication) need to be updated.

The third activity presents students with a primary source on apartheid and gives them the opportunity to discuss its ramifications. There is a discussion rubric, which could be used as a grading tool; you might also use it just as a means of showing students what you are looking for in a discussion.

DURATION OF LESSON:

Two class periods, 45–60 minutes each

ASSESSMENT:

Map questions

Research relay

Homework: South African history

Participation in class discussion on apartheid and discrimination. A rubric for assessment is included in the lesson.

WORLD HISTORY STANDARDS

Indicators addressed by this lesson:

STANDARD 23: Understands the patterns of global change in the era of Western military and economic dominance from 1800 to 1914

LEVEL IV (9–12)

6. Understands economic, social, and religious influences on African society (e.g., the impact of religious and political revolutions in Sudan on state-building, Islamization, and European imperial conquest; how and why slavery and the slave trade flourished in both West and East Africa even after the end of the transatlantic slave trade; the relative strengths of Islam and Christianity in Africa at the beginning of the 20th century, types of rivalries among Christian denominations, and the links between both of these and the interests of the government)
7. Understands African resistance movements against the British during the period of European imperial expansion (e.g., the successes and failures of prominent African resistance movements in West Africa, Sudan, Ethiopia, and South Africa; the nature of the Sudanese resistance to the British, as well as the general success of Mahdi Muhammad Ahmed and the Mahdi uprising against British imperialism)

STANDARD 38: Understands reform, revolution, and social change in the world economy of the early 20th century

LEVEL IV (9–12)

3. Understands elements of the South African (Anglo-Boer) War (e.g., the causes, course, and consequences of the war for Boer, British, and African populations; the degree to which it was an example of “total war;” the attitude of the British toward non-British people and colonial troops at the time of the Boer War)

Materials:

Presentation devices (Inspiration, PowerPoint, whiteboard or overhead)

Internet access to complete homework for the first day's lesson

Political maps of Africa

Research cards (one set for each research team)

HANDOUT 1: MAP QUESTIONS

HANDOUT 2: RESEARCH RELAY

HANDOUT 3: SOUTH AFRICAN HISTORY NOTES

HANDOUT 4: APARTHEID IN PRACTICE

HANDOUT 5: RUBRIC FOR CLASS DISCUSSION

Procedures:

ACTIVITY 1: MAPPING SOUTH AFRICA

1. Introduce the lesson on the history of South Africa. Have students locate South Africa on a political map of Africa or in an atlas. Describe the location of South Africa using geographic terms.

POSSIBLE RESPONSES:

- a. Located at the southern tip of the African continent
- b. Borders Swaziland, Mozambique, Zimbabwe, Botswana, Namibia
- c. The country of Lesotho lies within South Africa's borders
- d. Coasts on both Indian and South Atlantic Oceans
- e. The administrative capital of South Africa is Pretoria.

2. Assess prior knowledge. Ask the students to brainstorm what they already know about South Africa and write their responses on the whiteboard or overhead, or make a web using Inspiration software. Student responses may vary. Based on your knowledge of your students and their background knowledge of Africa, you may wish to skip to the map activity.
3. Distribute **HANDOUT 1: MAP QUESTIONS** to your students. Introduce the activity by explaining how each map differs in its purpose (economic activity, physical, political, transportation, demographic) even though each map depicts the same country, South Africa. Explain that to find the correct answers students will need to consult and analyze several of the maps.
4. Put students in pairs or small groups and give them time to complete the questions. Depending on time remaining, review the answers to each question; or, collect the assignment and ask students to volunteer what they learned from information on the maps or to report what information surprised or interested them.

ANSWERS FOR MAP HANDOUT 1:

- a. Mozambique, Botswana, Lesotho, Zimbabwe, Swaziland, Namibia
- b. Chromium, diamonds, manganese, iron ore, copper, platinum, gold
- c. 17.5% white and 70.5% black.
- d. Place-names like Johannesburg, Bloemfontein, Pietermaritzburg, Port Elizabeth, King Williams Town, and East London. The British names in the south and east and the Dutch names in the northwest areas reflect original colonial settlement patterns.

