

INKOSI ALBERT LUTHULI

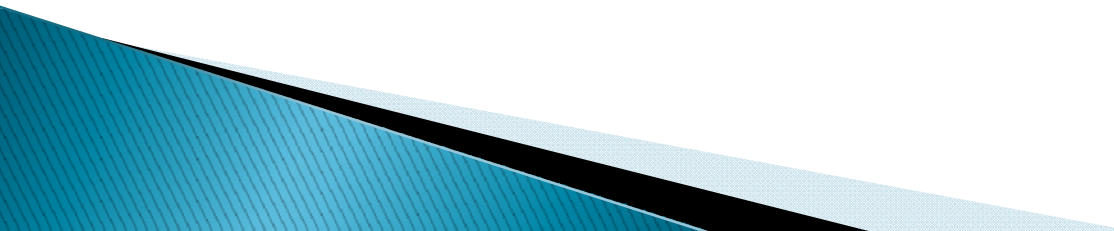
ORAL HISTORY COMPETITION

2011

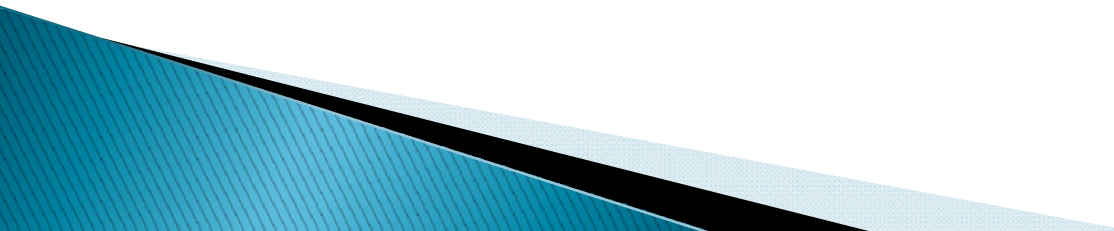
Presentation by:
Mrs FL Mrwebi
From:
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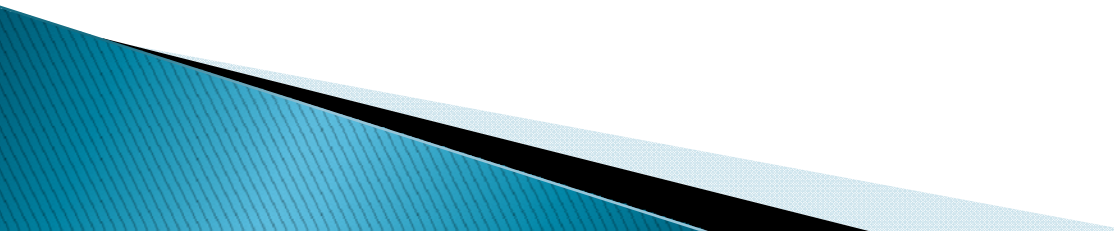
Oral history as a methodology

- ▶ Oral history is a field of study and a method of gathering and preserving the voices and memories of people.
 - ▶ This methodology ensures that the history of the nation is kept alive in every form.
 - ▶ The memories are captured and preserved for future generation.
 - ▶ This is good because the history is told in an interesting manner.
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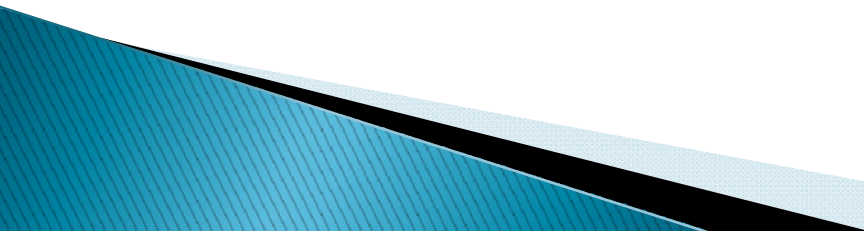
Oral history introduction

