

Character Based Literacy Program

Independent Study Lesson Plan

Nelson Mandela, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Read the quote about “No easy walk to Freedom”- brainstorm what you think this might mean and what it might portend about the book

Map of Africa- explore briefly. Do you know anything about Africa? You can do a KWL chart if you wish.

Do you think Johannesburg was ever considered a modern city? Why or why not? How do you define a modern city?

What do you know about the battles between the British and the Dutch throughout history?

What rights did Blacks have after the Boers lost the war but won the peace? When the peace was won what did you expect the outcome to ultimately be for the black Africans?

What do you know about the African National Congress?

Word Wall Here are vocabulary words to add to the Word Wall.

situated (1)	province (1)	economic (1)	enslaved (2)	exploited (2)
migrated (10)	bustling (11)	townships (11)	ambitious (12)	insubordination (12)
colonial (19)	valiantly (21)	confrontations (23)	superiority (25)	civilians (27)
resettled (29)	descendants (30)	banishment (32)	injustices (37)	allies (37)
compromised (39)	moderation (39)	engulfed (39)	defiance (43)	repeal (43)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.

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- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 1-48

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

You will be creating a map of South Africa. See page 2 as a guide.

- After drawing the provinces, oceans, and cities, **draw a star** where Nelson was **born**.
- Then, draw another dotted line showing where he moved to **go to college**. (**Draw a building with pillars**)
- Then, draw another dotted line showing where he eventually wanted to **practice law** after college (**Draw a gavel or book or some other symbol for Law**)

Add dotted lines on Map depicting Nelson's journey.

5 W and H Chart

Try filling out a 5 W and H chart.

Biography Cube

What can you add to the **Biography cubing categories** from what you've read so far? What more do you know about his: relationships? Interests? Career moves? How has his personality matured?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

10c12- the Biography cube

Right now, you are just gathering information for the cube

- **Interests?** *What did Nelson like to do as a boy? As a young man?* Find as many things as possible and write them down.
- **Family? Relationships?** *What do you know about his family so far? Who raised him? When did his father die? Who was his best friend growing up?*

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- **Geography?** *Where did this person grow up? What do you know about this land? What is it known for?*
- **Personality characteristics?** *Who would you define this person thus far?*
- **Responsibilities? Chores?** *What did Nelson do to help others?*

Poster

Go back through the chapter and find one of the scenes you liked best. These scenes should be fresh in your mind from filling out the 5 Ws and H chart. Depict a scene of your choice in poster form. Make sure you know you are trying to realistically portray the scene.

- What are the **sensory details** that make up the scene?
- What can you **see, hear, taste, smell, feel** as someone in the scene. Let those details help you create a detailed poster.
- Put a **title** somewhere on the poster depicting which scene you are describing.

List

Create a list of all the rights blacks were forced to give up. (Chapter 4)

Bookmark

Explore the blacks' loss of rights by drawing and using images, icons, words, magazine cutouts or whatever else they want to represent how they are experiencing the book right now.

KWL Chart

Fill in a KWL chart with all that you know about the history of Africa.

- What do you still want to know?
- How do you think Nelson Mandela's life story is involved with this history?
- Write a paragraph or two predicting what might happen to Nelson, especially given that the next two chapters are entitled: The Youth League and The Defiance Campaign.

Biographies

Studying biographies is very interesting because we learn so much about history and human nature. Brainstorm other people you might want to find out more about. They can be scientists, political leaders, athletes, musicians etc.

- Create a list of people you want to know more about.
- You may choose from this list and that is the person you will write your own biography on. They will also have the choice of summarizing Nelson's life.

Discussion

Key Questions (p. 1-9)

1. Until April 1994, who numbered 5 million citizens and ruled the country's citizens (although they only comprised 14% of the population)?
2. What two natural resources are produced more by South Africa than any other country in the world?

3. Where is South Africa located in relation to the continent of Africa as a whole?
4. Which countries border to the north of it?
5. Why is it the richest country in Africa?
6. How much of the continent's land does South Africa represent? How much of its population?
7. We often think of South Africa as a country that had done what to its black African majority?

