MANDELA
LONG WALK TO FREEDOM

LONG WALK TO DEMOCRACY

GRADE LEVEL: 10-12

RELATED ACADEMIC SUBJECTS: Government/Civics, World History, English/Language Arts, Journalism

LESSON OVERVIEW

Democracy is a difficult form of government to operate. It requires vigilant citizen participation, virtuous leadership, and a commitment to transparency. Yet, democracy has evolved to become the most desired form of government in large part because of the way it honors the rights of individuals. In this lesson, students will experience in a simple way what life was like living in a minority rule democracy much like South Africa during the apartheid period. They will then work in small groups to explore key events in South Africa's struggle for full democracy and formulate an in-depth podcast, reporting in "real time," describing the events and explaining their impact on South Africa's transition to democracy.

GUIDING QUESTIONS

- How does a government under minority rule differ from a government under majority rule?
- What was democracy like during South Africa's apartheid period?
- What were key events and how did they impact South Africa's transition from apartheid to democracy?

LEARNING OBJECTIVES

Students will be able to:

- Understand that sometimes democracies operate with minority rule
- Explain the costs and benefits of minority rule
- Trace South Africa's transition from independence, through apartheid and to democracy
- Analyze how key events played a role in South Africa's transition from apartheid to democracy

ESTIMATED TIME

- Opening Activity: 30 minutes
- Film Viewing Activity: 20 minutes (possible homework assignment)
- Main Activity: 1 to 2 class periods with extra time to develop podcast if needed

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MATERIALS NEEDED

- Computers with Internet access for research
- Copies of student handouts
    - List of pizza toppings (from local vendor or suggested list included in lesson)
    - "Producing a News Podcast"
    - Rubric

LESSON PROCEDURE

OPENING ACTIVITY

In this opening activity, students will experience what it's like when a minority group has the authority to make all the decisions. You can set this activity up without reference to the related class activity on democracy and have students believe selecting the pizza toppings is something will actually happen and not just a simulation.

Divide the class into small groups of three to four students. Write the group numbers on the front board. Distribute a list of pizza toppings from a local pizza vendor with a large selection or use the suggested list at the end of this activity. Tell groups that they are to prioritize their top four choices for pizza toppings. Their choices have to be unanimous. Privately tell one of the groups that they will have the ultimate say in selecting the pizza toppings and will have an opportunity to make the final selection of the toppings for the entire class. Once the groups have made their choices, tell them to list them on the front board under their group number.

After all groups have made their selections, ask the group you pre-selected to sit in the front of the class. Tell the class that this group has been selected to make the final decision on the pizza toppings for all students. Have the members from the small group review the different selections of toppings on the front board and cross out the selections they don't want. To facilitate their decision-making process, the smaller group can take a vote on the pizzas they select if there is a conflict amongst its members.

The members of the larger group will have the opportunity to plead their case to keep a selection, but the final say is with the small group. Members of the larger group are not to be disrespectful or they may be asked to sit in the corner (be put in jail.)

Once the small group has selected their four toppings, debrief the activity with the following questions. Explain to students that, in a simple way, this activity simulates the way democracy operated during South Africa's period of apartheid. The minority white population (about 15%) had most of the decision making power for the entire population. Black Africans had some autonomy within their tribes and homelands, but these could be overridden by the white majority who occupied all branches of government, exclusively.

Be sure to compare the responses of the small, select group with those of the rest of the class.

- What is your initial reaction to this activity?
- Describe your feelings when the smaller group crossed out your selections
- How did it feel when the smaller group ignored pleas for a change from the larger group?
- Why do you think a system like this would form in a society? How do you think it begins?
- What were some of the costs and benefits of a minority rule democracy to the people and the nation?
- Do you think it's possible the United States could operate under a minority rule? If so, how and who or what might be the minority rulers? If not, why not?
- How would you have conducted this activity to make it fairer to everyone?