- ▶ Historians use evidence to understand the experience of the people in the past.
 - ▶ Oral history can be a valuable source of evidence to understand the experience of individuals or groups within a certain historic period.
 - ▶ Oral testimony is a primary source.
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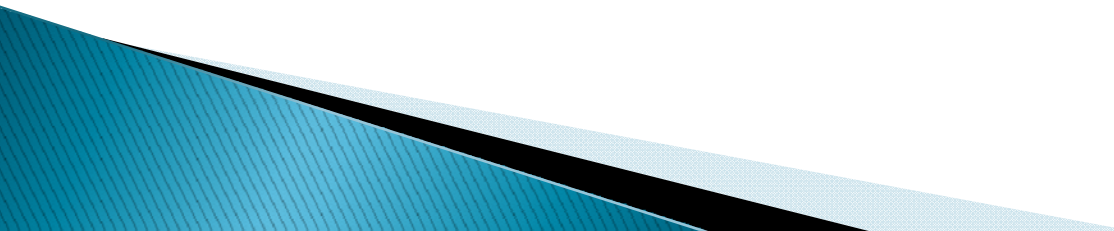
How to conduct the project

- ▶ The learners were introduced to the oral history project.
 - ▶ The individuals that were selected to be participants in the project would be notified by letters.
 - ▶ It will be explained to the interviewees that this is for the oral history project and that the information gathered might be used by other researchers.
 - ▶ They will be given release forms for their information sharing.
 - ▶ Interview questions will be formulated and the educator will edit the questions.
 - ▶ The conclusion of the research will be done based on how much the unsung hero has contributed on the community
 - ▶ The research will also be used as a means of improving the written history of the community.
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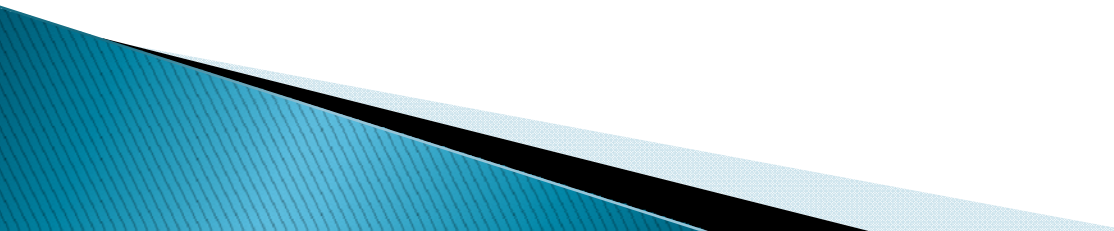
Educator intervention

- ▶ The learners identified the unsung heroes they would love to do the project on.
 - ▶ They were advised by the educator to look for people that were involved in the liberation struggle.
 - ▶ After the initial choice of the unsung heroes, the educator further advised on weighing who among the unsung heroes seem to have more written information than others so that there can be more sources used.
 - ▶ Questions for interviews have been submitted to the educator for editing and evaluation.
 - ▶ During the interviews the educator also sat in to also oversee and ask for more information.
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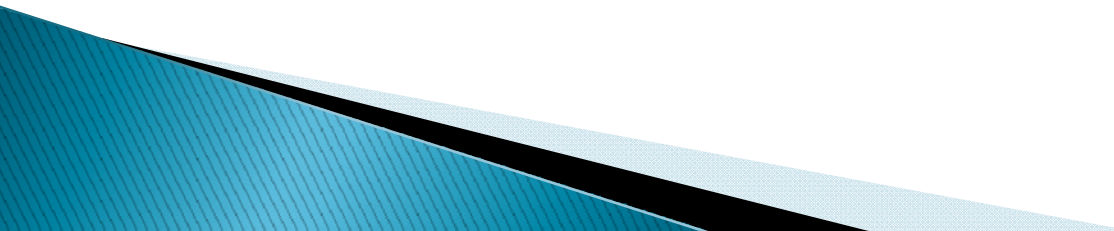
Before interviews

- ▶ The learners familiarize themselves with the topic by reading up information.
 - ▶ People to be interviewed are identified and letters requesting time for interview are sent to them.
 - ▶ Questions for interview are formulated and structured.
 - ▶ Questions include “why”, “what”, “how”.
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On the case study

