

Nelson Mandela and the Struggle to End Apartheid

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

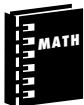
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

Nelson Mandela and the Struggle to End Apartheid

THEMES

The program *Nelson Mandela and the Struggle to End Apartheid* covers a major theme of the world history curriculum, that is the striving for and the safeguarding of freedom. The program introduces students to the political, social, and economic factors as well as the historical figures prominent in South Africa during second half of the twentieth century. It chronicles crucial events in the fight against apartheid, the minority government's official system of racial segregation which was in effect from 1948 to 1991. The personal, social, and political growth of Nelson Mandela are documented -- from a concerned lawyer to protester, political activist and national leader who spent nearly three decades of his life behind bars in support of the anti-apartheid struggle. As Mandela publicly stated on many occasions, "The struggle is my life."

OVERVIEW

Nelson Mandela joined the ANC in 1944 as a young lawyer dedicated to helping other Africans in their economic and political struggles. As he rose through the ANC ranks, Mandela determined that the country's nonwhite population must revise their tactics in order to bring about change. Beginning in the early 1950s the ANC organized strikes, boycotts and other large-scale anti-apartheid protests.

Students will learn about events in this nation's struggle toward racial equality and will learn of the 1956 arrest and subsequent acquittal of 156 leaders and the later arrest of Nelson Mandela and several others for conspiracy and high treason. That trial ended in life sentences for all the defendants. To gain freedom for Mandela and the other imprisoned leaders it took the efforts of a new generation of protesters who made their release a precondition to negotiations regarding the country's future.

OBJECTIVES

- ▶ Students will define apartheid and explain how it denies equality.
- ▶ Students will understand the political tensions that shaped South Africa's history during the second half of the twentieth century.
- ▶ Students will be able to identify Nelson Mandela and explain his political motivations.
- ▶ Students will be able to discuss the theory of non-violent mass confrontation.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

To prepare students for *Nelson Mandela and the Struggle to End Apartheid*, ask volunteers to discuss what they already know about Nelson Mandela or other South African figures, about historical events in 20th century South Africa, or specifically about apartheid.

Ask students what information they have heard about apartheid, about South Africa, about Nelson Mandela or other political or historical figures who have had a role in the country's development. Invite students to compile a list on the board of issues they think that the various groups in South Africa felt strongly about, particularly in the second half of the 20th century.

INTRODUCTION TO VOCABULARY

Some students may be unfamiliar with the following terms used in this program. Write the words on the board and ask the class to discuss the meaning of each term. If the meaning of any term is unclear to the group, ask volunteers to use an appropriate reference source to check the term and report their findings to the class. Vocabulary: apartheid, boycott, defiance, militant, nonpartisan, oppression, political prisoner, republic, sanctions, strike, subversion, treason.

DISCUSSION IDEAS

Have students locate South Africa on a map or globe. Discuss the geography, climate and economy of the country. Remind them of the many different groups that make up the country's population and discuss how a minority group -- the descendants of European settlers -- assumed the dominant role in the country.

FOCUS

Ask students to think for a few minutes about what it must have been like living in South Africa under apartheid, particularly for the majority of the population who were relegated by law as to where they could live, work or travel, and were denied the right to vote in national or provincial elections. Tell them to keep these thoughts in mind as they view the program and learn more about the African National Congress, about Nelson Mandela, and the other individuals who dedicated much of their lives to the fight against apartheid.

JUMP RIGHT IN

HOW TO USE THE *NELSON MANDELA AND THE STRUGGLE TO END APARTHEID* AIMS TEACHING MODULE

Preparation

- ▶ Read *Nelson Mandela and the Struggle to End Apartheid* **Themes, Overview, and Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *NELSON MANDELA AND THE STRUGGLE TO END APARTHEID*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *Nelson Mandela and the Struggle to End Apartheid* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *NELSON MANDELA AND THE STRUGGLE TO END APARTHEID*

Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.

- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Critical Thinking

During the years of apartheid, how did life for black South Africans, South Africans of mixed racial heritage and Asian immigrants differ from the life of slaves in the United States prior to emancipation? (Under apartheid, people of color were not owned by other people and were paid for their labor. They were, however, paid very little and were forcibly moved from their original homes to places where the government mandated they live and work.)

Have students work in small groups to research life under apartheid for nonwhite South Africans and for slaves in the United States. Ask them to compare and contrast the situations of the two groups. What reasons did American slave owners cite for believing they needed slave labor? How did the economy of slave-owning regions differ from that of states where slavery was outlawed? Who were the Abolitionists and how did their aims and tactics compare with those of the ANC and nations that supported the anti-apartheid movement?



60 Minutes

Connection to Geography

Using an outline map of Africa, ask students to draw in the boundaries of South Africa and additional African countries. Discuss the topographical features of the country and their effect on the region's climate. Ask for student opinions on how the topography and climate influenced land use as people settled the country -- from the earliest nomadic groups to present day residents.



30 Minutes

Meeting Individual Needs

The earliest inhabitants of what is now South Africa were the Khoisan people, whose descendants now mainly live in other regions on the continent. African Bantu-speaking people began settling in South Africa around 100 A.D. The European and Asian segments of South Africa's population all originated as immigrants, arriving there between the 1600s and the early 20th century.

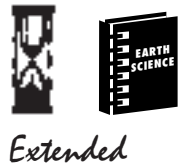


15 Minutes

Ask students to look up the words "migration," "emigration," and "immigration" in the dictionary or other resource. What are the definitions of the words? How do the actions of an emigrant differ from those of an immigrant? Which of the three terms relates to the movements of some animals as well as to the movements of humans? ("Migration" describes the seasonal movement of some animals as well as the travel of humans from one region to another. The terms "emigration" and "immigration" describe the movement of humans out of or into a region.)

Connection to Earth Science

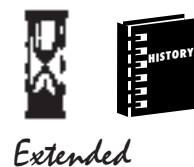
South Africa hosts an enormous variety of animals and plants, and has desert, forest, grassland, marine and freshwater biomes. Environmental problems in South Africa include soil erosion, the loss of forests, spread of deserts, pollution, acid rain, overpopulation and the growth of towns and industry. Poachers have depleted several animal species almost to the point of extinction. The government is concerned about conservation and is attempting to halt the destruction of wildlife and the environment. Over 200 national parks, nature reserves, game preserves and similar sanctuaries exist and both energy conservation and pollution treatment programs are enjoying considerable success.



Have students work in small groups. Ask half the groups to research and write reports on the environmental problems and conservation measures current in South Africa. Have the remaining groups research the country's various biomes and construct tables showing the climate, plant types, plant adaptations, animal types and animal adaptations for their selected biome(s.) When ready, have each group present their findings to the class.

Connection to History and Writing

Beginning thousands of years ago, many different groups of people have migrated into the region now known as South Africa. Ask students to choose a topic from the list below and to research it by using library books, encyclopedias and other resources. Have them write a brief report summarizing their findings. Topics: indigenous African residents, including the Zulu, Xhosa, Sotho, Tswana, Ndebele, Shangane, Swazi, Tsonga and Venda people; European immigrants, including Dutch, German, Scandinavian, French, English, Irish and Scottish people; Asian immigrants -- chiefly from India; languages spoken in South Africa, including English, Afrikaans and the various Indian and Bantu languages. Students writing about South African languages should research how South African English differs from standard British or American English and how Afrikaans evolved from Dutch. (wards those who work very hard. In this system, businesses are owned by the people, and the government's control over economic matters is carefully controlled by the voting citizens.)