- e. The areas that are predominantly white are the areas in which Afrikaans is spoken. Throughout the more diverse areas in the east, many different African languages are spoken. This language barrier is a good way to highlight the “separateness” that dominated much of life in South Africa during the period of colonialism and later when apartheid was official South African policy.
 - f. Pretoria and Johannesburg, along the southeastern coast, have the densest population. This is a reflection of the South African ship industry and trade patterns in general. It also reflects patterns of climate and rainfall. Population is less dense in the east because of the desert climate.
 - g. See above.
4. Allow each student to select one card from the team’s color-coded “deck.” Keep the deck face-down so that they cannot see which question they are drawing.
 5. Start the relay. When a student has finished a question, he or she should present the answer to you. If you are satisfied with it, have the student tape it to the wall under the team color. If it is incorrect or insufficient, send the student back for further research.
 6. When a student has answered the question, he or she should draw another card. The first team to complete all 10 cards is the winner.
 7. Once you have a winner, give teams the cards they have completed. Distribute **HANDOUT 3: SOUTH AFRICAN HISTORY NOTES**. Have a class discussion and provide additional information as given below:

ACTIVITY 2: RESEARCH RELAY

1. Arrange students in teams of 3 or 4 members. Remind them that researchers often need to locate specific information. This relay will allow them to practice focused research.
2. Give students copies of **HANDOUT 2: RESEARCH RELAY**. Allow them a few minutes to read it and be sure they understand the assignment.
3. Allow students 10 minutes to locate and bookmark the websites listed. Circulate to be sure all students are in the correct location. Have them use any remaining time to preview the sites to determine the kind of information they provide. Put up a blank card to indicate where on the wall the team should tape their answers.

1) What ethnic and racial groups make up South Africa’s current population?

Black African 79%, white 9.6%, Coloured 8.9%, Indian/Asian 2.5% (2001 census) (Languages—IsiZulu 23.8%, IsiXhosa 17.6%, Afrikaans 13.3%, Sepedi 9.4%, English 8.2%, Setswana 8.2%, Sesotho 7.9%, Xitsonga 4.4%, other 7.2% [2001 census])

2) What is South Africa’s current system of government? Independence granted on May 31, 1910, from the United Kingdom. The government is a republic with a bicameral Parliament.

3) Who is the current South African president?

President Thabo Mbeki was elected in 1999 and reelected in 2004. The next election will be in 2009. The president is elected by the National Assembly and appoints a Cabinet.

4) What are the industries upon which South Africa depends? Mining (world’s largest producer of platinum, gold, chromium), automobile assembly, metalworking, machinery, textiles, iron and steel, chemicals, fertilizer, foodstuffs, commercial ship repair.

5) What European countries colonized South Africa? The Dutch and the British both colonized South Africa. The Dutch settled South Africa in 1652. The British colonized the Cape of Good Hope in 1806, at which time many of the Dutch (who were called Boers) went north and east. Upon the discovery of diamonds (1867) and gold (1886) the competition between the two groups of settlers intensified.

6) What made the colonies profitable? The discovery of natural resources, primarily gold and diamonds. The native people were subjugated and forced to work in the mines.

7) Identify the Boer Wars (Who, What, When, Where, Why, So What?) The Boer Wars were two wars between the Boers of the Orange Free State and the South African Republic, and British settlers to the southeast. The first Boer War, in 1880 and 1881, ended with the signing of a truce; the British, who had seized power in 1879—which prompted the Boer revolt—recognized an eventual loss and gave the Boers the right to rule themselves under theoretical British control. The second Boer War (also known as the South African War) was fought between the same groups, from 1899 to 1902. The Boers lost this war, and the Orange Free State and the South African Republic were absorbed into the British Empire.

8) What is apartheid? Apartheid was a sanctioned government policy of discrimination against black Africans. The laws favored the white majority and effectively limited the education, movement, and economic opportunities for Bantus and other ethnic majority groups.

9) Who was Steve Biko and why was he important? Steve Biko was an anti-apartheid activist who was eventually arrested by the South African government. He started the Black Peoples Convention (BPC) and was instrumental in the work of other groups and the planning of different protests. He died in captivity in 1977 under suspicious circumstances. Official records state that Biko sustained a head injury during interrogation. He was transported 12 hours by automobile for medical attention and died as result of a brain injury. Biko became a worldwide symbol of black resistance to apartheid. This attention put significant pressure on the South African government.

