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Culturally Authentic and Responsive Texts—Grade 4

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- Collection Components** (2 pages)
- Teaching a Lesson** (2 pages)
- CLR Toolbox Checklist** (2 pages)
- Lesson Plan** (14 pages)
- Reader Sample** (24 pages)

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Culturally Authentic and Responsive Texts

A Collection Curated by
Dr. Sharroky Hollie

Management Guide



Table of Contents

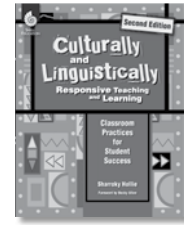
Welcome	4
Overview of Cultural and Linguistic Responsiveness (CLR)	
Cultural Authenticity and Responsiveness	5
Evaluating the Cultural Authenticity of Texts	9
The CLR Formula for Success	12
Literacy Best Practices	
Flexible Support for a Balanced Literacy Model.....	13
Discussion and Response Protocols	16
Comprehension Strategies for Literature and Informational Texts	26
How to Use This Collection	
Collection Components.....	30
Teaching a Lesson.....	32
Standards Correlations	
Introduction to Standards Correlations.....	34
Correlation to Standards.....	35
Appendixes	
Appendix A: Responsive Dots	37
Appendix B: CLR Toolbox Checklist	38
Appendix C: Rings of Culture Introductory Lesson	40
Appendix D: My Rings of Culture	42
Appendix E: Digital Resources	43
References Cited	45

Collection Components

The following components are included in this collection:

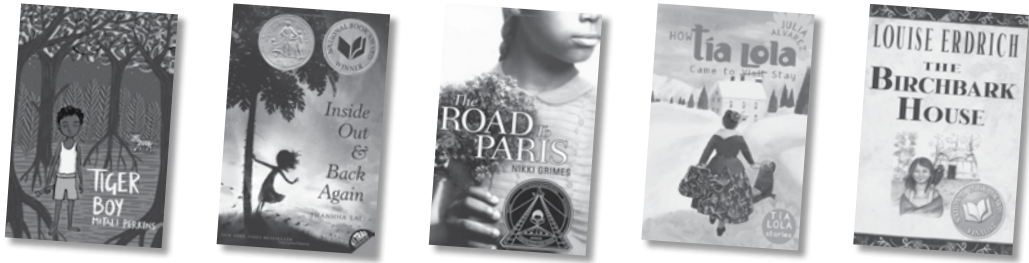
Professional Development Resource

Culturally and Linguistically Responsive Teaching and Learning, Second Edition is included to provide a complete introduction to CLR.



Interactive Read-Aloud Texts and Lessons

Five lesson plans with one copy of each culturally authentic title



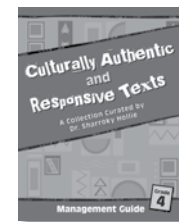
Shared Reading Texts and Lessons

Five lesson plans with six copies of each nonfiction title



Management Guide

Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction



Digital Resources

Digital resources may be accessed through the Teacher Created Materials website (see page 43). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- audiobooks of titles published by Teacher Created Materials
- student activity pages
- discussion rubrics

Collection Components *(cont.)*

About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students' independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

Title	Responsiveness Level	Lexile® Level	Guided Reading* Level
Literature			
<i>How Tía Lola Came to Stay</i>	Culturally Authentic	740L	R
<i>Inside Out and Back Again</i>	Culturally Authentic	800L	U
<i>The Birchbark House</i>	Culturally Authentic	970L	T
<i>The Road to Paris</i>	Culturally Authentic	700L	N/A
<i>Tiger Boy</i>	Culturally Authentic	770L	V
Informational Texts			
<i>Anne Frank: A Light in the Dark</i>	Culturally Generic	720L	S
<i>Just Right Words: Slam Poetry</i>	Culturally Generic	740L	T
<i>Lue Gim Gong: The Citrus Wizard</i>	Culturally Generic	600L	S
<i>Nelson Mandela: Leading the Way</i>	Culturally Generic	640L	R
<i>The Legacy and Legend of Sacagawea</i>	Culturally Generic	700L	U

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Teaching a Lesson

Overview

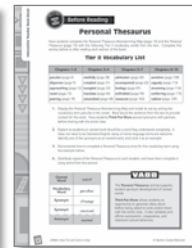
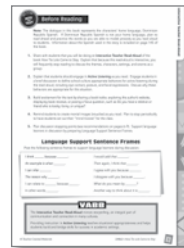
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. (**Note:** Only the Rings of Culture of focus are identified in the lesson.)



Before Reading



Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.



During Reading



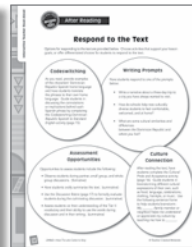
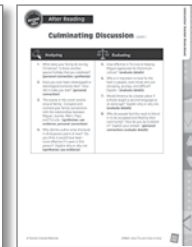
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



After Reading

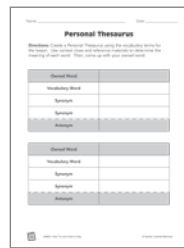


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.