Key Questions (p. 10-16)

1. Why are Nelson and Oliver willing to risk so much to keep their office open? What is motivating them? How strong are their convictions?
2. Why do you think Nelson and Oliver had no difficulty in finding clients?
3. We should think about the effect these two men had on the community, by keeping their office open, in spite of the fact they were never granted permission to open the office. What might the effect have been on their clients if they weren't there to assist them in court appearances and trials?
4. What did Mandela's decision to become a member of the African National congress have
5. Who did the African National Congress handle the conflict between?

Key Questions (p. 19-27)

1. How do the photographs in this book help bring the words to life?
2. We often judge a book by its cover. Does the cover of this book speak to you? What does it say?
3. In your opinion what else could have been added to the book and how and why would it have been a positive addition and helped bring the words of the book to life?
4. When the European nations began establishing trading posts along the coast of Africa and exploring the great continent, were they seeking to rule Africa in a peaceful and respectful way? Why or why not – explain.
5. We should examine these European nations goals in wanting to establish colonies in Africa. What did they want? Be specific and detailed in your answer.
6. Did the African's resist the white invaders? Why were their valiant efforts not successful against the European's?

Key Questions (p. 28-38)

1. What does the author mean when on page 28, he states that "The Boers had lost the war but won the peace"?
2. Can you make any prediction from the statement, "And the new government began making sure almost immediately that the black African remained oppressed, exploited and most important separated from whites'?"
3. Why would the British Empire enforce rules such as blacks no longer being allowed to own land? Use evidence from the details in the book to support your answer.

4. Is there anything in the United States of America's history that is similar to what occurred in South Africa? There are two groups of people (at least) who were treated unfairly on a large scale? Can you name them?
5. Why do we see so often in history groups being segregated in many countries and cultures? What is the root cause of this phenomenon?

Key Questions (p. 39-48)

1. Why wouldn't Nelson Mandela simply be angry and want to punish the whites?
2. Is there a famous American Civil Rights Activist that had similar views? Who? How were they alike?
3. What if Nelson Mandela had not had the attitude and beliefs he did? How would South Africa differ today?
4. Is it often something as simple as skin color that sets people apart in different groups? Explain your answer and use other examples of things that separate people.
5. What if you were in Nelson Mandela's position and had endured all that he had, how do you think you would react?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 2

"South Africa has become known as the home of the world's most famous former political prisoner. A prisoner who emerged to become an internationally respected statesman. This is his story and the story of his country" (p. 2).

Writing Prompt

If you were able to have Nelson for your friend what advice would you give him? Explain your answer using details from the book. What characteristics does he have that are attractive to have in a friend? Is there anything you find unattractive and why?

Write an argumentative paragraph telling in what ways you think Nelson should have or could have handled his situation differently to be more effective.

Key Paragraph, p. 16

"Mandela and Oliver Tambo also had their own problems with South Africa's race prejudice. Unlike white attorneys, they had to apply for permission to open an office in the city—permission that was never granted...they decided to keep their office anyway, knowing that they were risking eviction or worse" (p. 16).

Writing Prompt

Simulated journal: Keep in mind you are writing an argumentative essay. Put yourself in Nelson's position. You will be writing a letter to a friend in another country where racism is not such a prevalent issue.

Describe the situation in your town in regard to the racial segregation. Explain how and why you have been taking the action you have been. Explain why you are going to continue to disobey the law for what you believe is right.

Key Paragraph, p. 23

“Zulu means ‘the heavens,’ and the Zulu are the ‘people of the heavens.’ The Zulu kingdom had been greatly expanded by Shaka, their most famous leader. Shaka was a ruthless ruler with a genius for military tactics” (p. 23).

Writing Prompt

Write a paragraph or two describing how creating your poster with an argumentative theme, helped bring history that much more to life and exposed the reality of apartheid. What did you find as you were drawing? Did more details come to the surface? Did it make the chapter more interesting? What argumentative stance can you take in regard to the topic of your poster?

Key Paragraph, p. 30

“The National Party instituted more than a hundred laws aimed at keeping blacks and whites separate...and unequal. This was the beginning of a radical political philosophy of racial segregation called apartheid (ah-PAHRT-hayt). Apartheid means separateness in Afrikaans and, as of 1948, it was the official policy of the South African Government” (p. 30).

Writing Prompt

Do you think the whites had the right to do with all of the rules and regulations they enforced upon the black South Africans? **Write a compelling argument supported by valid reasons in regard to what you think.**

Key Paragraph, p. 40

“Mandela disagreed with this approach. For one thing, it was unrealistic. The different racial groups in South Africa—black, white, colored, and Asian—had come to stay. Although Mandela felt that whites had to be convinced to end their domination of the African, he also believed that South Africa must become a society free of any kind of racism” (p. 40).