10) Who is Nelson Mandela and why is he important? Nelson Mandela was a crucial figure in the fight against apartheid. An outspoken critic of the system, he was first jailed by the government in the 1950s. Upon his release, he went underground in the 1960s and helped to form the armed wing of the Africa National Congress (ANC). He was again jailed in 1964 and was in prison for almost 30 years. He was released in February 1990. Nelson Mandela was awarded the Nobel Peace Prize in 1993 and elected President of South Africa in the first elections in which all races could participate, in 1994.

8. Assignment: Have students prepare a time line of South African history based on the information they have acquired through research and discussion.

ACTIVITY 3: APARTHEID

1. Define *apartheid* (pronounced uh-PAR-tite or uh-PAR-tate) (noun): a political system in South Africa from 1948 to the early 1990s that systematically discriminated against black South Africans and gave privileges to white South Africans of European origin. (Alternative definitions are available at <http://www.onelook.com>. You may also want to discuss the origin of the word apartheid. It comes from the Dutch Afrikaans for “separateness.”)
2. Distribute **HANDOUT 4: APARTHEID IN PRACTICE** and have students read it silently or as a group.
3. Discuss the laws of apartheid using these questions to prompt the students:
 - a. What areas of life do these laws apply to?
 - b. Why would the South African government, which was dominated by whites, be concerned about home, family, and residence? About movement? About work and education? About marriage and association? About opinion and expression?
 - c. From the perspective of the white majority, what was the purpose of these laws?
 - d. Is there any language in the laws to indicate how such discrimination was justified or rationalized in the modern age?
 - e. How is this systematic discrimination different from the discrimination that occurs in American society today?
 - f. The laws gave privileges to white South Africans, but they also ensured that blacks and whites had little contact. What impact do you think that had on society (a) while the laws were in effect and (b) today?
 - g. Given the restrictions of apartheid, what challenges did Africans face in their day-to-day lives?
 - h. How do you think the black and white Africans who believed the laws were unjust could or should have challenged the laws?

EXTENSION ACTIVITY:

1. Nelson Mandela is a central figure in the story of South African justice and equality. Have students discuss the following questions: What qualities make someone a hero? A patriot? Who are some heroes and patriots that you know of? (Point out that the term “hero” encompasses both male and female figures.)

Have students read the following article or access the website about the life and struggles of Nelson Mandela.

- “Nelson Mandela Trial: 1963–64.” *Great World Trials*. Edited by Edward W. Knappman. Gale Research, 1994. Reproduced in History Resource Center. Farmington Hills, MI: Gale Group.
<http://galenet.galegroup.com/servlet/History/>
- PBS: *The Long Walk of Nelson Mandela*
<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

Follow with a discussion based on these questions:

- What were Nelson Mandela’s goals?
- What tactics did he use to achieve those goals?
- Does he remind you of any other figure in history? If yes, who is it, and why?

2. Assign students to answer the following essay questions, using the writing process to which they are accustomed:

Much of South African history from 1948 to the 1990s relates to the idea of fear; for example, whites were concerned about the potential power of a black majority while many blacks had to fear repercussions of speaking out against injustice. How is this theme of fear evident in *Beat the Drum*? What are Musa, Nobe, and Pieter

Botha afraid of? What tactics do they use to combat their fears?

ADDITIONAL RESOURCES:

A. Print materials (books, magazine articles)

- Cottrell, Robert C. *South Africa: A State of Apartheid*. Chelsea House, 2005. ISBN 0-7910-8257-1. (Grades 10 and up)
- Downing, David. *Apartheid in South Africa*. Heinemann Library, 2004. ISBN 1-4034-4870-1. (Grades 7–10)
- Kramer, Ann. *Mandela: The Rebel Who Led His Nation to Freedom*. National Geography Society, 2005. ISBN 0-7922-3658-0 (Grades 4–6, but excellent time line and great pictures)
- Mandela, Nelson. *Nelson Mandela: In His Own Words*. Little Brown and Company, 2004. ISBN 0-316-11019-1 (General adult audience—background)

