DISTANT HORIZON   THE WEINSTEIN COMPANY   NELSON MANDELA FOUNDATION
Living the Legacy

MANDELA
LONG WALK TO FREEDOM

MINI LESSONS

1. Have students build an interactive timeline of South Africa's struggle for democracy from 1948 to 1994. Use an existing timeline, such as the one found at:

> • South African History Online
> http://www.nelsonmandela.org/content/page/timeline

Individually or in small groups, have students create digital slides or traditional poster presentations on one of the events. They can use the "5 Ws and H" method (Who, What, When, Where, Why and How) to guide their research. They should also include pertinent visuals and other aides (photos, diagrams, cartoons, audio and/or video recordings) in their presentation. Student work can be presented on a class or school website or in a hallway presentation.

2. Before class begins, tape off several 8 x 8 foot spaces on the classroom floor. This was the size of Nelson Mandela's prison cell in Robben Island. Ask students to sit alone in one of the spaces for a few minutes, and then have them write reflections of what their life would be like to spend years in such confinement. Divide students into small groups and assign each group to read one of the excerpts about Robben Island from Nelson Mandela's autobiography, "Long Walk to Freedom"

> • found at http://archives.obs-us.com/obs/english/books/Mandela/Mandela.html

Have each group discuss the excerpts using the following discussion guide:

> 1. Summarize the main series of events that take place in the excerpt.
>
> 2. Cite specific incidents or events from the excerpt that are of significance.
>
> 3. Describe Nelson Mandela's emotions expressed in the excerpt.
>
> 4. Describe some of the emotional and/or physical difficulties encountered in the excerpt.

Have student groups formulate a skit or play that depicts some of the events and circumstances described in the excerpt.

Tell students that in presenting their skit they should provide some context and summary of the events and background on people they are depicting.

MANDELA: MINI LESSONS

3. Have students create a political cartoon presentation comparing South African apartheid and segregation in the United States. In their analysis, they should describe the event or issue depicted in the cartoon, deconstruct each cartoon by explaining the use of labels, symbols, and caricatures they represent, explain the cartoon's message, and explain their opinion/reaction to the message of the cartoon. Students may choose to give their presentation on a poster, PowerPoint slide show or in digital media.

Examples of apartheid cartoons can be found at:

- Nelson Mandela Centre of Memory
http://www.nelsonmandela.org/content/landing/the-cartoons-of-len-sak-1990-to-1994

- Cagle Cartoons
http://www.cagle.com

- AfriCartoons
http://africartoons.com/keyword/apartheid

- RFK in the Land of Apartheid
http://www.rfksafilm.org/html/apartheid_cartoons.php

- Library of Congress Civil Rights Digital Library
http://crdl.usg.edu/media_types/visual/cartoons/editorial/?Welcome

4. At the end of apartheid in South Africa, President Nelson Mandela and Archbishop Desmond Tutu established the Truth and Reconciliation Commission. Its purpose was to hold hearings on human rights violations and grant either reparations, rehabilitation, or amnesty to perpetrators and victims. This method of restorative justice is not unique to South Africa, with numerous countries having undertaken this process: Argentina, Chad, Germany, Haiti, the Philippines and Serbia, to name a few. Have students investigate the TRC in South Africa or in other parts of the world and chronicle the main issues and results. They can present their findings in a written report, news story, documentary, or dramatic production. Information about truth and reconciliation commissions can be found at:

- The United States Institute of Peace
http://www.usip.org/library/truth.html

- South African History Online
http://www.sahistory.org.za/article/his-role-truth-reconciliation-commission

- The Nelson Mandela Centre of Memory
http://www.nelsonmandela.org/omalley/index.php/site/q/03lv00000.htm

5. For a time, the U.S. State Department classified members of the African National Congress as terrorists. Mandela himself, nevertheless, is depicted in most circles as a freedom fighter. Have students conduct debates on this dilemma on either Nelson Mandela and the African National Congress or other figures in history and present day (American abolitionist John Brown, Union General William T. Sherman, the Irish Republican Army, Hamas or Hezbollah in the Middle East).

They can follow a standard debate format suggested by the World Schools Debate Championships

- http://www.schoolsdebate.com/docs/rules.asp

Sources for exploring the dilemma of freedom fighter vs. terrorist are:

- "Terrorism in Historical Perspective"
http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=94

- "The Nature of Terrorism"
http://cjc.delaware.gov/terrorism/nature.shtml

- "A Brief History of the African National Congress"
http://www.anc.org.za/show.php?id=206

- "Terrorist or Freedom Fighter?"
http://www.nytimes.com/1990/06/03/world/terrorist-or-freedom-fighter-pretoria-debates-whom-to-amnesty.html

- "Is one man's Terrorist Another Man's Freedom Fighter?"
http://www.theatlantic.com/politics/archive/2012/05/is-one-mans-terrorist-another-mans-freedom-fighter/257245/

6. The Nelson Mandela Centre of Memory was established in 2004 in support of the Nelson Mandela Foundation. Its three areas of focus are the Life and Time of Nelson Mandela, Dialogue for Social Justice, and Nelson Mandela International Day. The Centre's website holds a treasure trove of photos, documents, and information on Mandela's life's work and accomplishments. Have students construct museum exhibits either in a three-dimensional or digital format that depicts a period in Nelson Mandela's life.

Have students conduct research from the:

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

- The Digital Exhibits
  http://archives.nelsonmandela.org/home

- as well as other sources.

Students can record their research using document techniques from:

- The National Archives "Teaching with Documents" Program
  http://www.archives.gov/education/lessons/