Teaching a Lesson *(cont.)*

Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

Pacing Suggestions for Interactive Read-Aloud Lessons

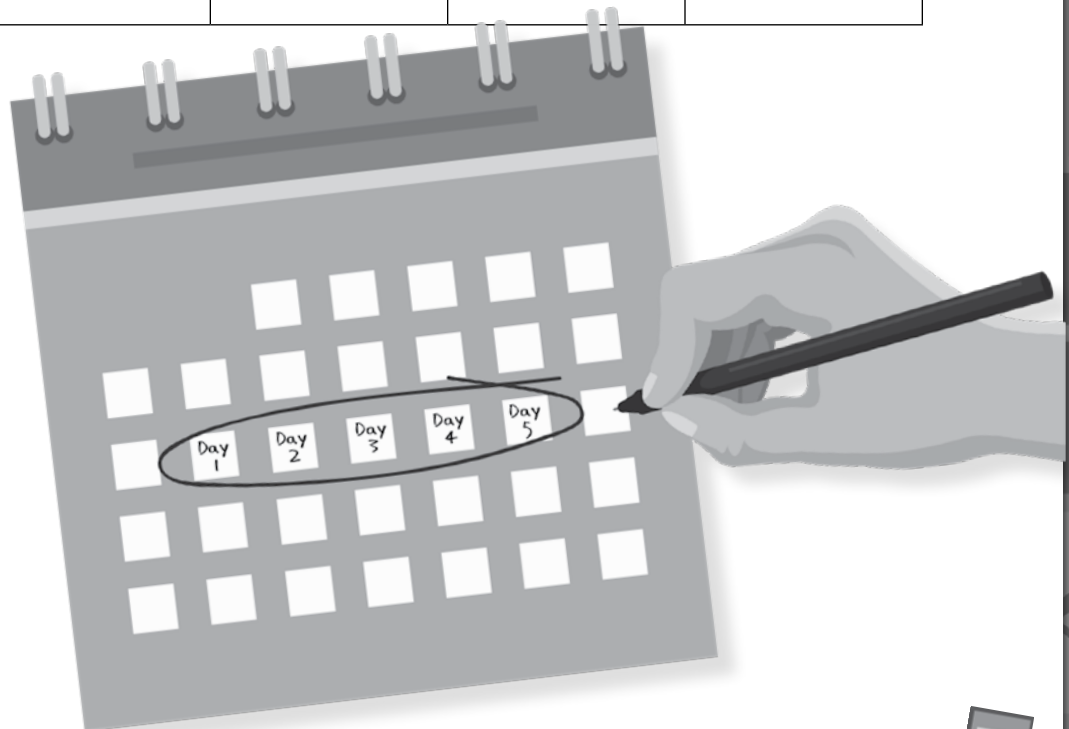
In his book, *In Defense of Read-Aloud* (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session, or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.
- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.
- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

Day 1	Day 2	Day 3	Day 4	Day 5
Before Reading Activity and Personal Dictionary	During Reading Activity	During Reading Activity	Response to Text Activities	Culminating Discussion and Assessment



CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities that you use in your classroom and/or identify activities to add to your teaching repertoire. *This list is not exhaustive, but provides a foundation for building your toolbox.* The activities are organized by each of the four CLR Instructional Areas—*classroom management*, *academic vocabulary*, *academic literacy*, and *academic language*, and then divided into three levels—**basic** (minimal planning), **advanced** (intentional planning), and **premium** (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

Classroom Management	Classroom Management	Academic Literacy
<p>Attention Signals</p> <p>Traditional (examples)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Countdown (5, 4, 3, 2, 1) <input type="checkbox"/> Lights Off and On <input type="checkbox"/> Hands Raised <p>Call and Response (pages 242–243)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen-Up <input type="checkbox"/> Bring It—Back <input type="checkbox"/> When I Move You Move—Just Like That <input type="checkbox"/> Repeating Hand Claps/Beats <p>Response Protocols</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moment of Silence (T) <input type="checkbox"/> Pick a Stick <input type="checkbox"/> Raise a Hand (T) <input type="checkbox"/> Train/Pass It On <input type="checkbox"/> Thumbs-Up/Down <input type="checkbox"/> Whip Around <p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bingo <input type="checkbox"/> Put Somebody on Blast <input type="checkbox"/> Roll 'Em <input type="checkbox"/> Shout Out <input type="checkbox"/> Somebody Who <input type="checkbox"/> Stand and Deliver (M) 	<p>Discussion Protocols</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner Share <input type="checkbox"/> Round Robin <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Turn and Talk <p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corners (M) <input type="checkbox"/> Give One/Get One (M) <input type="checkbox"/> I Got This! <input type="checkbox"/> Campfire Discussion <input type="checkbox"/> Find Somebody Who... (M) <input type="checkbox"/> Huddle (M) <input type="checkbox"/> Musical Shares (M) <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Merry-Go-Round <input type="checkbox"/> One-Three-Six (M) <input type="checkbox"/> Post Your Thoughts <input type="checkbox"/> Silent Appointment (M) <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Tea Party/Meet-n-Greet (M) <input type="checkbox"/> Thinking on Feet (M) <input type="checkbox"/> Who's the Stray? (M) <input type="checkbox"/> Put Your Two Cents In <p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer Chairs (M) <input type="checkbox"/> Carousel Brainstorm (M) <input type="checkbox"/> Fishbowl <input type="checkbox"/> Graffiti Talk (M) <input type="checkbox"/> Inner-Outer Circle (M) <input type="checkbox"/> Yesterday's Headlines <input type="checkbox"/> Send a Problem <input type="checkbox"/> Silent Conversations <input type="checkbox"/> Stop and Scribble (M) <input type="checkbox"/> Turning Wheels (M) 	<p>Read-Alouds</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Buddy Reading <input type="checkbox"/> Choral Reading <input type="checkbox"/> Echo Reading <input type="checkbox"/> Fill in the Blank Reading <input type="checkbox"/> Teacher Read-Aloud (T) <p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jump-In Reading <input type="checkbox"/> Train Reading—Proficient Readers Only (T) <p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fade In/Fade Out <input type="checkbox"/> Radio Reading <input type="checkbox"/> Tag Reading (M)