B. Internet resources

- South African History Online
<http://www.sahistory.org.za>
- BBC World Service: The Story of Southern Africa
www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section12.shtml
- The Library of Congress Country Studies: South Africa
<http://lcweb2.loc.gov/frd/cs/zatoc.html>

- CIA World Factbook: South Africa
<http://www.cia.gov/cia/publications/factbook/geos/sf.html>
- BBC—“On This Day” Steve Biko Dies in Custody, September 12, 1977
http://news.bbc.co.uk/onthisday/hi/dates/stories/september/12/newsid_3573000/3573054.stm
- PBS: The Long Walk of Nelson Mandela
<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

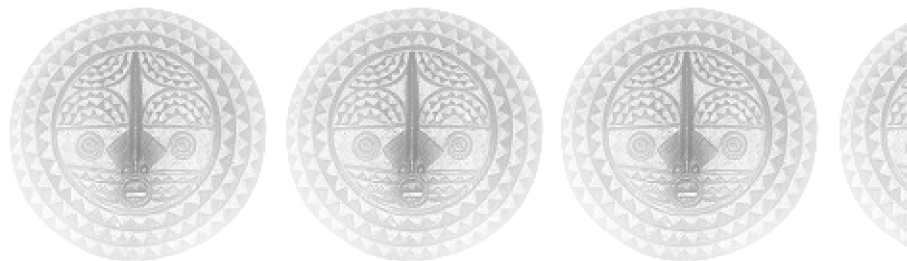
C. Media (film, television, etc.)

All plot summaries from <http://www.imdb.com>

- *Cry Freedom*, 1987 (Directed by Richard Attenborough) Summary: Donald Woods is chief editor at the liberal newspaper *Daily Dispatch* in South Africa. He has written several editorials critical of the views of Steve Biko. But after having met Biko for the first time, he changes his views. They meet several times, and this means that Woods and his family get attention from the security police. When Steve Biko dies in police custody, Woods writes a book about Biko. The only way to get it published is for Woods himself to escape the country illegally.
- *Amandla! A Revolution in a Four-Part Harmony*, 2002. (Directed by Lee Hirsch) Summary: Through a chronological history of the South African liberation struggle, this documentary cites examples of the way that music was used in the fight for freedom. Songs united those who were being oppressed and gave those fighting a way to express their plight. The music consoled those incarcerated, and created an effective underground form of communication inside the prisons.
- *Tsotsi*, 2005. (Directed by Gavin Hood) Summary: Six days in the violent life of a young Johannesburg gang leader (Chweneyagae). Winner of 2006 Best Foreign Language Film

D. Map Collections:

- The Library of Texas: Perry-Castañeda Library South Africa Map Collection
http://www.lib.utexas.edu/maps/south_africa.html
- National Geographic Map Machine
<http://plasma.nationalgeographic.com/mapmachine/index.html>



Map Questions

Reading maps is an important social studies skill. By analyzing population, topography, demographics, and the political divisions of a country, one can gain a greater understanding of both the historical and modern day stories of a place. This assignment is designed to help you explore the country of South Africa. Using the maps at the websites listed below, answer the questions below. It may be necessary for you to look at more than one map to answer a question.

WEBSITES:

- The University of Texas: Perry-Castañeda Library South Africa Map Collection
http://www.lib.utexas.edu/maps/south_africa.html
- National Geographic Map Machine
<http://plasma.nationalgeographic.com/mapmachine/index.html>
- South African Department of Arts and Culture
http://www.dac.gov.za/reports/unesco_report/afrikaans.jpg

QUESTIONS:

1. Use the University of Texas Digital Map Library to answer these questions.
 - a. What countries border South Africa?
 - b. What natural resources exist in South Africa?
 - c. In 1979, what percent of the population of South Africa was white? Black?
(Use the historical map from the Perry-Castañeda Library)

Research Cards

DIRECTIONS TO TEACHER: Print up one set of cards for each research relay team.
Print each team's cards on a different color of paper.