Writing Prompt

Mandela disagrees with “driving the white man into the sea.” He wants to have Africa be a place where ALL races are equal and welcome. Can you write about why he is reasoning this way? Why wouldn’t he just want to beat the whites and be on top?

Can oppression be ended with more oppression? **Create an argument supporting that it doesn’t matter who is on “top”, someone will always be oppressed in that model? Why is that not what Mandela wanted?**

10c12 Cubing Biography

Who is person? Date of birth? Death?				
		Where did this person grow up?		
	What relationships did this person have?	What did this person do?	What was this person like?	
		Why is this person important?		

Character Based Literacy Program

Independent Study Lesson Plan

Nelson Mandela, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What was the purpose of the Freedom Charter and did it have much of an effect on the daily lives of the average African Black?

Do you think Nelson Mandela had much of a personal life? What would interfere with it?

Why would Africans take steps to ensure that Blacks would eventually not become citizens of South African? What would the advantage of considering them immigrants in their own country be to the whites of South Africa?

Why when Mandela met secretly with journalists before the convention did he say “In my mind we are closing the chapter on the chapter of this question of a nonviolent policy”?

Word Wall Here are vocabulary words to add to the Word Wall.

manifesto (49)	canvassed (50)	delegates (51)	battalion (52)	treason (53)
flourished (58)	consumed (58)	eloquence (58)	plead (59)	scrutiny (61)
ensure (65)	reserves (65)	inferior (66)	relinquished (67)	irrelevant (67)
defying (74)	sabotage (75)	elude (76)	fugitive (77)	snared (77)
porridge (87)	limestone quarry (87)	abrupt (88)	multiracial (89)	humility (89)

READ

Review Review the timeline from the beginning every day.

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- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 49-98

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RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Masking Tape Simulation

Tape out a 7' x 7' square on the carpet. This is the size of Nelson's cell in prison. Stand in it and lie down in it. It is very small and Nelson was very tall. How comfortable do you think it would be to spend your **life** in this small space?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Draw Nelson's head and some of Winnie's. What was each of them thinking about their relationship? They had many long conversations about Nelson's commitment to work and to freedom. What do you think Winnie's respected about him? What do you think her concerns might have been? What do you think Nelson's concerns might have been? What character traits do you think each liked and appreciated about the other?

Poster

From pages 79-85 the text highlights several passages from Nelson's statement while on trial. Choose one of his statements and create an 8 x 11 poster picture depicting what Nelson wanted for his people.

- For instance, on the top of page 83 he states Africans just want to be able to support their families and not live in the ghettos with no running water etc. Draw a poster depicting what Nelson wants for his people and his country.

Bio Cube Information

Look at the bio cube and make a list of the events of the past few chapters. **Build your cube** and add your information.

- Think about questions like: What are his interests now? Have they changed or stayed the same? (He still likes to exercise, read, study, tell stories.)
- What personality traits does he have? Have they changed or remained the same?
- What relationships are important to him?

- Think about him writing his autobiography in secret. He wrote 500 pages in 4 months. Figure out how much that is per day, if you'd like. What does that tell you about him?
- Why do you think it was important for him to hide his autobiography?
- Why do you think it was important for him to tell his story to begin with?
- You may **write** about any of these questions as well. What do you find powerful and moving about his life up to now?

Discussion

Key Questions (p. 49-57)

1. Do you think apartheid or segregation, also known as subjugating people is a useful tactic? Why or why not?
2. By relegating the blacks to lower-class citizens, the whites were able to rise up from where they had once been, does their personal gain warrant what they did to the black South Africans? Write a reason supported by details.
3. Why didn't Mandela use foul language and verbally attack the whites when given the opportunity?
4. What does it mean, "Mandela's lengthy testimony was measured and eloquent"?
5. What if someone like Nelson Mandela had not had the strength and conviction to do what he did – what do you think South Africa would be like today?

Key Questions (p. 58-64)

1. Why did Nelson Mandela have a basically non-existent private life?
2. How do you think Mandela's refusal to follow the Apartheid laws caused the black South African's to view him?
3. What does "Nomzamo" mean?
4. Reading the paragraph below. What adjectives would you use to describe Mandela?
5. How and why were Winnie and Nelson's early years similar? Give specific examples.