CLR Toolbox Checklist *(cont.)*

Academic Literacy	Academic Vocabulary	Academic Language
Literacy Strategies	Introducing Words	
<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> It Says, I Say, and So <input type="checkbox"/> K-W-L Charts <input type="checkbox"/> Picture the Feeling <input type="checkbox"/> Picture Walk <input type="checkbox"/> Retelling <input type="checkbox"/> Save the Last Word for Me <input type="checkbox"/> Three Things 	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Activity <input type="checkbox"/> Tiering Words (Chapter 5) <input type="checkbox"/> Vocabulary Slides <input type="checkbox"/> Word Splash 	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> #BeYou Moments <input type="checkbox"/> Home Language or School Language? <input type="checkbox"/> Linguistic Feature Match
<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipation Reaction Guide <input type="checkbox"/> Chalk Talk <input type="checkbox"/> Hot Seat <input type="checkbox"/> Mindstreaming <input type="checkbox"/> Reading Tea Party (M) <input type="checkbox"/> Say Something <input type="checkbox"/> Sixty-Second Radio Spot <input type="checkbox"/> Story Maps <input type="checkbox"/> Team-Pair-Solo 	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affix Organizer <input type="checkbox"/> Line Up/Shades of Meaning <input type="checkbox"/> Personal Dictionary <input type="checkbox"/> Personal Thesaurus <input type="checkbox"/> Synonym Shout Out 	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code Switching/Contrastive Analysis (Chapter 11) <input type="checkbox"/> Identify the Feature <input type="checkbox"/> Linguistic Feature Tic-Tac-Toe <input type="checkbox"/> Linguistic Feature Tea Party (M) <input type="checkbox"/> Sentence Lifting
<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> I-Chart <input type="checkbox"/> Language Experience Approach <input type="checkbox"/> Logographics <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Sketch to Stretch <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Six-Color Thinking <input type="checkbox"/> 10 Questions 	Practice/Reinforcement	<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic Feature Jeopardy <input type="checkbox"/> Peer Conferencing Academic Language <input type="checkbox"/> Reverse Code Switching
	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> And the Question Is? <input type="checkbox"/> Cloudy or Clear <input type="checkbox"/> Example/Non-Example Organizer <input type="checkbox"/> Memory Match 	
	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wordy Conversation <input type="checkbox"/> Hot Seat <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Talk a Mile a Minute 	
	<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indisputable or Refutable? <input type="checkbox"/> Jeopardy <input type="checkbox"/> Loopy <input type="checkbox"/> Shabooya Roll Call 	

Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Shared Reading Lesson

Nelson Mandela: Leading the Way

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Nelson Mandela: Leading the Way

Objectives

- Read and comprehend informational texts.
- Engage in collaborative discussions with classmates, expanding on the ideas of others and expressing personal ideas clearly.
- Acquire and accurately use grade-appropriate academic vocabulary.
- **Validate and Affirm** home culture and language, and **Build and Bridge** to success in school culture and mainstream society (VABB).

Set additional objectives depending on the discussion and response activities selected.

Materials

- *Nelson Mandela: Leading the Way* books
- copies of student activity sheets and rubric (pages 9–13)

Responsive Dots: Culturally Generic

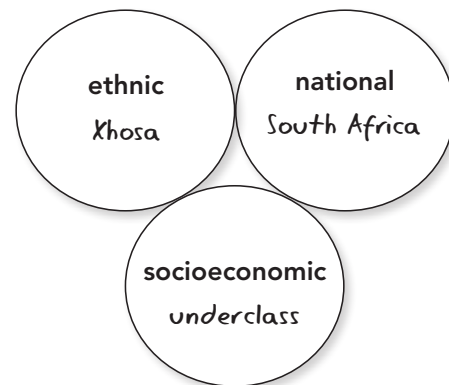
Genre: Informational

Text Structure: Cause and Effect

Lexile®: 640L

Guided Reading Level: R

Focus Rings of Culture



CLR Themes

Courage and Conviction: Nelson Mandela's demonstration of bravery as he fought to bring equality to South Africa

Perseverance: Mandela's consistent efforts to bring equality and democracy to his country despite pushback from the government, time spent in hiding, and a life sentence

Democracy: Mandela's work to bring democracy to South Africa so that every citizen could have a voice

Government: Mandela's fight against inequalities enforced by an unjust government



Before Reading

1. Tell students that you will be doing a shared reading of the book *Nelson Mandela: Leading the Way*. Display the book, and read aloud the summary on the back cover.
2. Explain that students will have many opportunities for collaboration as you explore the book together. The many opportunities for discussion will focus on shared goals for understanding the text.
3. Build excitement for the text by engaging students in a discussion about one of the CLR themes discussed in the text (page 2). Pose a question for students to explore, such as *Think of a time when you or someone you know had an argument or a conflict. Did you respond with violence or with peace? What were the effects? Explain.*
4. Plan discussion stopping points (see recommendations on page 6). Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Highlight and model the use of these frames.

Language Support Sentence Frames

Post the following sentence frames to support language learners during discussion.

I think _____ because _____.

Moreover, _____.

An example is when _____.

However, I think that _____.

I can infer _____.

I agree with you because _____.

The reason why _____.

I disagree with you because _____.

I can relate to _____ because _____.

What do you mean by _____?

Similarly, _____.

Another way to think about it is _____.

In addition, _____.

VABB

The **Discussion and Response** protocols highlighted in this lesson strategically validate and affirm students' cultural behaviors and build and bridge to school-culture behaviors.



Before Reading

Personal Dictionary

Have students complete the *Personal Dictionary Brainstorming Map* (page 9) and the *Personal Dictionary* (page 10) with the following Tier III vocabulary terms from the text. Complete these activities before reading the book.

Tier III Vocabulary

equality (page 4)	activist (page 11)	treason (page 22)
democracy (page 4)	apartheid (page 14)	rioting (page 30)
ancestry (page 8)	segregation (page 14)	constitution (page 38)
boycotted (page 11)	strikes (page 18)	

1. Display the *Personal Dictionary Brainstorming Map*, and model its use by writing the vocabulary term *equality* in the center. Read aloud the sentence from the text to provide context for the word and provide additional sentence examples as needed. Brainstorm multiple connections, illustrations, and definitions for the academic term.
2. Model how to complete a Personal Dictionary entry using the *Personal Dictionary* with the term *equality*. Provide students with personal definition starters: *It is a thing that...* *It was a time when...* *It is a place where....*

Academic Term: <i>equality</i>	Personal Illustration:
Personal Connection: <i>We learned about the fight for <u>equality</u> during the civil rights movement.</i>	Personal Definition: <i>All people are treated fairly.</i>

3. Distribute a *Personal Dictionary Brainstorming Map* to each student. Have students fill in the map with a different term from the vocabulary list. Use **Pick a Stick** to have a few students share various connections, illustrations, and definitions for the academic term.
4. Distribute copies of the *Personal Dictionary* to students, or have students add additional Personal Dictionary entries to their journals independently. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Personal Dictionary builds and bridges to preciseness with time and linear, singular-focus cultural behaviors.

