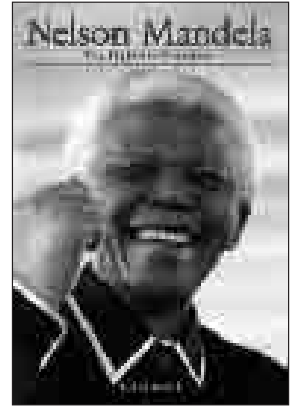


# Nelson Mandela: The Fight for Freedom

by Julia Wall



## Book Summary

Nelson Mandela, the leader of the anti-apartheid movement in South Africa, spent twenty-seven years in prison because of his beliefs. This is the story of his struggle to achieve justice for his people.

## Features of the Book

- Biography
- Character development
- Cultural and historical comparisons
- Quotes
- Historical photographs

## Purpose

*Nelson Mandela: The Fight for Freedom* can be used to introduce and reinforce the following skills and understandings:

- S** making inferences in order to think critically about a text;
- S** exploring political and cultural influences on laws, people, and beliefs;
- S** interpreting and reorganising information;
- S** using strategies to make meaning of unknown words.

## Investigation Tools

- What's the Background? – The People of South Africa, pages 4–5
- Digging Deeper – Apartheid, page 9
- Step by Step – Mandela's Day on Robben Island, pages 16–17
- Making Connections – The Civil Rights Movement, pages 20–21
- Looking Closer – Where Is Soweto?, page 24
- Weighing Both Sides – To Stay or to Go, page 27

## The Guided Reading Lesson

**S** Making inferences in order to think critically about a text

**S** Exploring political and cultural influences on laws, people, and beliefs

## Introducing the text

Write “Freedom” on the board and ask the students to define it.

- What does freedom mean?
- Why might people have to fight for freedom? Under what circumstances?
- Can you think of any famous people who have fought for freedom?
- How have people fought for freedom?

Discuss some people who have had their freedom restricted (slaves in America, Jews in Europe, people in prison).

- Why do you think these people had their freedom restricted?

Distribute the books. Ask the students to study the cover, the title, and the shield image on the chapter headings.

- *What can you infer about Nelson Mandela from these images?*
- *What do you know about him?*

## Reading and discussing the text

Invite a student to read the quote from the introduction aloud. Ask the students to read pages 3 to 5.

- *Why did the author include this information?*
- *How do the images on page 5 help you interpret the introduction?*
- *Why might this information allow you to appreciate Mandela's work?*
- *What does it help explain?*

Ask the students to read pages 6 to 9, looking for events that might have influenced Mandela.

- *Why were the apartheid laws created? Who did they benefit? In what ways?*

Ask the students to read chapter 2 and look for reasons why Mandela worked against apartheid.

- *What do you think was hard about the pass laws?*
- *How would your life be different if you had to follow the same laws?*

Ask the students to find the description of people's view of the passes on page 13 (the most hated symbol of apartheid).

- *What were the passes a symbol of? What did they represent?*

Encourage the students to compare the government's actions with those of the ANC.

- *Why did the ANC start sabotaging government buildings?*
- *Do you think it was reasonable? Why/why not?*

Ask the students to read chapter 3 and put themselves in Mandela's place.

- *What would have been hardest to endure?*
- *What do you think he thought about while he was in prison?*

Ask the students to read pages 19 to 25 to find out who continued the struggle while Mandela was in prison.

- *Why do you think young people and white South Africans became involved?*

Compare the civil rights movement in the US with the struggle in South Africa.

- *How was segregation similar to apartheid?*
- *What connections are there between Martin Luther King and Nelson Mandela?*

Ask the students to read to the end of the text.

- *Why did Mandela refuse to leave prison when the government offered to release him?*
- *What might have happened if he had accepted release?*
- *Explain how international pressure changed things.*
- *Is there anything you would give up your freedom for?*
- *How did Mandela live up to his name "One Who Brings Trouble"? How did he also prove it wrong?*

Ask the students to reread pages 20 and 21 and complete the Making Connections investigation tool on page 93 to make connections between the American civil rights movement and the anti-apartheid struggle. The students can also compare the lives of King and Mandela.

## Revisiting the Text


The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Interpreting and reorganising information

Ask the students to construct a timeline of Mandela's life. They can identify the most important dates and write captions explaining their significance.

### **S** Using strategies to make meaning of unknown words

Brainstorm strategies the students can use to make meaning of unfamiliar words in a text (discussing with a peer, using context, breaking the word into smaller parts, using the glossary or dictionary, substituting another word that makes sense, connecting with another word or idea). Record these ideas on the board.

 The students can use these strategies to complete the blackline master on page 78.