NELSON MANDELA

"EDUCATION IS THE MOST POWERFUL WEAPON YOU CAN USE TO CHANGE THE WORLD."

Nelson Mandela is one of the world's most revered statesmen, who led the struggle to replace the apartheid regime of South Africa with a multi-racial democracy. Jailed for 27 years, he emerged to become the country's first black President and to play a leading role in the drive for peace in other spheres of conflict.

In 1993, Mandela and South African President F.W. de Klerk were jointly awarded the Nobel Peace Prize for their efforts to dismantle the country's apartheid system. In 2009, Mandela's birthday (July 18) was declared "Mandela Day" to promote global peace and celebrate the South African leader's legacy. His charisma, self-deprecating sense of humor and lack of bitterness over his harsh treatment in prison, as well as his amazing life story, partly explain his extraordinary global appeal. After suffering from a prolonged respiratory infection, Mandela died on 5 December 2013 at the age of 95.

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STATEMENT OF THE PRESIDENT OF THE AFRICAN NATIONAL CONGRESS
NELSON MANDELA, AT HIS INAUGURATION AS PRESIDENT OF THE DEMOCRATIC REPUBLIC OF SOUTH AFRICA, UNION BUILDINGS, PRETORIA, MAY 10, 1994

Your Majesties, Your Highnesses, Distinguished Guests, Comrades and Friends:

Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty.

Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all.

All this we owe both to ourselves and to the peoples of the world who are so well represented here today.

To my compatriots, I have no hesitation in saying that each one of us is as intimately attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the bushveld.

Each time one of us touches the soil of this land, we feel a sense of personal renewal. The national mood changes as the seasons change.

We are moved by a sense of joy and exhilaration when the grass turns green and the flowers bloom.

That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in a terrible conflict, and as we saw it spurned, outlawed and isolated

by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression.

We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.

We thank all our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, non-sexism, nonracialism and democracy.

We deeply appreciate the role that the masses of our people and their political mass democratic, religious, women, youth, business, traditional and other leaders have played to bring about this conclusion. Not least among them is my Second Deputy President, the Honorable F.W. de Klerk.

We would also like to pay tribute to our security forces, in all their ranks, for the distinguished role they have played in securing our first democratic elections and the transition to democracy, from blood-thirsty forces which still refuse to see the light.

The time for the healing of the wounds has come.

The moment to bridge the chasms that divide us has come. The time to build is upon us. We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination. We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace.

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity – a rainbow nation at peace with itself and the world.

As a token of its commitment to the renewal of our country, the new Interim Government of National Unity will, as a matter of urgency, address the issue of amnesty for various categories of our people who are currently serving terms of imprisonment.

We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honor and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!

Thank you.

EQUALITY AND COMPROMISE IN SOUTH AFRICA
FREDERIK WILLEM DE KLERK AND NELSON MANDELA

LESSON GRADE LEVEL: 9–12
HUMAN RIGHTS ISSUES: SEGREGATION; RACISM; INDIGENOUS RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS:
Article 1: Right to Equality
Article 2: Freedom from Discrimination
Article 7: Right to Equality before the Law

GUIDING QUESTIONS:
- Why and how have societies struggled with segregation?
- How did apartheid impact the people of South Africa?
- What motivated De Klerk to change his mind about apartheid?

TIME REQUIREMENT:
225 Minutes (Five 45-minute lessons)

OBJECTIVES:
After this lesson, students will be able to:
- Describe achievements of Frederik Willem de Klerk.
- Analyze and evaluate visual evidence of apartheid.
- Use details from primary and secondary sources to generate and answer interpretive questions.
- Discuss the relationship between and shared accomplishments of Frederik Willem de Klerk and Nelson Mandela.

COMMON CORE LEARNING STANDARDS:
- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.7
- CCSS.ELA-LITERACY.WHST.11-12.2

KEY IDEAS AND DETAILS
- 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.
- Integrate key ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visual, quantitative, as well as text) in order to address a question or solve a problem.