Pick a Stick builds and bridges to taking turns, preciseness, and accountability.



During Reading

Shared Reading

Plan to conduct multiple readings of the text over several days. Choose from the protocols below to engage students in shared reading. Pause to have students discuss the “Stop! Think...” and “Dig Deeper” questions throughout the book, or pose the questions provided on page 6 at the suggested stopping points. Use a variety of discussion and response protocols as well as the Language Support Sentence Frames on page 3 to support students’ comprehension of the text. Depending on lesson objectives, select comprehension skills of focus and conduct strategy mini-lessons during reading, as needed.

BB Build & Bridge **Train Reading**

Before the lesson, select three to five proficient readers as “train readers,” and let them know that they will read aloud when called upon. (If you choose less proficient readers, provide them with a specific page to practice reading ahead of time.) Begin reading the text aloud to students. After several pages, choose a “train reader” to continue reading aloud. After several pages, call on the next “train reader” to continue reading, and repeat to complete the reading of the text.

VA Validate & Affirm **Fill in the Blank Reading**

Read the text aloud, periodically stopping to have students “fill in the blank” with a word or phrase from the text. Plan to stop and allow students to chime in several times on each page.

BB Build & Bridge **Independent Reading**

Provide students the opportunity to reread the text independently or with partners.

VABB

Which of your students’ cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Train Reading builds and bridges to taking turns.

Fill in the Blank Reading validates and affirms spontaneity and language variety.

IS IT AUTHENTIC?

Analyzing Cultural Responsiveness

When reading nonfiction texts, it is important for students to analyze the texts and identify any cultural bias. Have students explore the following questions:

- Who is the author? Does the author have a connection to the cultures discussed in the book?
- Are any cultures represented negatively or inaccurately? Are any cultures underrepresented or omitted?
- Are the facts accurate? Do they match up with your knowledge and other sources of information?
- Is the information current? Has anything changed since the text was published?
- What could be added to this text to increase its cultural authenticity?



During Reading

Discussion and Response Protocols

Use discussion and response protocols to engage students in responding to the questions. Use the *Discussion Rubric* on page 13 to set expectations for students' listening and speaking skills.

BB Build & Bridge **Moment of Silence**

Pose a question and have students take a **Moment of Silence** to think about their responses before sharing with partners or with the class.

VA Validate & Affirm **Turn and Talk**

Pose a question and have students **Turn and Talk** to a partner to share a comment or discuss their thoughts.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Moment of Silence builds and bridges to preciseness, individualism, and accountability.

Turn and Talk validates and affirms sociocentrism.

Discussion Questions



Remembering

After page 10: Who taught Nelson Mandela how to be a good leader? (**monitor comprehension**)

After page 12: What was life in the capital city like for Africans? (**monitor comprehension**)

After page 18: Why did the government ban Mandela from traveling and from being anywhere with more than one person? (**infer**)

After page 22: Why did Mandela go into hiding? (**monitor comprehension**)

After page 26: Why did Mandela and his friends stop eating while in prison? What were they trying to accomplish? (**monitor comprehension**)

After page 29: How did Mandela's life change after he was sentenced to prison? (**monitor comprehension; use evidence**)



Understanding

After page 12: How could Mandela make change happen as a lawyer? (**infer; predict**)

After page 14: What do you think it was like for Mandela to move from his small village to the capital city? (**infer; synthesize**)

After page 17: Explain how Mohandas Gandhi's ideas contributed to Mandela's fight for freedom. (**use evidence; synthesize**)

After page 18: Why do you think Mandela kept fighting for change even though he could have been arrested? (**infer; evaluate details**)

After page 22: How was the government able to charge Nelson with treason with so little evidence? (**infer; evaluate details**)

After page 30: Why was the government trying to gain Mandela's support? (**infer**)

After page 39: What would have happened if Mandela had given in to the government's threats? (**infer; synthesize**)



After Reading

Culminating Discussion

After students have had several opportunities to explore the text (through shared and independent reading), engage them in a culminating discussion using the following discussion and response protocols and analyzing and evaluating questions. Use the *Discussion Rubric* on page 13 to formally evaluate students.

VA Validate & Affirm Musical Shares

Have students respond to one of the questions below in writing. Explain to students that they will be sharing their answers with several classmates. Ask students to stand with their written answers in hand. Turn on music and have students move or dance around the room. (**Note:** The music should be current, upbeat, and something students like and are familiar with.) When the music stops, students either sit down or stop and turn to the person closest to them to share. Give students about 30 seconds, then resume the music and repeat the process until each student has had an opportunity to share with three to four different people.

BB Build & Bridge Whip Around

Ask students to think of a phrase or short sentence to express the idea that stood out the most in the **Musical Shares** discussion. Beginning on one side of the room, **Whip Around** to each student, allowing them to share their sentence or phrase aloud with the whole class.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Musical Shares validates and affirms relational, musicality, sociocentrism, and high movement.

Whip Around builds and bridges to taking turns, preciseness, and accountability.



Analyzing

1. Look at the time line on pages 40 and 41. Choose three events and explain how they ended apartheid. (**synthesize**)
2. What do you think Mandela meant when he said, "Only free men can negotiate?" (**determine meaning; infer**)
3. Did being in prison make Mandela stronger or weaker? Explain using details from the text. (**use evidence**)



Evaluating

4. Why do you think Gandhi and Mandela believed that peaceful protest would be more effective than violent protest? (**evaluate details**)
5. Do you think people should have arranged marriages? Why or why not? (**evaluate details**)
6. What sacrifices did Nelson Mandela make to bring equality to South Africa? Would you make the same sacrifices if you were in Mandela's place? (**evaluate details; personal connection**)



Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

Writing Prompts

Have students respond to one of the prompts below.

