

MANDELA

LONG WALK TO FREEDOM

THE INFLUENCE OF CULTURE

GRADE LEVEL: 7-12

RELATED ACADEMIC SUBJECTS: Social Studies, English/Language Arts

LESSON OVERVIEW:

Students will reflect on the importance of culture. They will research how various cultural aspects influenced the life of Nelson Mandela. They will then write a self-reflection paper on how various cultural aspects have influenced their lives.

GUIDING QUESTIONS:

- What is the importance of culture in people's lives?
- How do various aspects of culture contribute to a group's identity?
- How did certain aspects of culture play a role in the life of Nelson Mandela?
- How did a cultural experience play a significant role in the students' lives?

LESSON OBJECTIVES:

Students will be able to:

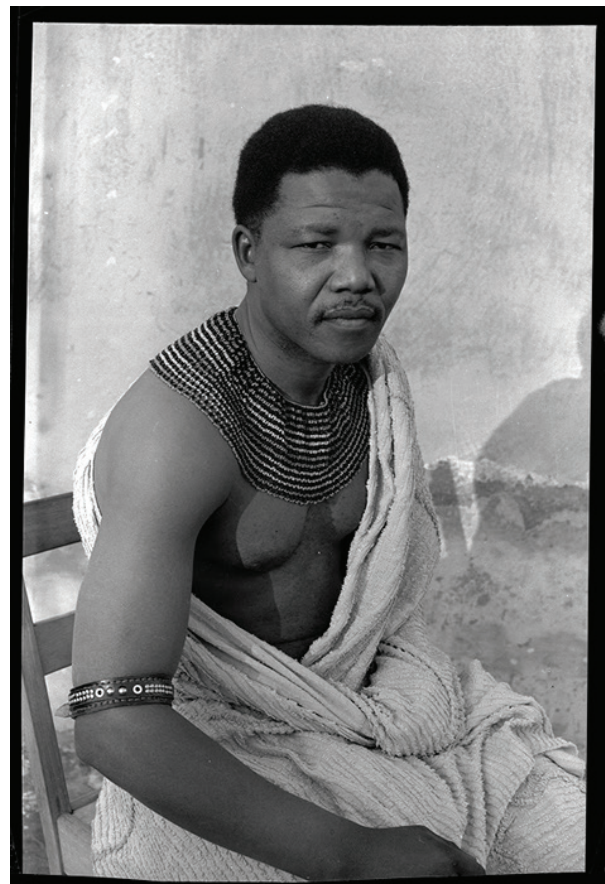
- Describe the importance of culture
- Explain how various aspects of culture help shape identity
- Analyze how various cultural aspects played a role in the life of Nelson Mandela
- Analyze and evaluate how a cultural experience played a significant role in their own lives

ESTIMATED TIME:

- Opening Activity: 30 minutes
- Website Viewing Activity: 1 to 1.5 class periods
- Main Activity: Two class periods

MATERIALS NEEDED:

- Computers with Internet access for research
- Copies of student handouts
 - Cultural Characteristics
 - Early Life Experiences
 - Personal Cultural Influence Essay
 - Rubric



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LESSON PROCEDURE

OPENING ACTIVITY:

Before the class begins, write on the front board the following definition of culture:

Culture is the characteristics of a particular group of people, defined by various aspects such as family traditions, language, religion, cuisine, social habits, music and arts. Culture is dynamic, not static.

Begin this activity by asking students about the concept of culture:

- How do these aspects help define a person's culture?
- Why are they important to a person's culture?
- How do they help us understand what a person's culture is?
- How do they help define what people of different cultures have in common and what make them different?

Now have students identify various aspects of their culture and explore how these aspects influence their lives and ultimately define who they are.

1. Distribute the handout, "Cultural Characteristics" to all students and give them time to complete. (This could also be done as homework the night before.)
2. Group the class into small groups of two to three students and have them review their descriptions and rankings in their group. Have them take note of the similarities and differences in their rankings.
3. Randomly ask each group to report on their definitions and rankings. Compare the different individuals' rankings. Which aspects of culture did they rank high in importance? What aspects of culture, if any, did they rank in common? Which ones did they rank differently?
4. Debriefing questions to the class:
 - How do these aspects help define a group's identity?
 - Why does the importance of these aspects differ among individuals?
 - Why do these differences make it difficult to understand another group's identity?

