

# GLOBAL VOICES

## Global Voices Information Sheet

### Nelson Mandela



Nelson Mandela presents the trophy to François Pienaar, captain of the South Africa Springboks rugby team, at the 1995 Rugby World Cup in Johannesburg, South Africa. Mandela used the sporting event to create common ground and bring together blacks and whites in South Africa.

#### Background Info

- Up until the 1990s, the whites-only governments of South Africa passed laws that restricted where blacks could live, what jobs they could hold, and even who they could marry. Black South Africans were denied the right to vote. This racist system was called *apartheid* (pronounced *ah-PAR-tayt*).
- Many countries like Canada refused to allow South Africa to participate in international meetings and sports events to protest apartheid, up until apartheid was abolished in 1990.
- Nelson Mandela was born in 1918, the son of a South African local chief. During the 1940s he studied law at university and became involved in politics and activism with a political party called the African National Congress (ANC).
- Throughout the 1950s, Mandela was politically active, participating in protests against the apartheid laws. He was arrested in 1952 for the first time, accused by the government of being a Communist.
- Mandela came to believe that peaceful resistance didn't work in opposing apartheid, so in 1961 he helped found an armed, militant wing of the ANC called *Umkonto we Sizwe*—"Spear of the Nation".
- In 1962, South African police captured Mandela. He was charged with treason, put on trial, and sentenced to life in prison. Mandela would spend the next 27 years in jail.
- The conditions in prison were so poor that Mandela experienced health problems including tuberculosis, which still affects his health today.
- In 1990, South African President F.W. de Klerk began the process to abolish apartheid. He had Mandela released from prison and by 1991, apartheid was fully legally abolished.
- On April 27, 1994, South Africa held its first free elections with blacks allowed to participate and vote. As leader of the ANC, Mandela won the election and became the first black President of South Africa.
- As President, Mandela encouraged forgiveness between blacks and whites. He established the Truth and Reconciliation Commission, led by Archbishop Desmond Tutu, to investigate crimes committed during the apartheid era. Mandela's actions are credited with preventing civil war between blacks and whites after apartheid ended.
- Mandela resigned as president in 1999, but has remained active on issues like HIV/AIDS.

#### Key terms

- **Pariah**—An outcast; someone who is hated and avoided.
- **Afrikaner**—A white South African.
- **Reconciliation**—To rebuild the relationship between people or groups who have had differences.
- **Martyr**—A person who has been killed because of their beliefs.
- **Transcend**—To rise above or overcome one's limitations or negative aspects.

## Global Voices Elementary Resources

### Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

### Themes and Course Connections

- Themes: inspirational figures, activism, human rights, politics, global issues
- Course Connections: Language, Social Studies, History

### Materials

- Global Voices column
- Front board
- Paper and writing utensils
- Computer with internet capabilities and projector

### Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

### Knowledge and Understanding

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
  - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
  - b. Pre-reading steps:
    - i. Make predictions: ask students to read the title of the column. After doing so, ask them to make predictions as to what the column is going to be about.
    - ii. Introduce vocabulary from the column.
    - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
  - c. Reading steps:
    - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.

- ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
  - d. Post reading steps:
    - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
    - ii. Ask questions about the text to judge comprehension
- 2. Discussing the Global Voices Column (estimated time: 10 minutes)
  - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
    - i. What is the message in this column?
    - ii. What perspectives are presented in this column? Which ones are left out?
    - iii. What problem is presented in this column?
- 3. Media Literacy (estimated time:15 minutes)
  - a. On a piece of paper ask each student to write the title of the column at the top of the page. Underneath the heading, have them create a chart with two columns across and five rows down.
  - b. In the first column, have them write the following questions:
    - i. What is the title of this column?
    - ii. Who is the author?
    - iii. What is the purpose of the column?
    - iv. What statistics or facts are listed in the column?
    - v. Are there biases or obvious points of view?
  - c. Have the students revisit the Global Voices column and fill in the chart answering the above questions.
  - d. Discuss the students' charts as a class. Address the reasons why it is important to understand the source and potential bias of a website or print resource offering news information. Explain that just because a source has a bias doesn't mean it has no value. One of the traditional purposes of publications is to express opinions and attempt to convince readers of their validity. Explain that this is why it's important for each of them to form their own opinion while reading publications instead of agreeing with everything.