- Pretend that you are Nelson Mandela in prison, fighting against apartheid. You are talking to a fellow inmate about how you ended up in prison. Explain the effects of discrimination that you have seen and experienced in South Africa. Describe how you got arrested and how you will achieve your hopes and dreams.
- Read a book or article about Martin Luther King Jr. Compare and contrast Nelson Mandela's fight for equality in South Africa with Martin Luther King Jr.'s fight for civil rights in the United States. What lessons can you learn from King and Mandela about peace and violence?
- Nelson Mandela is famous for taking a stand. He believed everyone should have a voice. Do you have something to say? Write a letter to someone in the government, such as a governor or a senator, or write to a magazine or newspaper so your ideas are published for a large audience.

Assessment Opportunities

Opportunities to assess students include the following:

- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 13) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the Tier III vocabulary and their ability to use the words during discussion and in their writing. (summative)

Culture Connection

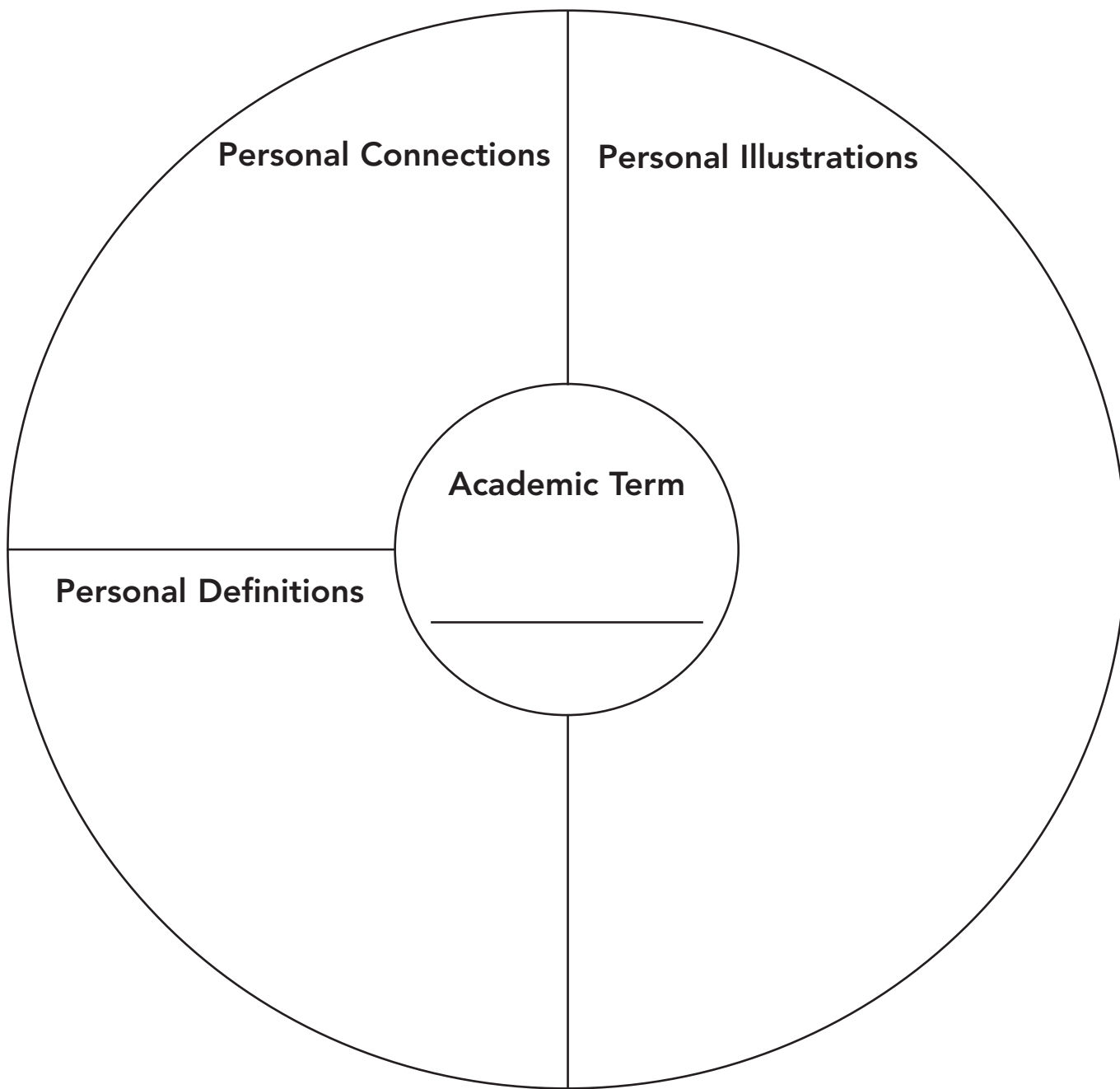
Have students complete the *Name Analysis* activity (page 12) to explore the significance of their names. Invite students to share their discoveries after interviewing members of their families.

Main Ideas and Details

Have students complete the *Main Idea and Details* activity (page 11) to summarize the main ideas in the text.

Personal Dictionary Brainstorming Map

Directions: Brainstorm personal connections, illustrations, and definitions for the academic term. Circle your best connection, illustration, and definition to record in your Personal Dictionary.



Name: _____

Date: _____

Personal Dictionary

Directions: Create a Personal Dictionary using the vocabulary terms for the lesson.

Academic Term	Personal Illustration
Personal Connection	Personal Definition

Academic Term	Personal Illustration
Personal Connection	Personal Definition

Main Ideas and Details

Directions: Read the following section headings from *Nelson Mandela: Leading the Way*. For each section, revisit the text to find the main idea and at least one supporting detail.



<p>Tribal Truths (page 10)</p> <p>Main idea: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Supporting Detail(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Confronting Apartheid (page 12)</p> <p>Main idea: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Supporting Detail(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Political Action (page 22)</p> <p>Main idea: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Supporting Detail(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Political Prisoner (page 26)</p> <p>Main idea: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Supporting Detail(s): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

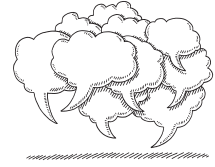
Name Analysis

Directions: Nelson Mandela had many unique names. Read the story behind each of his names on pages 8–9. Research your first or family name. Interview members of your family to discover ties to your home culture or another culture. Fill in the rings below with information about your name using the following questions.