Key Questions (p. 65-73)

1. Given Mandela's approach versus Robert Sobukwe's : Mandela believed white's should have the right to participate in the struggle to create a new democratic South Africa, while Sobukwe disagreed strongly, he felt until racial equality could be achieved whites could not be considered allies or part of the struggle. Why do you think he felt whites should be excluded? Support your answer.
2. Sobukwe said "We have been accused of blood-thirstiness...", he felt that was the black South African's only choice. Based on what you have read why do you agree or disagree with him?
3. What was the ANC?
4. Why do you think the conflict occurred in Sharpeville?

5. Was it justifiable that Sobukwe served three years in jail for incitement of a riot? Support your answer.

Key Questions (p. 74-85)

1. What were the four forms of violence Mandela and the ANC leadership considered? Which was ultimately chosen and why?
2. Why once Mandela had become a legend did he need to work “underground”?
3. Who betrayed Mandela? Why was he betrayed, what were the betrayer’s motives?
4. Reading the paragraph below, what does Mandela mean? Explain it in your own words and use examples.
5. When sentenced, how long did the judge sentence him for and why do you think it was for that length of time?

Key Questions (p. 86-98)

1. How many other prisoners were the first to occupy the new isolation section of Robben Island Prison? Why the authorities would choose to send him to this prison?
2. Did prison change Nelson Mandela? Explain.
3. When did Mandela begin writing his autobiography and why?
4. Whom did the New York Times compare the political prisoners in South Africa to, including Nelson Mandela?
5. Reading the quote by Mandela below in the paragraph, why would Mandela write that and what is the deeper meaning?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 55-66

“Mandela’s lengthy testimony (441 pages of court record) was *measured* and *eloquent*.

In our experience the most important thing about imperialism today is that it has gone all over the world subjugating people and exploiting them, bringing death and destruction to millions of people. That is the central thing, and we want to know whether we should support and perpetuate this institution which has brought so much suffering.

His explanation of the ANC policies and his composure and good humor throughout brought him and the organization worldwide respect” (p. 55-56).

Writing Prompt

Is there a time in your life when things might have gone more smoothly if you had kept your cool and had self-control? What if you had not? Use the argumentative approach to explain your reasoning.

Write a few paragraphs describing how if Nelson had not exhibited such exemplary self-control and composure would it have impacted the judge's decision? What might have happened if he had lost self-control and yelled or acted rudely in court?

Key Paragraph, p. 64

"Nelson woke as early as four a.m. to run. The streets were usually empty. People had not yet begun to make their way to the buses that would take them on the long journey to the mines and factories. After his run he had fresh orange juice, a raw egg, and toast. Then he left for Pretoria, where the trial was being held. Often he stayed overnight preparing his defense" (p. 64).

Writing Prompt

Pretend you are Nelson. What does it feel like to have this schedule? **Using the argumentative approach, describe what motivates you to be so healthy and so disciplined. How do you feel about yourself? What is going through your mind as you are running? What else drives you – is it valid?**

Key Paragraph, p. 70

"When it was over sixty-nine people lay dead or dying. At least another one hundred and eighty were wounded, including forty women and eight children. Most of the dead and wounded had been shot in the back" (p. 70).

Writing Prompt

Did Robert differ from Nelson? If you were living in South Africa in 1960, what group do you think you would have wanted to be a part of and why? The PAC or the ANC or the government run by the Afrikaners? **Write an argumentative paragraph explaining your position.**

[Remember that this issue is not just a black/white issue. The tables could be turned and it could be white/black with the blacks on top. Or it could be Asians/Latinos or Blacks/Asians. The point is to move toward an understanding that it does not matter "who is on top", that model of oppression will never work, because someone will always be on the bottom...and that someone could be you!]

Key Paragraph, p. 81

"Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one group by the other" (p. 81).

Writing Prompt

Write an **argumentative paragraph** describing your feelings about Nelson's statement.

Key Paragraph, p. 90

"To Winnie he wrote: *Sometimes I feel like one who is on the sidelines, who has missed life itself*" (p. 90).