WRITING
- Write informative/explanatory texts, including the narrations of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

VOCABULARY:
- Apartheid
- Inequality
- Subjugation
- De jure segregation
- De facto segregation

CONCEPTS:
- Segregation
- Apartheid
- Racism
- Rights of indigenous people

TECHNOLOGY REQUIRED:
- Laptop
- LCD projector

MATERIALS:
- Biography of Nelson Mandela clip—**http://www.biography.com/people/nelson-mandela-9397017#early-life**
- PPT on the background of FW de Klerk
- FWdK Nobel speech **http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/klerk-lecture.html**
- FWdK Handouts: **www.rfkhumanrights.org / click on Speak Truth to Power / click on "Defenders" tab**
- CIA video—YouTube—showing apartheid and the Black Sash campaign **https://www.youtube.com/watch?v=MOA66AOG52M**
- Essay or poem rubric
- Black ribbon
- Map of your city

STUDENT ACTIVITIES

ANTICIPATORY SET:

- What are human rights? (student list)
- Segregation visuals (Jim Crow signs and apartheid signs).
- See FWdK tools and links page (student handouts)
- Facilitate discussion of Higher Order Thinking Questions

Map of Your City

- What neighborhood do you live in? Is there a racial/ethnic majority there? When you go to different neighborhoods how can you tell who lives there? Are there signs? If so, what are they?
- Looking at this map, would you say that your city is a segregated city? Why or why not?
- Is integration or diversity a human right?

Segregation in America pictures

- After looking at these pictures, where do you think they were taken and when? How have things changed since these pictures were taken? How did people work to gain their human right of equality (UDHR article 1)?

Segregation in South Africa picture

- When and where do you think this picture would have been seen? How does this image compare and contrast to the previous one?

Final questions

- Would you be willing to show that you are committed to human equality in your own city? What if it meant standing up to your peers against racist comments or beliefs?

ACTIVITY 1:

- Assign students to read/annotate apartheid museum pages.
- (Teacher Tip—annotation guidelines) **https://mrsarudi.wikispaces.com/file/view/annotation%20guidelines.pdf/362860150/annotation%20guidelines.pdf**
- Have students watch the video while you fill in the South Africa side of the Venn diagram
- **http://www.biography.com/people/nelson-mandela-9397017#early-life**
- Have students compare and contrast what they saw in the video to what they know about American history. Use a Venn diagram. Work in pairs. Share out loud and make one common Venn diagram.

ACTIVITY 2:

- Have students think about the following questions for a minute and then share with a partner.
  - How does this relate to what we have been learning?
  - How might you do this today?
  - How can you take these words and limit racism, prejudice and discrimination in your daily life?

    "Few have the greatness to bend history, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation." —Robert F. Kennedy
- When they have shared with partners, randomly call on students to see what they said and if they agreed with their partner.
- Paired reading of 3 articles:
  - Apartheid background—Handout # 1 and #2
  - Frederik Willem de Klerk background— **http://www.notablebiographies.com/De-Du/de-Klerk-F-W.html**
  - *TIME* article- NELSON MANDELA & F.W. DE KLERK (cut this article down to fit the time you have) **http://www.time.com/time/magazine/article/0,9171,1125849-1,00.html**

TEACHER TIP—Paired reading

What To Do:

1. Student A reads 1-3 paragraphs out loud (or to a natural stopping point).
2. Student B listens (in order to summarize) and when A is done reading, student B summarizes what A read.
3. Student B reads 1-3 paragraphs out loud (or to a natural stopping point).
4. Student A listens (in order to summarize) and when B is done reading, student A summarizes what B read.
5. Repeat until reading is completed.
6. 4 Square Summary Questions: Use Equality and Compromise in South Africa: Frederik Willem de Klerk and Nelson Mandela handout.
7. HW: First reading of FWdK Nobel speech/annotate **http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/klerk-lecture.html**

ACTIVITY 3:

- Pick out parts of the speech you liked, found confusing or want to know more about and discuss. Be sure to write notes about comments in the margins.
- Sharing questions (Great Books Foundation strategy)
    - Have each student develop a question about the reading
    - Ask students to write their questions on the board
    - Have the other students think about the questions
    - Ask students to discuss the answers.

TEACHER TIP—use the GBF website tools, rubric for sharing questions

- **http://www.greatbooks.org/develop-better-thinking-through-better-questions/**
- Second reading of the text/close annotations
- Tell students to annotate for evidence of what made de Klerk support the abolition of apartheid. Underline the following parts. Then write in the margin an explanation of why you underlined the part.
- Look for supporting details
- Connections
- Phrases that make you think, "Aha!"
- Details that make you question or want to know more about his motivation
- Information that seems ambiguous
- Make connections between the parts underlined
- Students write 3 interpretive questions

TEACHER TIP

- Interpretive questions have more than one answer that can be supported with evidence from the text: Why and How questions (not what, did...)
- Collect and use student questions to facilitate the group discussion
- Make questions from ALL readings. Include South Africa and Chicago in the questioning.