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LESSON PROCEDURE

POSSIBLE PIZZA TOPPINGS

• Cheese	• Anchovies	• Basil leaves	• Lamb
• Pepperoni	• Bacon	• Parmesan cheese	• Canadian bacon
• Tomato sauce	• Tofu	• Fried egg	• Salami
• Yogurt	• Spinach	• Ham	• Mozzarella cheese
• Onion	• Garlic	• Green peas	• Jalapeño peppers
• Hamburger	• Tuna	• Shrimp	• Mushrooms
• Goat cheese	• Sundried tomatoes	• Pineapple	• Pork sausage
• Sardines	• Zucchini	• Salmon	• Chicken

VIDEO VIEWING ACTIVITY

In this activity, students will view a clip from the film MANDELA: LONG WALK TO FREEDOM that dramatizes life under apartheid in South Africa during the 20th century. In this clip, members of the African National Congress are identifying the oppressive measures of apartheid. Nelson Mandela speaks to a crowd of black South Africans during the relocation of Sophiatown residents, denouncing the government's actions and rallying their support.

1. Form the class into small groups of two to three students.

2. Have students view the film clip "Rally at Sophiatown" (found on the film website.)

3. Provide time for students to review the clips and discuss the following questions:

   • Compare and contrast race relations in South Africa, as depicted in the film, with race relations in the United States during the Civil Rights era

   • Summarize Nelson Mandela's message as he talks to the crowd

   • What evidence does he cite to support his claim that the apartheid system is unfair? What examples does he identify for how life would be for whites if blacks were all put in prison for defying their unjust laws?

   • In his speech to the crowd, Nelson Mandela decries the fact that black South Africans don't have the right to vote. Explain how important the right to vote is, particularly under these circumstances. How might it address the oppression they feel? How is Nelson Mandela practicing one of the fundamental rights in a democracy? (Refer to the U.S. Bill of Rights for ideas.)

4. When students have finished their discussions, ask groups for their response.

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MAIN ACTIVITY

In this activity, students will write and produce a three to five minute podcast on a key event in South Africa's long road to democracy -- not as an historical event, but as if it were occurring in the present. They will gain an understanding of these key events and their importance. They will also learn the mechanics of writing a news story and producing a podcast.

PROCEDURE

Tell students that they will research a key event in South Africa's long road to democracy and produce a podcast on the event. Tell students that their reporting will be presented as if in "real time" and not as a historical report. As an alternative, you can have them develop a news story script or present their story as a poster presentation, multimedia presentation using PowerPoint or another digital presentation program.

1. Divide the class into groups of three to five students.

2. If necessary, have students spend a little time reading newspaper stories or watching local or national news to get an idea of how these stories are created. Encourage them to select stories that interest them. Ask them to identify some of the components of a good news story:
   • Attention-getting opening sentence ("lede")
   • Clear and concise explanation of the situation
   • Necessary background information
   • Visuals of what is being discussed
   • Statements as to why the topic is important

3. Distribute the handout, "Producing a News Podcast" to all students and review the handout.

4. From the list of events on their handout, have student groups choose an event or assign them one.

5. Provide time for students to research their news stories. You might want to establish progress check points where the groups check in with you periodically—initial research complete, story outline written, final draft of story or script, etc.

6. This is also a good opportunity to discuss with students "digital citizenship" concepts, such as citing online sources and avoiding plagiarism. Because the web is so "wide open", it's easy to forget that many images and text are actually someone's intellectual property. Teachers may wish to review the Yale University "How to Cite Internet Sources" page at http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html for further information.

7. Podcasts provide students with the means to share their research, creativity, and effort with an audience outside the classroom. They can present their work to the class or the school by uploading their news story to a podcast site such as SchoolTube (http://www.schooltube.com/), TeacherTube (http://www.teachertube.com/), Education World (http://www.educationworld.com/a_tech/posting-student-work-online.shtml), or an unlisted YouTube account (http://googlesystem.blogspot.com/2010/05/unlisted-youtube-videos.html), which provides a layer of privacy.

8. After students present their podcasts, debrief with the following questions:
   • What elements of the podcasts seemed to convey the facts of the events more than others?

   • What benefit does event journalism (reporting the facts of the news objectively and completely soon after it happens) provide the public that is essential to a democracy?