1. What ethnic and racial groups make up South Africa's current population?

2. What is South Africa's current system of government?

3. Who is the current South African president?

4. What are the industries upon which South Africa depends?



5. What European countries colonized South Africa? When?

6. What made the South African colonies profitable?

7. What were the Boer Wars? (Who, What, When, Where, Why, So What?)

8. What is apartheid?

9. Who was Steve Biko and why was he important?

10. Who is Nelson Mandela and why is he important?

HANDOUT 2 Research Relay: South African History

WARM-UP: Preview these websites on your computer, noting what kinds of information can be found at each. You may wish to bookmark them as you preview them.

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

South African History Online <http://www.sahistory.org.za>

BBC World Service: The Story of Southern Africa
www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section12.shtml

The Library of Congress Country Studies: South Africa <http://lcweb2.loc.gov/frd/cs/zatoc.html>

BBC—"On This Day" Steve Biko Dies in Custody, September 12, 1977
http://news.bbc.co.uk/onthisday/hi/dates/stories/september/12/newsid_3573000/3573054.stm

RELAY: Each member of your relay team should draw one card from your set. At the signal, go to your computer and find the answer to the question you have drawn. When you have written the correct answer in complete sentences on your card, take it to your teacher to be sure you are correct, and then tape it to the wall in the correct place. Take another card and continue. The first group to have all the correct answers taped up wins.

COOL-DOWN: As you discuss your answers in class, record the correct answers and add any additional information you learn on **Handout 3: SOUTH AFRICAN HISTORY NOTES.**

HANDOUT 3 South African History Notes

A. Modern South Africa's government, economy, and demographics:

1. What ethnic and racial groups make up South Africa's current population?
2. What is South Africa's current system of government?
3. Who is the current South African president?
4. What are the industries upon which South Africa depends?

B. South African history:

5. What European countries colonized South Africa? When?
6. What made the South African colonies profitable?
7. What were the Boer Wars? (Who, What, When, Where, Why, So What?)
8. What is apartheid?
9. Who was Steve Biko and why was he important?
10. Who is Nelson Mandela and why is he important?

Apartheid in Practice

[The information below is from a UN Publication (1976, OPI/553) produced by the Department of Public Information and the Centre Against Apartheid.]

HOME, FAMILY, RESIDENCE

An African who was born in a town and lived there continuously for 50 years, but then left to reside elsewhere for any period, even two weeks, is not entitled as of right to return to the town where he was born and to remain there for more than 72 hours, unless he has obtained a permit. If he does remain without a permit, he is guilty of a criminal offence punishable by a fine of up to Rand 20 or, in default imprisonment for up to two months.

Whenever any policeman wishes and for any reason whatsoever he may inspect the dwelling occupied by a resident of the Evaton African township and may enter that dwelling at any time of the day or night.

An African boy, aged 16, who has left school and lives at home with and is maintained by his parents but does not work, may, at any time, be arrested without warrant by a policeman who “has reason to believe that he is an idle person.”

An African convicted of being in a city unlawfully for more than 72 hours may be removed, together with his dependants, by a policeman, acting under warrant issued by the court convicting him, to any place in a Bantu area where he has not lived before, and where he has no relatives or friends and no employment. The cost of such removal may be met from money found in his possession or “otherwise belonging to him.”

MOVEMENT

Every African over the age of 16 must be in possession of a reference book (pass book). Any policeman may at any time call on any African to produce this book. An African who is unable to do so because he has left it at home is guilty of a criminal offence punishable by a fine of up to Rand 20 or imprisonment of one month.

WORK

A labor officer may, at any time, cancel the employment of an African who works in a town, no matter how long he had been employed, even though his employer opposes the cancellation. An African whose employment has been cancelled may be removed from the town where he worked and prohibited from returning to that town for such period as the labor officer specifies.

HANDOUT 4 ► P. 2

A white person living in a town who employs an African to do any carpentry, bricklaying, electrical fitting or the work which is classified as skilled and therefore “reserved” for members of the “white race” must have a special exemption granted by the Minister of Labor. Without such exemption, he commits a criminal offence punishable by a fine of up to Rand 200 or imprisonment for one year or both.

An African factory worker who calls on other workers to strike for an increase in pay commits a criminal offence punishable by a fine not exceeding Rand 500 or imprisonment for not longer than three years, or both such fine and imprisonment.