In the Newsroom

Have students work in small groups to research the history of South Africa during the 19th and 20th centuries. Topics might include: the Sotho people and their chief, Moshoeshoe; the Zulu empire led by their king, Shaka; British settlement and expansion; the Boer expansion into the interior and creation of the Boer republics of the Orange Free State and the Transvaal; the Anglo-Zulu War; the two Anglo-Boer Wars; the formation of the Union of South Africa; South Africa as a member of the British Commonwealth of Nations; the Nationalist Party; the African National Congress; the apartheid years; progress since the abolishment of apartheid. Each group will write a report detailing their findings.

Have the groups present their reports to the class in the format of a "You Are There" television interview program, with one student from each group interviewing other team members. The interviewees may take the roles of individuals who participated in that period of South Africa's history. If equipment is available, you may wish to videotape the presentations for viewing at a later time.



60 Minutes

Culminating Activity

Using what they have learned in the unit, ask each student to write a question about Ronald Reagan's life. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing a test. Were the questions harder or easier than normal? Using what they have learned in the unit, ask each student to write a question about what they saw in the program. Collect their questions and compile into an end-of-unit quiz. After they've taken the quiz, get student reactions. How do they feel about testing themselves in this way? Do they feel the quiz was any different than usual? If so, in what way? Questions harder or easier than normal?



Extended

VOCABULARY

The vocabulary words listed below are from *Nelson Mandela and the Struggle to End Apartheid*. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition.

- | | |
|----------------|-----------------------|
| a. apartheid | g. political prisoner |
| b. boycott | h. republic |
| c. defiance | i. sanctions |
| d. militant | j. strike |
| e. nonpartisan | k. subversion |
| f. oppression | l. treason |

- _____ 1. A country governed by an elected president.
- _____ 2. Aggressive or combative.
- _____ 3. Action intended to undermine the beliefs of, or to destroy, an established system.
- _____ 4. Not supporting any of the established parties; objective.
- _____ 5. An action undertaken as an attempt to overthrow the government of one's country, including giving assistance to the enemies of the country.
- _____ 6. To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest.
- _____ 7. The use of power or authority in an unjust manner.
- _____ 8. A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers' demands.
- _____ 9. Bold resistance to, or disregard for, authority.
- _____ 10. The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa.
- _____ 11. A person held in custody because of crimes committed against the country, or against the regulations of the ruling party.
- _____ 12. Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations.

CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. In the 1950s, the ANC began using forms of mass action such as _____ to protest apartheid.
2. Under apartheid, the South African government frequently _____ people who opposed government policy. This meant that the person was forbidden to enter certain territory, or was confined to a particular region.
3. For many years the ANC protested only in _____ ways in order to avoid a violent reaction from the government.
4. Under the Resettlement Act, Africans were allowed to _____ in the Freehold Areas.
5. As a leader in the ANC, Nelson Mandela helped involve large numbers of people in protests against the government. In 1952 over 8500 volunteers were _____ at one protest.
6. In 1956, Mandela and 155 other ANC leaders were arrested and charged with _____.
7. Imprisoned in 1962 for leaving the country illegally, Mandela was later sentenced to _____ on a further charge of sabotage.
8. Several countries enacted _____ against South Africa to force the release of political prisoners, including Nelson Mandela. Mandela was _____ in 1990.
9. In 1993, Nelson Mandela and South African President F.W. de Klerk won the _____ Prize for their efforts to dismantle apartheid.
10. Nelson Mandela was elected _____ in 1994.

TIMELINE

Arrange the following events in chronological order by numbering them from 1 to 10.

- _____ Nelson Mandela is elected President of South Africa.
- _____ In one anti-apartheid protest some 8500 protesters are arrested.
- _____ Nelson Mandela and other leaders are released from prison. Mandela is made President of the ANC.
- _____ South Africa removes the last of its apartheid laws from the books.
- _____ Several world powers enact sanctions against the South African government in an attempt to force them to free Mandela and other ANC leaders from prison.
- _____ Mandela and 155 other ANC leaders are arrested and accused of forming a conspiracy to overthrow the government.
- _____ Nelson Mandela and South African President F.W. de Klerk are jointly awarded the Nobel Peace Prize.
- _____ Apartheid is made an official policy of the South African government.
- _____ Mandela is sentenced to life imprisonment.
- _____ Nelson Mandela decides to help arrange boycotts and strikes as protests against apartheid.