   • Which event do you think had the greatest impact (positive and negative) on the transition to democracy in South Africa?

   • What modern-day examples of event journalism are there? What features or factors make those stories essential for the public? Explain why.

   • The delivery system for many of these events when they occurred was through newspapers, movie news (seen at the local theater), or through television news reported usually once daily in the early evening hours. Compare the impact of today's news delivery systems of satellite communication and the Internet compared with the delivery systems available when most of these events occurred.

   • What effect do you think these methods of communication have today on the public's understanding of the news, especially the news that can be delivered so quickly and in such great amounts?

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ASSESSMENT SUGGESTIONS

- Active participation during discussions and activities

- Completion of notes from the Video Viewing activity

- Evaluate students' podcast scripts and productions using the suggested rubric provided at the end of this lesson or your own assessment tool

EXTENSIONS/ADAPTATIONS

Have students write stories of individuals who lived through the event they wrote about in their podcasts or another event. The subjects could be someone their age who was witness to the event. Their story should be historically accurate and contain the facts surrounding the events, but they can weave a fictional story of the individual into the narrative

RESOURCES
NEWS EVENT RESOURCES

- Nelson Mandela Foundation and Centre of Memory http://www.nelsonmandela.org/

- Apartheid Museum http://www.apartheidmuseum.org

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

- Overcoming Apartheid, Building Democracy (Michigan State University) http://overcomingapartheid.msu.edu/

- History of Apartheid Cartoons http://www.rfksafilm.org/html/apartheid_cartoons.php

- The History of Apartheid in South Africa (Stanford University)
  http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html

- African National Congress http://www.anc.org.za/show.php?id=4518

- Anti-Apartheid Struggle in SA (1912-1994)
  http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries?sobi2Task=sobi2Details&sobi2Id=29

PODCAST DEVELOPMENT RESOURCES

- How to Create Your Own Podcast http://radio.about.com/od/podcastin1/a/aa030805a.htm

- How Stuff Works "How to Create Your Own Podcast" http://computer.howstuffworks.com/how-to-podcast.htm

- Apple "Making a Podcast" page http://www.apple.com/itunes/podcasts/specs.html

- "Beginner's Guide to Podcasts and Podcasting" http://www.forevergeek.com/2006/04/beginners_guide_to_podcasts_and_podcasting_plus_how_to_create_a_basic_podcast_of_your_own/

- How to Make a Podcast Using Audacity http://www.slideshare.net/helena_butterfield/how-to-make-a-podcast

- How to Make a Podcast (Macintosh) http://macintoshhowto.com/internet/how-to-make-a-podcast.html

- How to Make a Podcast Without a Mac http://hubpages.com/hub/How-to-Make-a-Podcast-without-a-Mac

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STANDARDS

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS
(http://www.nchs.ucla.edu/Standards/world-history-standards/)

- World History – Era 9 The 20th Century Since 1945: Promises and Paradoxes

- Standard 2C The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life

- Grade 5-12: Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (http://www.socialstudies.org/standards/strands)

II. Time, Continuity, and Change

V. Individuals, Groups, and Institutions

VI. Power, Authority, and Governance

PARTNERSHIP FOR 21ST CENTURY SKILLS (http://www.p21.org/overview)

Creativity and Innovation

- Work Creatively with Others
    - Develop, implement and communicate new ideas to others effectively

Critical Thinking and Problem Solving

- Make Judgments and Decisions
    - Effectively analyze and evaluate evidence, arguments, claims and beliefs

Communication and Collaboration

- Communicate clearly
    - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
    - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

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STANDARDS (continued)

COMMON CORE STATE STANDARDS

English Language Arts Standards – History/Social Studies – Grade 9-12

CCSS.ELA-Literacy.RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Speaking and Listening

CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

AUTHOR BIO:

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GROUP SALES

For more information on Group Ticket Sales, email groupsales@weinsteinco.com.