- What is the authentic pronunciation of your name?
- What does your name mean?
- Has your name been shortened or changed? Why?
- What national, ethnic, or religious connections does your name have?

The diagram consists of seven overlapping circles arranged in a central ring. The central circle is labeled "Name". The other six circles are empty and intended for students to write their answers to the questions listed above.

Discussion Rubric



	Active Listening	Active Speaking	Active Responding	
4 Exceeds	Follows discussion protocol and carries out assigned role consistently	Expresses ideas by drawing specific evidence from the text to support and defend ideas consistently	Considers multiple points of view, consistently forming logical, insightful inferences and conclusions	Asks evaluative and analytical questions and consistently makes insightful comments that elaborate on the remarks of others
3 Meets	Follows discussion protocol and carries out assigned role during most of the discussion	Expresses ideas by drawing specific evidence from the text to support and defend ideas during most of the discussion	Considers multiple points of view and forms logical inferences and conclusions during most of the discussion	Asks logical and analytical questions and makes thoughtful comments that elaborate on the remarks during most of the discussion
2 Approaching	Follows discussion protocol and carries out assigned role inconsistently	Expresses ideas by drawing a few general examples or reasons from the text with some accuracy	Considers few points of view expressed by peers and forms few logical inferences and conclusions	Asks some understanding and remembering questions; does not elaborate on personal reaction responses
1 Does Not Meet	Does not follow discussion protocol or carry out assigned role	Expresses ideas by drawing a few general examples or reasons from the text with little to no accuracy	Does not consider points of view expressed by peers and/or forms illogical inferences or conclusions	Asks very few understanding and remembering questions; offers yes or no responses

Answer Key

Remembering Questions (page 6)

After page 10: Mandela's father and the Thembu regent taught him to be a good leader.

After page 12: In the city, black people were segregated from white people. Black people had to live in areas with no running water, unclean streets, and run-down schools.

After page 18: The government didn't like what Mandela and his friends were doing. They knew it would be hard for Mandela to spread his message if he had to work alone and couldn't travel.

After page 22: Mandela went into hiding because he knew the government would try to arrest him again.

After page 26: They stopped eating because they wanted to send the message that it was unfair for them to be in prison and that apartheid was wrong.

After page 29: Mandela was sentenced to prison for life. He had to live and work in hard conditions. Mandela educated fellow prisoners about equality and the law.

Understanding Questions (page 6)

After page 12: As a lawyer, Mandela would have a voice. He could understand and change unfair laws.

After page 14: It was probably shocking and upsetting for Mandela to see how unfairly African people were treated in the city. It also might have been scary because it was unfamiliar and very different from the village where he grew up.

After page 17: Gandhi believed that peaceful protest was the best way to make change. Mandela agreed with this and chose to protest apartheid in a peaceful way.

After page 18: Mandela kept fighting because he was passionate about equality.

After page 22: The government was corrupt and powerful. No one could stop them.

After page 30: The government hoped that if they freed Mandela from prison, then people would stop rioting, and other countries would stop pressuring them to end apartheid.

After page 39: If Mandela had quit fighting, there might still be apartheid in South Africa.

Analyzing and Evaluating Questions (page 7)

Answers will vary.

Main Idea and Details Activity (page 11)

Tribal Truths: Main Idea: Mandela was raised by the regent of the Thembu people. Supporting Details: He learned how to be fair and kind.

Confronting Apartheid: Main Idea: Mandela saw how badly Africans were treated and decided to help. Supporting Details: He got a job by working in a law firm. He became a lawyer.

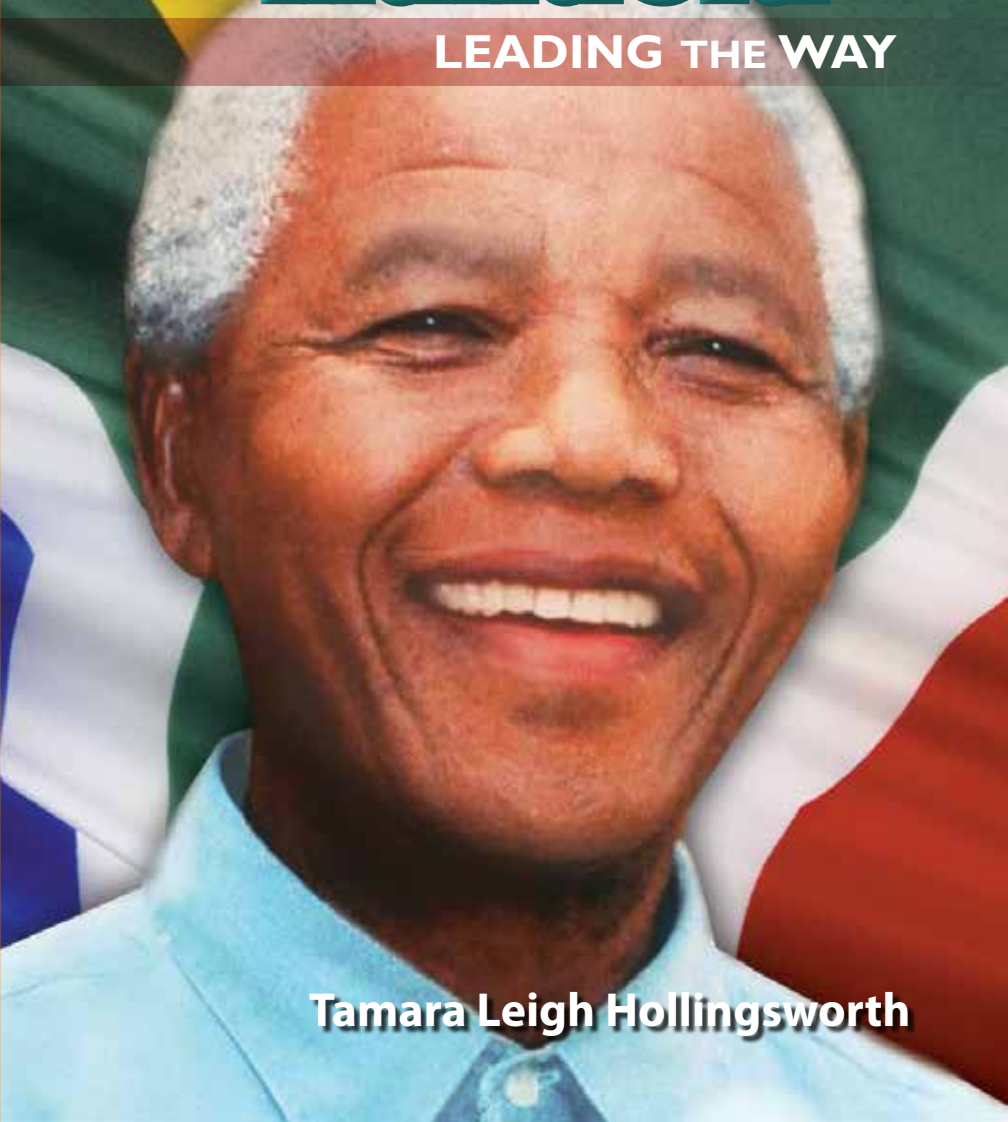
Political Action: Main Idea: Mandela was arrested and charged with treason. He then went into hiding but continued fighting for equality. Supporting Details: There was little evidence to charge him, but it was an easy way to silence him. The trial lasted for four years. He was found to be innocent.