PRINCIPLES AND ACCOMPLISHMENTS

Compare Nelson Mandela to another leader known for his or her principles and accomplishments, such as Indian leader Mahatma Gandhi, Abraham Lincoln, Susan B. Anthony, Margaret Higgins Sanger, or Martin Luther King, Jr. To draw your comparisons, first research the leader you have chosen. You may even wish to look up more information about Nelson Mandela.

Nelson Mandela

My Leader

NELSON MANDELA -- IN HIS OWN WORDS

Nelson Mandela has given many speeches and published many documents containing his views on the issues of political, social and economic freedom for all South Africans. Read the following quotations from his speeches and published works. Choose one and on a separate sheet of paper, write a paragraph telling the following: what you think Mandela meant, what his views mean to you, and what you believe your thoughts and actions would be if you found yourself in the position of an average South African resident living under apartheid.

"Here in South Africa, as in many parts of the world, a revolution is maturing. It is the profound desire, the determination and urge of the overwhelming majority of the country to destroy forever the shackles of oppression that condemn them to servitude and slavery. To overthrow oppression has been sanctioned by humanity and is the highest aspiration of every free man."

"We declare our firm belief in the principles enunciated in the Universal Declaration of Human Rights that everyone has the right to education; that education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms."

- portions of an address Mandela presented to the ANC in 1953.

"I detest racialism, because I regard it as a barbaric thing, whether it comes from a black man or a white man."

- statement made by Mandela in 1962, as he conducted his own defense while on trial for illegally leaving the country and incitement to strike. Convicted, he was sentenced to five years in prison.

"During my lifetime I have dedicated myself to the struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die."

- Mandela's courtroom statement during his trial for sabotage. The trial resulted in Mandela being sentenced to life in prison.

"It is not the kings and generals that make history, but the masses of the people."

- acknowledging his supporters upon his release from prison in February, 1990.

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

apartheid	An action undertaken as an attempt to overthrow the government of one's country, including giving assistance to the enemies of the country.
boycott	Aggressive or combative.
defiance	Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations.
militant	Not supporting any of the established parties; objective.
nonpartisan	A country governed by an elected president.
oppression	Action intended to undermine the beliefs of, or to destroy, an established system.
political prisoner	A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers' demands.
republic	To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest.
sanctions	The use of power or authority in an unjust manner.
strike	Bold resistance to, or disregard for, authority.
subversion	The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa.
treason	A person held in custody because of crimes committed against the country, or against the regulations of the ruling party.

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. _____ The descendants of European settlers are the majority population group in South Africa.
2. _____ In 1994 Nelson Mandela was elected President of South Africa.
3. _____ Mandela spent nearly thirty years in prison in support of his anti-apartheid beliefs.
4. _____ When ANC leaders were banned by the government it meant that they were free to travel wherever they wanted.
5. _____ Under apartheid, South Africa's population was divided into four segments -- whites, blacks, Asians and people of mixed racial heritage. Laws regulated where people of each group could live, work, eat, or go to school.
6. _____ Afrikaans is the ancient language of a group of African nomadic people which the European settlers began using after immigrating to South Africa.
7. _____ Legal sanctions enacted against South Africa by several other countries helped bring about the release of Nelson Mandela and other imprisoned leaders.
8. _____ South Africa abolished its last apartheid laws in 1991.
9. _____ The purpose of boycotts staged by the ANC and numerous volunteers during the apartheid years was to force movie theaters to offer free admission on weekends.
10. _____ In 1993, Nelson Mandela and South African President F.W. de Klerk were awarded the Nobel Peace Prize for their efforts in dismantling apartheid.

TEST

Write a sentence, fill in the blank, or circle the letter for the correct answer to each question.