Writing Prompt

Imagine that you have been in prison for this long. **Write a few paragraphs describing what you think Nelson meant by the quote above. How would you feel if you were in his shoes?**

Steve Biko was described as a martyr. Define martyr, and explain how that definition fits or doesn't fit in an **argumentative paragraph**. **Include details such as: was his treatment just? What does it say about the level of hatred and bigotry that still existed in the mid-1970s?**

Character Based Literacy Program

Independent Study Lesson Plan

Nelson Mandela, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Why did Vorster give the appearance of making cosmetic changes by allowing whites and blacks to integrate, yet made no real changes or laws were actually made?

What spark ignited Soweto in early 1976?

The ANC once again became a presence in the mid 1980's, why was this?

What does "AMANDALA" mean? How about "NGAWETHU"?

Word Wall Here are vocabulary words to add to the Word Wall.

repressed (102)	incensed (105)	boycotted (105)	contemptuously (106)	turmoil (110)
indefinitely (115)	desegregated (116)	camouflage (116)	imposition (121)	subversive (122)
debris (127)	turmoil (127)	comrades (128)	scrutinized (129)	ambassadors (129)
delegation (137)	tuberculosis (138)	negotiate (141)	stalemate (142)	multiracial (142)
repeal (147)	assassination (147)	obstacle (148)	reconciliation (149)	deployed (150)

READ

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Read Read the selection.

Read p. 99-151

RESPOND

Timeline List the 15-20 most important on the timeline.

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- First, *fix the facts*: who, what, when, where, why.
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Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Prop

In both chapters people are marching either by boycotting the government's decision or protesting Winnie's harassment.

- By yourself, or in pairs or small groups, create boycotting or protesting placards.
 - *If you were going to march against the government's policy to use Afrikaans (the language) in schools, what would your sign say?*
 - *Or, if you were going to march in protest against Winnie being banned from her hometown, what would your sign say?*
 - Remember to **be specific** about what it is you disagree about. Choose your words carefully! Would you have any symbols on your poster?

Open Mind Portrait

Pretend that the Pope and Nelson Mandela are having a conversation. Draw two OMP heads and write dialogue in balloons above each head. What would they say to one another about what is going on in South Africa right now? What would they agree about? What do you think they would say to one another? How might their solutions to South Africa's racial problems be similar? Be different?

Bio Cube

Take another look at the biography graphic organizer. A lot has happened to Nelson over the course of the book thus far. What other details can you add to these topics? Eventually, to practice writing a biography, you will take what you know about Nelson Mandela and write up his biography. Then, if you have time, you will research another person and do an abridged biography. Taking a look at the timeline/lifeline and thinking about this past chapter, fill in more information on these issues:

1. **Relationships:** Whom does he normally hang out with? The guards, other inmates? When does he finally get to see his wife? How old are his kids now? When is he his loneliest?
2. **Characteristics:** Which characteristics have remained the same throughout the book and what are current experiences that demonstrate that he still has those characteristics. (Ex. Fitness is still a priority. He is still exercising 2 hours every

morning. Or, passion to teach others about politics- the nicknamed the prison Mandela University etc).

3. What are other interesting facts that a person might want to include in a shorter biography of Mandela?

Snapshot

Imagine being Nelson Mandela in the Mandela Mobile at the parade in New York City. What would it have been like to have so much attention placed on you?

- *What are your thoughts? Feelings? What are you hearing? Seeing?*
- Describe the scene as if you are in it and are actually Nelson.
- Write from the first person. (I feel amazed at how many people came out to see me....etc.)

Discussion

Key Questions (p. 99-111)

1. Why was apartheid able to exist for so long?
2. How did the Prime Minister know things had to change?
3. What did he mean when he said “adapt or die”? Did he really mean his citizens were in danger of death?
4. Who was applying the pressure for change?
5. Did any changes occur as a result of his plea?

Key Questions (p. 115-125)

1. Why was the newspaper and television coverage so biased?
2. Does the government in the US control the newspapers and television? Explain your answer.
3. Were Afrikaners true Africans in your opinion? Why or why not?
4. Do you think it is ever possible for any country to have completely unbiased news or newspaper coverage? Why do you think the way you do?
5. Do you think the public actually knew in reality what was going on in their country? Support your answer.

Key Questions (p. 126-132)

1. What happened after the uprising in 1976? What was the result and why?
2. Why had the Spear of the Nation intensified by the mid-1980's?
3. Why did Mandela's original plan of non-violence and including whites change so drastically?
4. How would striking out against blacks benefit the group?
5. Describe the situation in South Africa at this time period, use your book as a reference and utilize direct quotes.