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PRODUCING A NEWS PODCAST

Democracy is a difficult form of government to operate. It requires vigilant citizen participation, virtuous leadership, and a commitment to transparency. For democracy to succeed, its citizens need to be informed and demand transparency from their government. One of the keys to democracy's success is an aggressive news media that works hard to get information to the public in an open and honest way and allow the public to make their own judgments. In this activity, you will be developing a news podcast on key events in South Africa's long walk to democracy -- not as an historical event, but as if it were occurring now. Below are instructions for writing the news story and producing the podcast, as well as a list of key historical events, research sites, and resources for developing a podcast.

THERE ARE THREE BASIC PARTS TO A NEWS STORY:

The "lede", the body, and the end. The lede is written to hook the reader or viewer's interest using strong words, asking a question, or presenting an important quote (from an interview) or a description of a scene.

The body offers more facts and details about the subject of the story (person, place, or event) which are identified in the first paragraph or sentence. It answers questions generated by the news story.

The end should answer any questions the reader/viewer might have or make the reader/viewer think about what has been said in the story.

BELOW ARE THE MAIN COMPONENTS OF A GOOD NEWS STORY:

- Attention-getting opening sentence (the "lede")

- Clear and concise explanation of the situation

- Necessary background information

- Visuals of what's being talked about

- Statements as to why the topic is important

GUIDELINES FOR DEVELOPING A NEWS PODCAST:

First, ask yourself, "Who cares about this story and why should they care?" To answer this question you need to gather information on the story. Start by asking a series of questions based on the 5 Ws and H—who, what, when, where, why, and how?

- Who or What is the subject of the story?

- What happened?

- When did it happen?

- Where did it happen?

- Why/how did it happen?

PRODUCING YOUR PODCAST

- Each group should create a podcast approximately three to five minutes in length. In the podcast, be sure to focus on the impact of the event in South Africa's transition to democracy by including the following information:

- Key facts about the event (names, dates, places, actions, etc.)

- Present the news report as if it had just occurred and you are reporting fresh news

- Describe how the event impacted South Africa's transition towards democracy, positively or negatively

- Predict what might happen next because of this event. (Possible ending to report)

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PRODUCING A NEWS PODCAST (continued)

If you're not familiar with how to produce a podcast, spend a little time reviewing some of the sites listed in the resource section below.

GETTING STARTED

• Write a short outline sequencing the way you will tell the story (answering the 5 Ws and H questions)

• List other important points or facts to include in the story

• Record any quotes from individuals connected to or who have additional knowledge about the story

• Write an attention-getting opening sentence

• Write a draft of your story answering all the essential questions and providing details of images that will be included in the story

• Revise your story to be clear and concise. Edit for spelling, grammar, punctuation and word usage

LIST OF HISTORICAL EVENTS

• Establishment of the African National Congress (ANC), 1912

• Group Areas Act passed, 1948

• Defiance Campaign, 1952

• Freedom Charter, 1955

• Women's March in Pretoria, 1956

• Radicalization of the movement ANC splits and Pan-Africanist Congress formed, 1958

• Sharpeville Massacre, 1960

• Creation of Umkhonto we Sizwe (MK) or "Spear of the Nation", 1961

• Rivonia Trial, 1964

• SA Prime Minister Hendrik Verwoerd assassinated, 1966

• Steve Biko and the Black Consciousness Movement, 1970-77

• Soweto Uprising, 1976

• International Anti-apartheid campaign, 1960s-1980s

• Trade Unions and the creation of SACTU, late 1970s

• United Democracy Front, 1980

• State of Emergency, 1985

• Release of Nelson Mandela, 1990

• New South African Constitution, 1991-2

• Truth and Reconciliation Commission, 1995

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RESEARCH SITES

Overcoming Apartheid, Building Democracy (Michigan State University)
http://overcomingapartheid.msu.edu/listmultimedia.php

South African History Online
http://www.sahistory.org.za/article/1900s

O'Malley The Heart of Hope
http://www.nelsonmandela.org/omalley/index.php/site/q/03lv01538/04lv01539.htm

Nations Online
http://www.nationsonline.org/oneworld/History/South-Africa-history.htm

Significant Events in Apartheid History
http://africanhistory.about.com/od/significantevents/Significant_Events_in_Apartheid_History.htm