1. What is the full name of the South African organization known as the ANC?

2. During the period 1948 to 1991 the South African government applied an official policy of racial segregation. This policy was called
- a. oppression
 - b. apartheid
 - c. equality
 - d. afrikaans

3. What were some of the events that in 1950 led Nelson Mandela to believe the time had come for a "commitment to mass action"?

4. As an ANC leader, Nelson Mandela was responsible for recruiting volunteers as anti-apartheid protesters. What significant event occurred to a large group of protesters in 1952?

5. What was the goal of the National Action Council's campaign to "reach out to people in areas that had not been touched before?"

TEST (CONTINUED)

Write a sentence, fill in the blank, or circle the letter for the correct answer to each question.

6. In 1956, 156 Congress leaders were arrested and accused of conspiring to overthrow the government. What did the government plan to achieve by arresting them, and what was the result of their trial?

-
7. With what crime was Nelson Mandela charged in the trial that ended in his sentence of life imprisonment?

-
8. In 1991, South Africa _____ laws enforcing apartheid.
- a. enacted more
 - b. abolished the last of its
 - c. revised its
 - d. weakened some

9. Nelson Mandela and South African President F.W. de Klerk were jointly awarded _____ in 1993 for their efforts in dismantling apartheid.
- a. the Congressional Medal of Honor
 - b. a certificate from the United Nations
 - c. a pension from the South African government
 - d. the Nobel Peace Prize

10. ANC leader _____ was elected President of South Africa in 1994.
- a. Mahatma Gandhi
 - b. F.W. de Klerk
 - c. Nelson Mandela
 - d. Desmond Tutu

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

8470-EN-VID-JE3: "JFK: The Death of a President"

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8830-EN-VID-JE3: "Martin Luther King, Jr. and the Civil Rights Movement"

ANSWER KEY for page 18

VOCABULARY

The vocabulary words listed below are from *Nelson Mandela and the Struggle to End Apartheid*. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. **Answers are in bold.**

- | | | | |
|----|-------------|----|--------------------|
| a. | apartheid | g. | political prisoner |
| b. | boycott | h. | republic |
| c. | defiance | l. | sanctions |
| d. | militant | j. | strike |
| e. | nonpartisan | k. | subversion |
| f. | oppression | l. | treason |

1. A country governed by an elected president. **(h.)**
2. Aggressive or combative. **(d.)**
3. Action intended to undermine the beliefs of, or to destroy, an established system. **(k.)**
4. Not supporting any of the established parties; objective. **(e.)**
5. An action undertaken as an attempt to overthrow the government of one's country, including giving assistance to the enemies of the country. **(l.)**
6. To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest. **(b.)**
7. The use of power or authority in an unjust manner. **(f.)**
8. A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers' demands. **(j.)**
9. Bold resistance to, or disregard for, authority. **(c.)**
10. The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa. **(a.)**
11. A person held in custody because of crimes committed against the country, or against the regulations of the ruling party. **(g.)**
12. Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations. **(l.)**

ANSWER KEY for page 19

CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense. **Answers are in bold.**

1. In the 1950s, the ANC began using forms of mass action such as **(boycotts and strikes)** to protest apartheid.
2. Under apartheid, the South African government frequently **(banned)** people who opposed government policy. This meant that the person was forbidden to enter certain territory, or was confined to a particular region.
3. For many years the ANC protested only in **(nonviolent)** ways in order to avoid a violent reaction from the government.
4. Under the Resettlement Act, Africans were allowed to **(own land)** in the Freehold Areas.
5. As a leader in the ANC, Nelson Mandela helped involve large numbers of people in protests against the government. In 1952 over 8500 volunteers were **(arrested)** at one protest.
6. In 1956, Mandela and 155 other ANC leaders were arrested and charged with **(treason)**.
7. Imprisoned in 1962 for leaving the country illegally, Mandela was later sentenced to **(life imprisonment)** on a further charge of sabotage.
8. Several countries enacted **(sanctions)** against South Africa to force the release of political prisoners, including Nelson Mandela. Mandela was **(released)** in 1990.
9. In 1993, Nelson Mandela and South African President F.W. de Klerk won the **(Nobel Peace)** Prize for their efforts to dismantle apartheid.
10. Nelson Mandela was elected **(President of South Africa)** in 1994.