Key Questions (p. 135-144)

1. Why was South Africa being criticized by and scrutinized by countries all over the globe?

2. At first apartheid was met with much sympathy from around the world, then many countries began to change their feelings towards it, why? How do you feel at this point, what are your thoughts?
3. Was it inevitable that the conflicts would turn violent eventually? Why?

Key Questions (p. 145-151)

1. What does Nelson Mandela really mean when he says he feels young and recharged in the paragraph below?
2. Do you think when Nelson Mandela started his law firm all of those years ago, he could have ever imagined what his life's path would be? Explain why you think he may have or not.
3. Why do you think Americans were so welcoming to Mandela in the major cities he visited?
4. Why was Mandela released if he had been sentenced to life plus 5 years originally?
5. How do you think he was feeling at this juncture? Had he accomplished all he wanted to?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 106

"The students had done something that had never been done before: confronted the government with every means available to them. The uprising was the most serious confrontation between blacks and the government in modern times" (p. 106).

Writing Prompt

In 1980 South African Prime Minister P.W. Botha told white citizens they must "adapt or die". Apartheid as it existed could not continue indefinitely. Pressure to make changes was coming from a variety of sources.

Write a few paragraphs arguing why or why not white citizens must "adapt or die". Using the argumentative approach explore why apartheid could or could not continue indefinitely. Should the Afrikaans give in to the pressure?

Key Paragraph, p. 125

"Government controlled television...continued to cover the usual rugby matches...The Afrikaner papers that did cover the crisis reported only the destruction of government property or violence done by blacks to other blacks. They urged the government to use maximum force to restore law and order" (p. 125).

Writing Prompt

In a few paragraphs, write about why you think the government should or should not report that blacks are fighting against other blacks? What might the government be trying to prevent?

Key Paragraph, p. 127-128

“Black collaborators were targets for revenge by comrades. Anyone suspected of working with the government was subjected to ‘necklacing.’ The victim of a ‘necklacing’ had an automobile tire that was soaked in gasoline placed around his neck and set on fire. Comrades hoped this would make anyone who was thinking about working with the police think twice” (p. 127-128).

Writing Prompt

Reflecting on the method of “necklacing”, **write a compelling argument regarding this practice. Include details such as whether it was effective, necessary, validated, or against it – was it inhumane and as bad as apartheid itself in some ways?**

Key Paragraph, p. 139

“But Nelson Mandela had been offered his freedom before and had refused it” (p. 139).

Writing Prompt

Write a few paragraphs arguing why it did or did not take courage for Nelson Mandela not to say yes to the first offer to get out of prison. Do you admire someone who has that much leadership and commitment to a cause? Tell why or why not.

Key Paragraph, p. 151

“Despite my seventy-one years, at the end of this visit I feel like a young man of thirty-five. I feel like an old battery that has been recharged. And if I feel so young it is the people of the United States of America that are responsible for this” (p. 151).

Writing Prompt

What do you think Nelson meant by this statement? What do you think made him feel young again? What did the people of the United States do that made Nelson feel so good? **Write a compelling argumentative piece choosing to support or go against Nelson’s statement. Was his statement propaganda to gain the support of the U.S.?**

Character Based Literacy Program

Independent Study Lesson Plan

Nelson Mandela, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

You will either be compiling information about Nelson Mandela to write a shorter biography of him later in the week, or you will be researching another person of your choice and writing a short biography.

Word Wall Here are vocabulary words to add to the Word Wall.

complications (155)	decisive (155)	seize (155)	compatriots (157)	vengeance (157)
august (174)	vanquished (174)	consigned (174)	insure (174)	restoration (174)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 155-174

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Reflection

- The author states on the bottom of page 157 that, according to Mandela, “the road to peace would have to be paved with determination, cooperation, and compromise.” Define each word. Then, thinking back on Nelson’s life and recent events in this chapter, *write down specific examples* of how he has shown determination, cooperation and compromise.
- What were your impressions when you found out Nelson won the election? What do you think it felt like to be a black person and finally be able to vote...and then to win?

Closely read each line on page 174 (Nelson’s speech to the U.N.) and go through its meaning. How did other people’s respect for their dignity play itself out in the history of another nation?