South Africa Info
http://www.southafrica.info/about/history/

Anti-Apartheid Struggle in SA (1912-1994)
http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries?sobi2Task=sobi2Details&sobi2Id=29

PODCASTING RESOURCES

How to Create Your Own Podcast
http://radio.about.com/od/podcastin1/a/aa030805a.htm)

How Stuff Works "How to Create Your Own Podcast"
http://computer.howstuffworks.com/how-to-podcast.htm)

Apple "Making a Podcast"
http://www.apple.com/itunes/podcasts/specs.html)

"Beginner's Guide to Podcasts and Podcasting"
http://www.forevergeek.com/2006/04/beginners_guide_to_podcasts_and_podcasting_plus_how_to_create_a_basic_podcast_of_your_own/)

How to Make a Podcast Using Audacity
http://www.slideshare.net/helena_butterfield/how-to-make-a-podcast)

How to Make a Podcast (Macintosh)
http://macintoshhowto.com/internet/how-to-make-a-podcast.html)

How to Make a Podcast Without a Mac
http://hubpages.com/hub/How-to-Make-a-Podcast-without-a-Mac)

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PODCAST PRESENTATION RUBRIC

STUDENT NAME: _____

CATEGORY	4	3	2	1
RESEARCH	Significant research shown; all topics backed by ample evidence	Evidence of good research; most topics backed by evidence	Some evidence of research; some topics backed by evidence	Little or no evidence of research; topics not backed by evidence
EVIDENCE OF KNOWLEDGE	Group understands all materials and concepts	Group generally grasps materials and concepts	Group grasps some understanding of material	Little or no evidence of understanding of material
ORGANIZATION	Project demonstrates significant organization; podcast runs smoothly	Project shows good organization; podcast generally runs smoothly	Project shows fair organization; podcast sometimes difficult to follow	Podcast shows no organization; difficult or impossible to follow
AESTHETICS	Podcast is engaging/ eye-catching	Podcast is somewhat engaging	Podcast lacks general aesthetic organization	Podcast not engaging nor eye-catching
ORIGINALITY	Significant evidence of originality and invention	Project shows some originality; still includes a significant amount of others' ideas	Little evidence of unique thought; work a collection of outside ideas	No evidence of unique thought; work is a minimal collection of others' ideas
OTHER CRITERIA AS SPECIFIED BY TEACHER				

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NEWS REPORT SCRIPT RUBRIC

STUDENT NAME: _____

CATEGORY	4	3	2	1
PURPOSE	90-100% of the news report script establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic	85-89% of the news report script establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic	75-84% of the news report script establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic	Less than 75% of the news report script establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic
ORGANIZATION	Information in the report is very organized with well-constructed paragraphs and subheadings	Information in the report is organized with well-constructed paragraphs	Information in the report is organized, but paragraphs are not well-constructed	The information appears to be disorganized
SUPPORTING DETAILS	The details in the report are clear, effective, and vivid 80-100% of the time	The details in the articles is clear and pertinent 90-100% of the time	The details in the report is clear and pertinent 75-89% of the time	The details in more than 25% of the report are neither clear nor pertinent
WHO, WHAT, WHEN, WHERE & HOW	The report completely addresses the 5 W's (who, what, when, where and how)	The report adequately addresses the 5 W's (who, what, when, where and how)	Most of report adequately addresses the 5 W's (who, what, when, where and how)	Less than half of the report adequately addresses the 5 W's (who, what, when, where, and how)
GRAPHICS	Graphics are clear, related to the news report, free of errors, and easily viewed from 6 ft. away	Graphics are related to the news report, contain only a few errors, and cam be viewed from 6 ft. away	Graphics are generally related to the news report, contain some errors, and are legible from 6ft. away	Graphics are not always related to the news report, contain several errors and are not clear from a 6ft distance
MECHANICS	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors
PARAGRAPH CONSTRUCTION	All paragraphs include introductory sentence, explanations or details, and concluding sentence	Most paragraphs include introductory sentence, explanations or details, and concluding sentence	Paragraphs included related information but were typically not constructed well	Paragraphing structure was not clear and sentences were not typically related within the paragraphs