ANSWER KEY for page 20

TIMELINE

Arrange the following events in chronological order by numbering them from 1 to 10. **Answers are in bold.**

- 10** Nelson Mandela is elected President of South Africa.
- 3** In one anti-apartheid protest some 8500 protesters are arrested.
- 7** Nelson Mandela and other leaders are released from prison. Mandela is made President of the ANC.
- 8** South Africa removes the last of its apartheid laws from the books.
- 6** Several world powers enact sanctions against the South African government in an attempt to force them to free Mandela and other ANC leaders from prison.
- 4** Mandela and 155 other ANC leaders are arrested and accused of forming a conspiracy to overthrow the government.
- 9** Nelson Mandela and South African President F.W. de Klerk are jointly awarded the Nobel Peace Prize.
- 1** Apartheid is made an official policy of the South African government.
- 5** Mandela is sentenced to life imprisonment.
- 2** Nelson Mandela decides to help arrange boycotts and strikes as protests against apartheid.

ANSWER KEY for page 21

PRINCIPLES AND ACCOMPLISHMENTS

Compare Nelson Mandela to another leader known for his or her principles and accomplishments, such as Indian leader Mahatma Gandhi, Abraham Lincoln, Susan B. Anthony, Margaret Higgins Sanger, or Martin Luther King, Jr. To draw your comparisons, first research the leader you have chosen. You may even wish to look up more information about Nelson Mandela. **USE STUDENTS' CONCLUSIONS AS A BASIS FOR CLASS DISCUSSION ON SIMILARITY OF PRINCIPLES, TRAITS, AND TYPES OF GOALS WHICH MANY LEADERS HAVE IN COMMON.**

Nelson Mandela

My Leader

ANSWER KEY for page 22

NELSON MANDELA -- IN HIS OWN WORDS

Nelson Mandela has given many speeches and published many documents containing his views on the issues of political, social and economic freedom for all South Africans. Read the following quotations from his speeches and published works. Choose one and on a separate sheet of paper, write a paragraph telling the following: what you think Mandela meant, what his views mean to you, and what you believe your thoughts and actions would be if you found yourself in the position of an average South African resident living under apartheid.

USE STUDENTS' PARAGRAPHS AS A BASIS FOR CLASS DISCUSSION.

"Here in South Africa, as in many parts of the world, a revolution is maturing. It is the profound desire, the determination and urge of the overwhelming majority of the country to destroy forever the shackles of oppression that condemn them to servitude and slavery. To overthrow oppression has been sanctioned by humanity and is the highest aspiration of every free man."

"We declare our firm belief in the principles enunciated in the Universal Declaration of Human Rights that everyone has the right to education; that education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms."

- portions of an address Mandela presented to the ANC in 1953.

"I detest racialism, because I regard it as a barbaric thing, whether it comes from a black man or a white man."

- statement made by Mandela in 1962, as he conducted his own defense while on trial for illegally leaving the country and incitement to strike. Convicted, he was sentenced to five years in prison.

"During my lifetime I have dedicated myself to the struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die."

- Mandela's courtroom statement during his trial for sabotage. The trial resulted in Mandela being sentenced to life in prison.

"It is not the kings and generals that make history, but the masses of the people."

- acknowledging his supporters upon his release from prison in February, 1990.