Bio Cube

Assemble the bio cube after adding any new facts from the most recent reading.

Discussion

Key Questions (p. 155-167)

1. Why if Mandela was so well known and loved internationally, did he have no real power in South Africa?
2. What did he believe he could do by turning the ANC into a viable political party?
3. Who would or wouldn’t support him at this point?
4. Define “ubuntu” as several different people did.
5. When were South Africans lining up to vote, after Mandela and de Klerk won the Nobel Peace prize?
6. Who ultimately won the election?

Key Questions (p. 168-174)

1. Why did Mandela turn his attention to the critical issue of sanctions while addressing the UN?
2. What was the purpose of him stating that the sanctions that had been imposed by the United Nations and other governments remain in place?
3. How do economic sanctions affect a country?
4. Why was the US Congress interrupted frequently with applause when Mandela underlined the importance of maintaining these sanctions?
5. Mandela’s meeting with President Bush lasted 3 hours, in your opinion why was it so long?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 158

"Even as apartheid was dying and Mandela was emerging as the leader of the ANC, however, there was much opposition to the ANC's desire to form a single democratic government that would represent all the people" (p. 158).

Writing Prompt

Thinking back to the definitions of determination, cooperation and compromise, **do you feel Nelson has *shown these character traits (determination, cooperation, and compromise) in his life?* Argue your opinion in two paragraphs.**

Key Paragraph, p. 174

"It is indeed a most welcome thing that this august organization will mark its 50th anniversary next year with the apartheid system having been vanquished and consigned to the past...The millions of our people say thank you, and thank you again, that the respect for your own dignity as human beings inspired you to act to insure the restoration of our dignity as well" (p. 174).

Writing Prompt

Were you moved and inspired by Nelson Mandela's life? Would you like to meet him? What questions would you ask him? What would you want to know more about?

Employing the argumentative method, write in support for or against Mandela's approach.

Final Writing Project

Brainstorming web and outline

- **Thinking through Biography:** In the next two pages you will see a flowchart and an outline for writing a biography. The idea is for your students to access the timeline, lifeline, bio cube and all their quickwrites, snapshots, journal entries, OMPs and so forth to decide which memories, characteristics, facts etc. they would like to include in Nelson's biography.
- Option 1: Together, you can go through the brainstorming outline and write Nelson's biography as a class. Then students can choose their own person to research and write a short biography using the same format.
- Option 2: Your students can write a biography of Nelson Mandela using the materials generated over the last 3 weeks. You can get them started on the web outline as needed.
- Option 3: You can move to a biography of someone else completely, using the discussions and written work of the past 3 weeks as a model of what might be interesting for them to pursue in their own biography.

Decide which format you feel most comfortable pursuing and begin filling in the brainstorming web and basic written outline. Students may want to fill in the web and then only choose to write about a portion of those items listed. Steer them in the right direction given their needs and talents.

Biographical Essay

Basic information

Name:
Date/place of birth:
Profession:

Memories of this person

Which is the most important memory? Why do you think you feel this way?

Memory 1:
Memory 2:
Memory 3:

Personality traits

What is this person like? Write adjectives that describe him or her, and back them up with examples.

Trait 1:
Trait 2:
Trait 3:

Actions

What kinds of things does this person do? Consider his or her work, recreation, leisure time, etc.

Action 1:
Action 2:
Action 3:

Beliefs/opinions

What does this person believe about life, the world, society, etc.?

Belief 1:
Belief 2:
Belief 3:

Lessons

What have you learned from this person?

Student Response Sheet

I noticed...

I wondered...

Strong words, phrases, images in the writing:

Questions I still have:

Revising checklist

- ☐ Is my biography clear and understandable when I read it aloud?
- ☐ Does each paragraph start by clearly telling the reader what to expect?
- ☐ Do my examples help the reader understand the text?
- ☐ Do I have transitions between my paragraphs?
- ☐ Do I need to ADD any information, dialogue, text?
- ☐ Do I need to CUT any information, dialogue, text?
- ☐ Do I need to put anything in any different order?
- ☐ Do I need to rewrite any parts?

Editing checklist

- ☐ Are the beginning of my sentences capitalized? People's names? Other proper nouns?
- ☐ Do I have periods, exclamation marks and question marks in the correct places?
- ☐ Do I have any misspelled words? Are there any words I should I look up in the dictionary that I am unsure about?