- ▶ The learners have interviewed the families of the two men that are unsung heroes.
 - ▶ On the 1st of September we attended a lecture presentation at Sedibeng Further Education College in commemoration of the Vaal Uprising.
 - ▶ We visited these areas to gather more information: Vaal Technorama, Human Rights Memorial Site, Sharpeville Police Station and Emerald Resort.
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Verification of sources

- ▶ Oral testimony is a primary source.
 - ▶ The interviewee tells his story as he understand it and how he felt.
 - ▶ The primary source is verified by using written information.
 - ▶ The source is verified by using historic materials in the form of official documents, letters ,and newspapers as secondary sources.
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Sharpeville Memorial Site: Human Right Memorial

Background

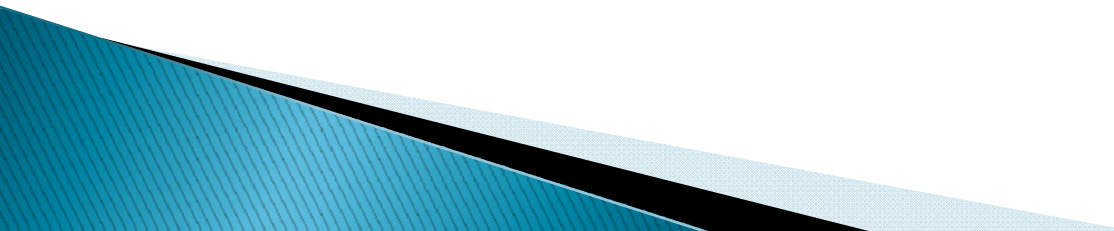
On the 21st March 1960 the community of Sharpeville marched to the police station against the pass law. This was supposed to be a peaceful march. The police panicked when they saw the crowd. They started shooting without a directive given to them. 180 people were wounded, 69 people were killed .

The place where the site is, is exactly where the people died. The site has a status of Grade 1, 2 & 3.



Students at the Sharpeville Garden Of Remembrance

Facts about the Sharpeville Memorial

- ▶ The grass at the monument is indigenous.
 - ▶ The water fountain represents the blood shed on that day.
 - ▶ Water runs out of holes at the fountain representing the bullet holes in buildings and bodies.
 - ▶ The pebbles in the fountain represent the lives lost.
 - ▶ There are pillars that represent every person who was killed and their names are on the pillars.
 - ▶ There was a memorial stone in the monument that was unveiled by Nelson Mandela on 10 December 1996
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The surrounding area of the Monument and Exhibition Centre is bordered by indigenous grass, which is typical of the vegetation that was found in the area of the Sharpeville police station at the time of the massacre.

All the flora at the monument is indigenous to South Africa.