WEBSITE VIEWING ACTIVITY

In this activity, students will explore how Nelson Mandela's cultural experiences helped shape his character and influenced his life. Keep students in their small groups or form new groups.

1. Introduce students to the Nelson Mandela Foundation and Centre of Memory website found at <http://archives.nelsonmandela.org/>. Have them navigate to the presentation on "Nelson Mandela: Early Life" by pressing the "Digital Archives" key or go directly to <http://archives.nelsonmandela.org/exhibit/nelson-mandela-early-life/gRmTCoYE>. Point out to students the navigation arrows at each end of the slide presentation. Tell them the documents in the presentation can be enlarged by clicking them. Also have them read Chapter 1 of Nelson Mandela's unpublished manuscript Long Walk to Freedom found at <http://www.nelsonmandela.org/images/uploads/LWOM.pdf>.
2. Distribute the graphic organizer "Early Life Experiences" to all students.
3. Provide time for them to explore the material and complete the graphic organizer in class or as a homework assignment.

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LESSON PROCEDURE

WEBSITE VIEWING ACTIVITY (continued):

4. Debrief with the following questions:

- Compare and contrast rural village life in Qunu and life in the royal residence of Chief Jongintaba Dalindyebo. From what you've read, what influences did each of these places have on Nelson Mandela?
- How did Nelson Mandela's understanding of his race change once he left the confines of his village? How would this cultural understanding later contribute to his self-identity as an adult and his identity with fellow black Africans?
- Describe the impact the two cultural influences of chieftaincy and the church had on Nelson Mandela. How did Mandela see the influence of both of these groups on black Africans?
- Explain why the circumcision rite of passage is important to young African men. How was its impact as a cultural influence muted by being ruled by foreigners?
- Which cultural influences do you think had the greatest impact on Nelson Mandela and why?

MAIN ACTIVITY

SELF-REFLECTION ESSAY ON CULTURAL INFLUENCES

In this activity, students will examine a specific event related to culture that had a strong influence on their lives. They will then recount the personal memory in a self-reflection essay.

1. Divide the class into pairs of students. If there is an uneven number, make one group three students.
2. Distribute the handout "Personal Cultural Influence Essay" and review with students.
3. Provide time for the groups to complete the essay.

ASSESSMENT SUGGESTIONS

- Active participation during discussions and activities
- Completion of notes from the Website Viewing activity
- Evaluate students' self-reflective essays using the suggested rubric provided at the end of this lesson or your own assessment tool



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RESOURCES

RESOURCES ON NELSON MANDELA

- Nelson Mandela Foundation and Centre of Memory
<http://www.nelsonmandela.org/>
- Nelson Mandela Centre of Memory Digital Archives
<http://archives.nelsonmandela.org/home>
- Biography.com “Nelson Mandela”
<http://www.biography.com/people/nelson-mandela-9397017>
- History.com “Nelson Mandela”
<http://www.history.com/topics/nelson-mandela>
- FRONTLINE “The Long Walk of Nelson Mandela”
<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

WRITING A REFLECTIVE ESSAY

- Slide Share “How to write a reflective essay”
<http://www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay>
- Best Essay Guide “How to Write a Reflective Essay”
<http://bestessayguide.com/how-to-write-a-reflective-essay.html>
- Scholastic.com “Write a Reflective Essay”
<http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-REPRO-022012-8.pdf>

STANDARDS

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

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity

NCTE/IRA (ENGLISH/LANGUAGE ARTS) STANDARDS (<http://www.ncte.org/standards/ncte-ira>)

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, and also to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics.)
6. Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

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STANDARDS (continued)

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
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration: **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

COMMON CORE STATE STANDARDS

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

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.11-12.2. 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.

English Language Arts Standards – Reading Informational Text Grades 9-12

CCSS.ELA-Literacy.RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

English Language Arts Standards - Writing - Grades 9-12

CCSS.ELA-Literacy.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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AUTHOR BIO

Greg Timmons has been a Social Studies educator for over thirty years. He has written over 300 classroom lessons for leading national news and educational organizations and has served as a consultant for a number of leading education groups.

GROUP SALES

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CULTURAL CHARACTERISTICS

DIRECTIONS: In the left hand column are various aspects of culture. Write a brief description of each in the middle column. Then rank each of them from 1-10 (1 being most important) on how important the aspect is to your life.