A white workman who is permanently totally disabled is entitled to a monthly pension based on his earnings; an African similarly disabled is entitled to a lump sum based on his earnings, but not to a monthly pension.

The Bantu Affairs Commissioner may cancel an African’s contract of employment whenever he considers his “continued presence in any particular Bantu [i.e. African] quarters to be undesirable.”

When an African’s contract of employment has been cancelled as described above, he may be sent back to his home in an African area.

EDUCATION

No school for African children may be conducted anywhere in South Africa unless it is registered by the Government. The Minister of Bantu Education has an unfettered discretion to refuse to register it, if he believes that its existence is not in the interests of the African people. Contravention of this law is punishable by a fine of up to Rand 200 or imprisonment for six months.

No white man may spend a few hours each week in his own home voluntarily teaching his African servants to read. If he does so, he is guilty of a criminal offense.

An African student who attends even a single lecture in a course at the University of Cape Town (a “white” university) without special permission of the Minister of Bantu Education is guilty of a criminal offence punishable by a fine of up to Rand 200 or imprisonment for six months.

HANDOUT 4 ► P. 3

MARRIAGE, ASSEMBLY, AND ASSOCIATION

An African who has lived continuously for 50 years in the town in which he was born is not entitled as of right to have an African friend visit and remain with him for more than 72 hours.

It is unlawful for a white person and a black person to drink a cup of tea together in a café anywhere in South Africa unless they have obtained a special permit to do so.

Without a special permit, no African professor may deliver a lecture at a white club, even at its invitation. If he does so, he commits a criminal offence.

If a black person (i.e., an Asian, or a Coloured person* or an African) sits on a bench in a public park which has been set apart for the exclusive use of white persons, as way of protesting against the apartheid laws, he commits a criminal offence punishable by a fine of up to Rand 600 or imprisonment for three years or a whipping of up to ten strokes, or any two of the three possible punishments.

If there is only one waiting room in a railway station, it is lawful for the station master to reserve that waiting room for the exclusive use of white persons, and any black person willfully entering it commits a criminal offence punishable by a fine of up to Rand100 or imprisonment for three months, or both.

If a white South African or a foreigner marries a Coloured woman abroad where such marriages are lawful, the marriage is void and of no effect in South Africa and the spouses may be prosecuted if they come to South Africa.

OPINION AND EXPRESSION

A white man who tells a group of Africans that the apartheid laws are unjust and should be disobeyed is guilty of an offence punishable by a fine of up to Rand 200 or imprisonment for one year, or both.

*EDITOR'S NOTE: The term "Coloured person" was used in South Africa to identify a person of mixed race.

HANDOUT 5

Rubric for Class Discussion/Participation

	NEEDS IMPROVEMENT	FAIR	GOOD	EXCELLENT
PREPARATION	The student has not done his or her homework and has not brought relevant materials to class.	The student has not done his or her homework but has brought relevant materials to class.	The student has done his or her homework to prepare for discussion and has brought all of the relevant materials to class.	The student has done his or her homework, brought relevant materials, and done some additional research to prepare for the discussion.
LEVEL OF ENGAGEMENT	The student did not participate in the class discussion even when specifically prompted with a question.	The student is inconsistently engaged in the discussion. He or she responds to questions when asked.	The student is engaged in the discussion. He or she offers ideas and asks a question at least once during the class period.	The student is very engaged in the discussion. He or she offers ideas throughout the class and asks pertinent questions of classmates.
LISTENING SKILLS	The student does not listen when others talk, either in groups or in class. Student often interrupts when others speak.	The student sometimes listens when others talk during the discussion.	The student listens when others talk during the discussion, but only occasionally incorporates and builds on their comments.	The student listens when others talk, both in groups and in class. Student incorporates or builds on the ideas of others.
TIME ON TASK	The student does not pay attention to the discussion and occasionally interrupts others with disruptive behavior or irrelevant comments.	The student sometimes pays attention to the discussion and does not interrupt his or her classmates.	The student is paying attention and taking notes during most of the discussion.	The student is focused and taking notes throughout the discussion.