Preserving Our Heritage

Information Board at the Sharpeville Memorial Site

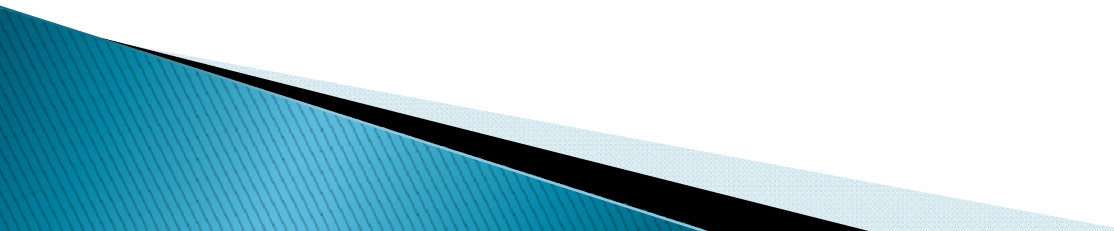


Students next to the Pillars of Remembrance

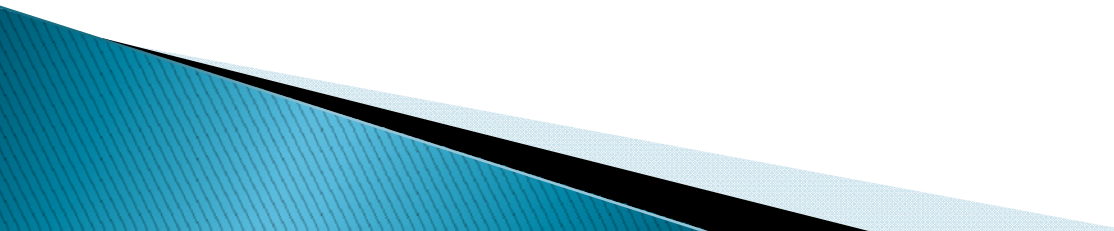


Students at the stone unveiled by former President: Mandela

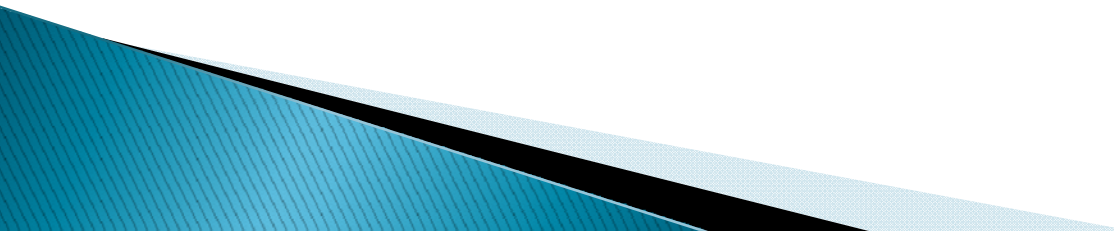
CHALLENGES MET

- ▶ Transport became a major challenge but we were able to survive because of the generosity of our educators.
 - ▶ There is limited printed information on the unsung heroes, therefore the learners had to verify information gathered the community to the family members.
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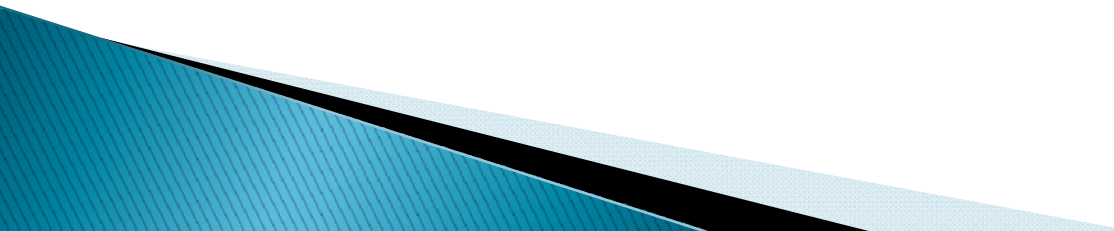
The lessons learnt by learners

- ▶ The learners have learned how to conduct interviews.
 - ▶ The research skills and information verification has been developed during this exercise.
 - ▶ Other opportunities have been identified by the learners.
 - ▶ A link between tourism and oral history has been clearly demonstrated and the learners are in a process of having discussions with tourism office in the region.
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Post research intentions

- ▶ The research has shown us that there are areas that need development.
 - ▶ We have secured an appointment for the 14 of October with the manager of the heritage unit in the Sedibeng Council to submit our suggestions to him.
 - ▶ We have identified a connection between the heritage site in Sharpeville and Emerald Resort.
 - ▶ Proposed schools outreach program with the museums in the district will be handed over to the municipal council.
 - ▶ The project is seen to be continuous in the region.
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Recommendations

- ▶ The oral history project has helped in developing researching skills.
 - ▶ Topics to be researched should be connected with other learning areas.
 - ▶ It has been evident that history intertwines with other learning areas and the zeal and commitment shown by the learners in this project indicates that it could be utilized to benefit learning generally.
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Mr. Mokoena (Sharpeville Musiem manager)
with the Provincial trophy



Mrs Mrwebi and Mr. Mokoena with the Provincial trophy

Source list:

1. Diar, P. 1990. The Sharpeville Six. Toronto: McClelland & Stewart Inc. 321 p.
2. Noonan, P. 2003. They're burning the churches: the final dramatic events that scuttled apartheid. Jacana: Bellevue. 285p.
3. Sedibeng District Municipality Info Booklet