ANSWER KEY for page 23

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right. **Answers are in bold.**

apartheid	An action undertaken as an attempt to overthrow the government of one's country, including giving assistance to the enemies of the country. (treason)
boycott	Aggressive or combative. (militant)
defiance	Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations. (sanctions)
militant	Not supporting any of the established parties; objective. (nonpartisan)
nonpartisan	A country governed by an elected president. (republic)
oppression	Action intended to undermine the beliefs of, or to destroy, an established system. (subversion)
political prisoner	A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers' demands. (strike)
republic	To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest. (boycott)
sanctions	The use of power or authority in an unjust manner. (oppression)
strike	Bold resistance to, or disregard for, authority. (defiance)
subversion	The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa. (apartheid)
treason	A person held in custody because of crimes committed against the country, or against the regulations of the ruling party. (political prisoner)

ANSWER KEY for page 24

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false. **Answers are in bold.**

1. The descendants of European settlers are the majority population group in South Africa. **(F)**
2. In 1994 Nelson Mandela was elected President of South Africa. **(T)**
3. Mandela spent nearly thirty years in prison in support of his anti-apartheid beliefs. **(T)**
4. When ANC leaders were banned by the government it meant that they were free to travel wherever they wanted. **(F)**
5. Under apartheid, South Africa's population was divided into four segments -- whites, blacks, Asians and people of mixed racial heritage. Laws regulated where people of each group could live, work, eat, or go to school. **(T)**
6. Afrikaans is the ancient language of a group of African nomadic people which the European settlers began using after immigrating to South Africa. **(F)**
7. Legal sanctions enacted against South Africa by several other countries helped bring about the release of Nelson Mandela and other imprisoned leaders. **(T)**
8. South Africa abolished its last apartheid laws in 1991. **(T)**
9. The purpose of boycotts staged by the ANC and numerous volunteers during the apartheid years was to force movie theaters to offer free admission on weekends. **(F)**
10. In 1993, Nelson Mandela and South African President F.W. de Klerk were awarded the Nobel Peace Prize for their efforts in dismantling apartheid. **(T)**

ANSWER KEY for page 25

TEST

Write a sentence, fill in the blank, or circle the letter for the correct answer to each question. **Answers are in bold.**

1. What is the full name of the South African organization known as the ANC?

The African National Congress

2. During the period 1948 to 1991 the South African government applied an official policy of racial segregation. This policy was called
 - a. oppression
 - b. apartheid**
 - c. equality
 - d. afrikaans
3. What were some of the events that in 1950 led Nelson Mandela to believe the time had come for a "commitment to mass action"?

The passage of Nationalist Party legislation, including the Population Registration Act, Unlawful Organizations Bill and Suppression of Communism Act.

4. As an ANC leader, Nelson Mandela was responsible for recruiting volunteers as anti-apartheid protesters. What significant event occurred to a large group of protesters in 1952?

8500 protesters were arrested.

5. What was the goal of the National Action Council's campaign to "reach out to people in areas that had not been touched before?"

The goal was to document people's demands and grievances.

ANSWER KEY for page 26

TEST (CONTINUED)

Write a sentence, fill in the blank, or circle the letter for the correct answer to each question.

6. In 1956, 156 Congress leaders were arrested and accused of conspiring to overthrow the government. What did the government plan to achieve by arresting them, and what was the result of their trial?

The government planned to keep them tied up in a trial for several years, which would bog down their campaign of mass resistance. However, the trial resulted in all defendants being acquitted.

7. With what crime was Nelson Mandela charged in the trial that ended in his sentence of life imprisonment?

He was charged with sabotage and conspiracy to overthrow the government. This was considered high treason.

8. In 1991, South Africa _____ laws enforcing apartheid.

- enacted more
- abolished the last of its**
- revised its
- weakened some

9. Nelson Mandela and South African President F.W. de Klerk were jointly awarded _____ in 1993 for their efforts in dismantling apartheid.

- the Congressional Medal of Honor
- a certificate from the United Nations
- a pension from the South African government
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10. ANC leader _____ was elected President of South Africa in 1994.

- Mahatma Gandhi
- F.W. de Klerk
- Nelson Mandela**
- Desmond Tutu