Political Prisoner: Main Idea: Even though Mandela was in prison, he still fought for equal rights by teaching other inmates. Supporting Details: Mandela and his friends taught other prisoners about politics and law in order to fight for freedom.

TIME
FOR KIDS

Nelson Mandela

LEADING THE WAY



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of Memory**

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Table of Contents

Chapter 1: A Leader Is Born	4
Chapter 2: Confronting Apartheid	12
Chapter 3: Freedom	30
Glossary	42
Index	44
Bibliography	46
More to Explore	47
About the Author	48



A Leader Is Born

The world is filled with people of diverse backgrounds. People around the world look different. They have different ideas. They come from different places. But people are alike in many ways, too. And every human being deserves fair and equal treatment. There are many people in this world who stand up for this idea.

Nelson Mandela is one of those people. He fought for **equality**. He believed people can live in peace even if they are different. Mandela worked hard to make South Africa a fair place. He never gave up, even in the worst of times. With the help of others, he built a **democracy**. Today, he is known as the Father of South African Freedom.

THINK LINK

- Who is Nelson Mandela?
- How did he bring freedom to his country?
- Why does he inspire so many people today?



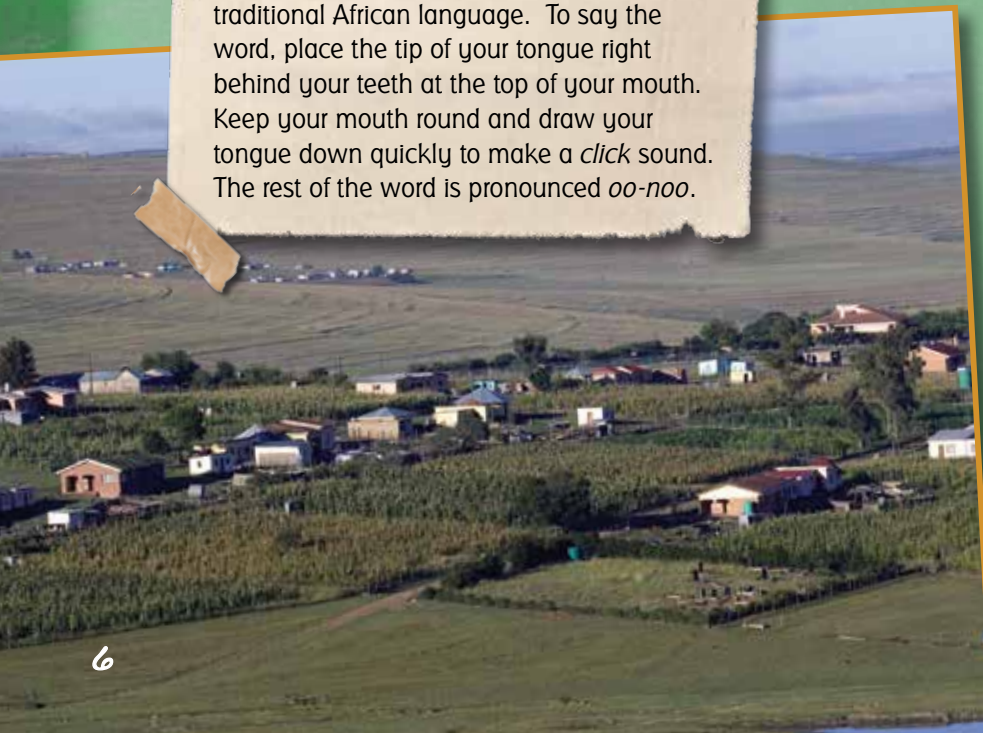
A Young African

Mandela was born on July 18, 1918. He lived in the small village of Qunu. As a young boy, he helped his parents with chores. He was the first in his family to attend school.

The land Mandela's family lived on was owned by the state. White people made laws in South Africa. Africans could not own land. But there were few white people in Qunu. As a child, Mandela knew very little about the relations between white and black people.

Try This

The village name *Qunu* comes from a traditional African language. To say the word, place the tip of your tongue right behind your teeth at the top of your mouth. Keep your mouth round and draw your tongue down quickly to make a *click* sound. The rest of the word is pronounced *oo-noo*.