CULMINATING ACTIVITY:

- Ask students to generate a list of—five things you know about FWdK or five things you would ask him if he were here.
- Shared Inquiry Discussion (GBF)

TEACHER TIP—use GBF "Where's Your Proof?" to have students respond to the question

- **http://www.greatbooks.org/wheres-your-proof-teaching-kids-to-use-evidence/**

Shared inquiry discussion directions:

- Have students write the focus question from the board onto their paper (use the Building your Answer FWdK worksheet).
- Follow these guidelines as you facilitate discussion.
- Read the selection carefully before participating in discussion.
- Discuss only the selection everyone has read.
- Have students support ideas with evidence from the selection.
- As a facilitator, only ask questions.
- Have students listen to others and respond to them directly

BECOME A DEFENDER

- Watch the CIA footage of apartheid and the Black Sash Ladies 1957—YouTube **https://www.youtube.com/watch?v=MOA66AOG52M**
- Discuss our black sash/black ribbon project
  - The ladies wore the black sash in opposition to apartheid. They even said they didn't expect it to work right away. Why did they do it?
  - What does the black sash represent?
  - If we use a black ribbon in the same way and you wore it, what would you think it would mean?
  - Would you be willing to wear the ribbon to show that you are committed to human equality? Even if it means standing up to your peers against racist comments or beliefs?
- Think about how deKlerk and Mandela compromised to end apartheid. Mandela said:

  "If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner."

  "The brave man is not he who does not feel afraid, but he who conquers that fear,"
  - **http://newsone.com/1397375/nelson-mandela-quotes-93rd-birthday/**
- Write a summary of apartheid in South Africa, or a monologue from the point of view of Mandela or FWdK, or a RAFT about apartheid and how FWdK and Mandela worked to end apartheid. Be sure to end with a description of what you will do to end human inequality by limiting racism, prejudice and discrimination in your daily life (black sash project).

TEACHER TIP—RAFT guidelines

- **http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html**
- Explain how wearing the black sash, or in our case the black ribbon, can represent your commitment to human rights.
- Share your summary or monologue with a Freshman SLC and earn a black ribbon, commemorating your commitment to human equality. Have freshmen write a summary of how they will work for human rights. Offer black ribbons to those in SLC's who say they want to share in the commitment by limiting racism, prejudice and discrimination in their daily lives.

ADDITIONAL RESOURCES

The Nobel Prize:
http://nobelprize.org/nobel_prizes/peace/laureates/1993/klerk-bio.html
The Nobel Prize is an award for achievement in physics, chemistry, physiology or medicine, literature and peace. It is internationally administered by the Nobel Foundation in Stockholm, Sweden.

The F.W. de Klerk Foundation:
http://www.fwdklerk.org.za/cgi-bin/giga.cgi?c=2137
The F.W. de Klerk Foundation promotes the presidential heritage of F.W. de Klerk by upholding the Constitution and the national accord, working for harmonious relations in multicultural societies, promoting the peaceful and negotiated resolution of disputes and mobilization of resources for disabled and underprivileged children.

Architects of Peace:
http://www.architectsofpeace.org/architects-of-peace/frederik-willem-de-klerk
Architects of Peace is dedicated to inspiring individual transformation leading to social change by educating peace through the life examples of world peacemakers and promoting world peace and friendship through research, education, and peacemaking activities.

Overcoming Apartheid:
http://overcomingapartheid.msu.edu/
This educational website provides primary source materials, newly written narratives, and curriculum ideas for teaching high school and undergraduate students about the generations who struggled to end apartheid and build democracy in South Africa.

UN Multimedia:
http://www.unmultimedia.org/photo/gallery.jsp?mode=auto&query=subject%3AApartheid
A visual history of the apartheid system in South Africa through film and photographs, this site includes archival footage and photographs of the events that led to fall of the apartheid system.

GIS for Equitable and Sustainable Communities Report:
http://www.public-gis.org/reports/red1.html
GIS for Equitable and Sustainable Communities Report Racial Redlining: A Study of Racial Discrimination by Banks and Mortgage Companies in the United States