## Thinking

- 1. Rugby in a difficult time (estimated time: 20 minutes)
  - a. Global Voices takes a look into the remarkable life of Nelson Mandela. Find out what students know about Mandela and begin a conversation by using the following mapping exercise, term review and questions:
    - i. Have students find the following places on a world map to help provide context to the article:
      - 1. South Africa
      - 2. Johannesburg, South Africa
      - 3. New Zealand
    - ii. Depending on the level of students, consider reviewing the following terms to ensure students understand the article.
      - 1. Apartheid
      - 2. abolished
      - 3. Pariah
      - 4. Reconciliation
      - 5. Civil war
      - 6. Prejudice
      - 7. Martyr
      - 8. Transcend
    - iii. What is rugby?
    - iv. What was rugby considered in South Africa? (For the oppressed black South Africans, it was the game of the white South Africans)

- v. What is apartheid?
- vi. When was apartheid abolished in South Africa? (1991)
- vii. Are you surprised by the date? Why?
- viii. Who is Nelson Mandela?
- ix. How long was Mandela imprisoned? (27 years)
- x. What is his role in the fight to end apartheid in South Africa?
- xi. How was Mandela able to prevent a possible civil war?

## Communication

1. The imprisoned man who changed a nation (estimated time: 20 minutes)
  - a. To help students understand the life and times of Nelson Mandela have students view a short biography, take notes on important details and, as a class, create a timeline from those notes.
  - b. Show students this 6 minute 50 second biography of Nelson Mandela created for the Biography Channel: [http://www.youtube.com/watch?v=UqoYmx\\_L-Xs](http://www.youtube.com/watch?v=UqoYmx_L-Xs).
  - c. Tell students to write down the points of the biography they believe are important. Instruct them to decide what is important on their own, without giving them an objective to work towards. For example, if the moments of his personal life stand out to them the most, they should record those. If his education and political achievements stand out, the students should write those moments down.
  - d. Once students have viewed the biography and taken their notes, bring the attention of the class to the front board.
  - e. On the front board, create a timeline. Ask students to suggest important moments in the life and times of Nelson Mandela. For each suggestion, ask the class why it is an important moment. Ensure students understand that you are not questioning the validity of their suggestion, but rather creating a discussion around what makes the story of South Africa, the end of apartheid and Nelson Mandela so remarkable.

## Application

1. Living Legacies (estimated time: 30 minutes)
  - a. "Whatever the future holds, we believe Mandela's legacy must not simply be relegated to museum displays." Great moments happen. For those who are present, these moments become a part of who they are; they shape them and the world around them. Yet once these moments pass they becomes just another part of history for everyone outside of it. The Global Voices article asks us to honour Nelson Mandela's legacy through simple actions which in some way will keep it alive making sure it is not just contained in a history book or relegated to a museum display.
  - b. Hold a class discussion with the following questions:
    - i. Thinking back to the Nelson Mandela timeline activity, what were the key components that made the life and times of Nelson Mandela so remarkable?
    - ii. How can we keep Nelson Mandela's legacy alive?
    - iii. Who else in history has a legacy that we should keep alive?
    - iv. What were the circumstances that made this individual noteworthy?
    - v. What were the personal qualities and achievements that made this individual significant?
    - vi. How can we keep the legacies of this individual alive?

## Additional Resources

In addition to the above lesson plans, share these resources with your students.

Nelson Mandela, The Biography Channel [http://www.youtube.com/watch?v=UqoYmx\\_L-Xs](http://www.youtube.com/watch?v=UqoYmx_L-Xs)

Nelson Mandela Centre of Memory [www.nelsonmandela.org](http://www.nelsonmandela.org)

---

Free The Children [www.freethechildren.com](http://www.freethechildren.com)

We Day hub [www.weday.com](http://www.weday.com)