ASPECT	DESCRIPTION	ORDER OF IMPORTANCE
LANGUAGE		
RELIGION/HOLIDAYS		
MUSIC/DANCE/ART		
FOOD		
CLOTHING or JEWELRY		
SOCIAL HABITS or ACTIVITIES		

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EARLY LIFE EXPERIENCES

DIRECTIONS: Go to the Nelson Mandela Foundation and Centre of Memory website to the collection entitled “Nelson Mandela: Early Life” found at <http://archives.nelsonmandela.org/exhibit/nelson-mandela-early-life/gRmTCoYE>. Use the presentation and Chapter 1 of Nelson Mandela’s unpublished manuscript found at <http://www.nelsonmandela.org/images/uploads/LWOM.pdf> to complete the graphic organizer below. Note the navigation arrows at each end of the slide presentation. Documents in the presentation can be enlarged by clicking them. Information on the different cultural aspects of Nelson Mandela’s life can be found throughout the web-presentation.

EVENT	DESCRIPTION	EXPLAIN THE IMPRESSION ON NELSON MANDELA'S LIFE
VILLAGE LIFE IN QUNU		
LIFE AT THE ROYAL RESIDENCE		
FAMILY		
CHURCH AND RELIGION		
RACE AND BEING A BLACK AFRICAN		
TRADITIONAL XHOSA RITE OF PASSAGE INTO MANHOOD		

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PERSONAL CULTURAL INFLUENCE ESSAY

Look at different aspects of your culture (review list below) and think about a time when any of these might have played an influential role in your life. It could be a funny experience, or a sad one, if you're willing to write about it. It can be a "lessons learned" where a difficult experience had a positive outcome. Or it can be about how an experience related to an aspect of your culture played a significant role in your life.

CULTURAL INFLUENCES

- Religion
- Race
- Your neighborhood or community
- Early education experiences
- Family traditions
- Language
- Music/dance/the arts
- Cuisine
- Clothing
- Recreation/Sports
- Economic status

Your overall goal for this essay is to describe the experience, how an aspect of culture played a role in the experience, and how it affected you or influenced you or how it might have changed you or changed the way you see things in life.

Follow the suggested outline below to write your essay.

INTRODUCTION: This should be a preview of what you'll be discussing in the essay. Developing a thesis statement can give readers an idea of the point you're making without giving away too many details in the beginning. Example: "My experience as a soccer goalie changed the way I deal with setbacks or defeats."

PERSONAL EXPERIENCE(S): Describe the experience and its relationship to any of the aspects of culture. Here are some examples:

- How does religion play a role in your everyday life?
- What current family tradition do you plan to carry on with your own children when you are older and why?
- How has (clothing, language, religion, or race) been an asset and/or a challenge to how you relate to others?
- What has understanding the (music, art, dance, or food) of your culture taught you about your ancestors and about yourself?

CONCLUSION: Throughout the essay you should mention how the experience has affected your personal growth. By the conclusion, readers should have a clear idea of how the experience affected you. In the conclusion, you can talk about how you plan to use what you've learned from the experience in the future.

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ESSAY RUBRIC

STUDENT NAME: _____

CATEGORY	4	3	2	1
FOCUS ON ASSIGNED TOPIC	The entire story is related to the assigned topic and allows the reader to understand much more about the topic	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic	Some of the story is related to the assigned topic, but a reader does not learn much about the topic	No attempt has been made to relate the story to the assigned topic
INTRODUCTION	The introduction provides an excellent preview of the essay and a thesis statement	The introduction provides a good preview of the essay and a thesis statement	The introduction provides an adequate preview and thesis statement	The introduction doesn't preview the essay and/or lacks a thesis statement
PROBLEM /CONFLICT	It is very easy for the reader to understand the experience and its relationship to the aspect of culture	It is fairly easy for the reader to understand the experience and its relationship to the aspect of culture	It is fairly easy for the reader to understand the experience and its relationship to the aspect of culture	It is not clear what the experience is or its relationship to any aspect of culture
CONCLUSION	The conclusion provides a clear idea of how the experience affected the author and discusses what was learned for the future	The conclusion provides a general idea of how the experience affected the author and mentions what was learned for the future	The conclusion provides an incomplete idea of the experience and what was learned	The conclusion provides little or no idea of how the experience affected the author or what was learned
ORGANIZATION	Information is very organized with well-constructed paragraphs	Information is organized with well-constructed paragraphs	Information is organized, but paragraphs are not well-constructed	The information appears to be disorganized
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