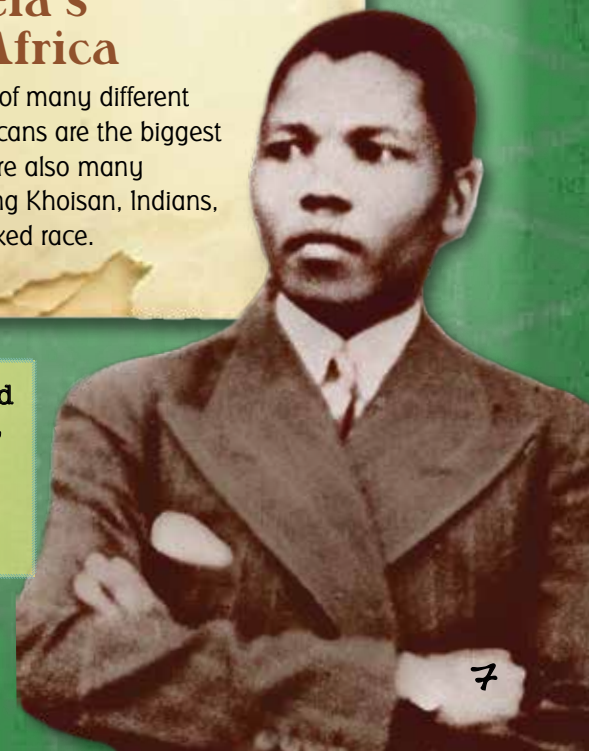
South Africa 1970



Mandela's South Africa

South Africa is a country of many different people and cultures. Africans are the biggest group of people. There are also many **minority** groups, including Khoisan, Indians, whites, and people of mixed race.

As a child, Mandela liked building toy animals out of clay. He even used tree branches to make an ox pulling a sleigh.





A Man of Many Names

How many names do you have? Most people have a first name, a middle name, and a last name. Sometimes, we have nicknames, too. Nelson Mandela is a man of many names. Each of his names has a unique meaning and a story to go with it.



Dalibhunga

"Aaah! Dalibhunga," people say to Mandela in greeting. He was given this name at the age of 16, when he became a man. The name means "creator or founder of the council."



Madiba

Mandela is a member of the Madiba clan. In Africa, it is polite to call a person by his or her clan name. Using this name tells others of Mandela's **ancestry**.



Rolihlahla

Mandela's father gave him the name *Rolihlahla* at birth. It means "to pull a branch from a tree." Others translate the name as "troublemaker." Despite his name, Mandela was a kind and obedient child.



Nelson

A teacher gave Nelson this name on the first day of school. It was common for teachers to give the children in their class English names.



Tata

Tata means "father." Many people call him *Tata* because they respect and admire Mandela as much as their own fathers.



Khulu

Mandela is called *Khulu* by his grandchildren. *Khulu* is the shortened form of *Tat'omkhulu*, which means "grandfather."

Tribal Truths

Mandela's father was a chief. He died when Mandela was young. Mandela went to live with a relative. This man was the *regent*, or person acting as king, of the Thembu people. This is where Mandela learned about politics. The regent talked about the affairs of the tribe. He worked hard to meet the needs of his people and tried to be a good leader. Mandela's father and the Thembu regent taught him how to be fair-minded. They showed him how to bring people together. At an early age, Mandela learned how to be a good leader.

a traditional wedding ceremony

Mandela's father was a chief of the Thembu people.

Nelson Mandela with Oliver Tambo



Signs of a Leader

Once in college, Mandela joined the Students' Representative Council. But Mandela and the council soon learned that they had little power to improve student life. The school refused many of their requests. In response, Mandela **boycotted** council elections. The school told Mandela and Oliver Tambo, his friend and fellow activist, to leave.

Arranged Marriages

When Mandela was 22, his family made a plan for him to be married. It was common for **royals** to have arranged marriages. They are not based on two people being in love. They are made to unite communities. In arranged marriages, families often exchange land and money.



Confronting Apartheid

Mandela wanted to obey his family. But that didn't mean he was ready to get married. So he ran away. He went to the capital city. It was very different from where Mandela had lived. He saw how unfairly Africans were treated. There were rules that kept them out of parks and movie theaters. Whites were allowed inside. But Africans were not. Mandela didn't think this was fair. There were even separate areas where Africans had to live. These areas had no running water. There were no clean streets. There were no beautiful schools.

Mandela knew he wanted to change the laws. He wanted to be a lawyer. His friend Walter Sisulu helped him get a job at a law firm. As his father's son, Mandela had the right to be a chief. But he gave up his position. He went to school instead. After years of study, he became a lawyer.

African National Congress

Sisulu was a member of the African National Congress (ANC). The group was working hard to make South Africa a democracy. They worked to change laws and to educate people. Sisulu invited Mandela to join the group. Later, the ANC helped Mandela become president.



Walter Sisulu



Evelyn Mandela

Marriage

While he was studying to become a lawyer, Mandela married Evelyn Mase. She was Walter Sisulu's cousin. Mase and Mandela had four children together, but Mandela's work made it difficult for them to be a family. They later divorced. He later married Winnie Madikizela (ma-dee-kee-ZAY-lah). They remained together from 1958 to 1992. He has been married to Graça Machel since 1998.



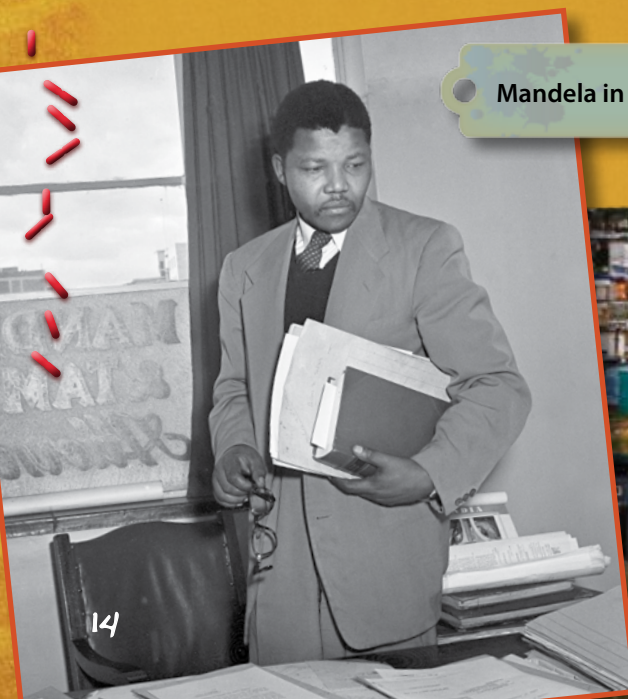
an ANC rally



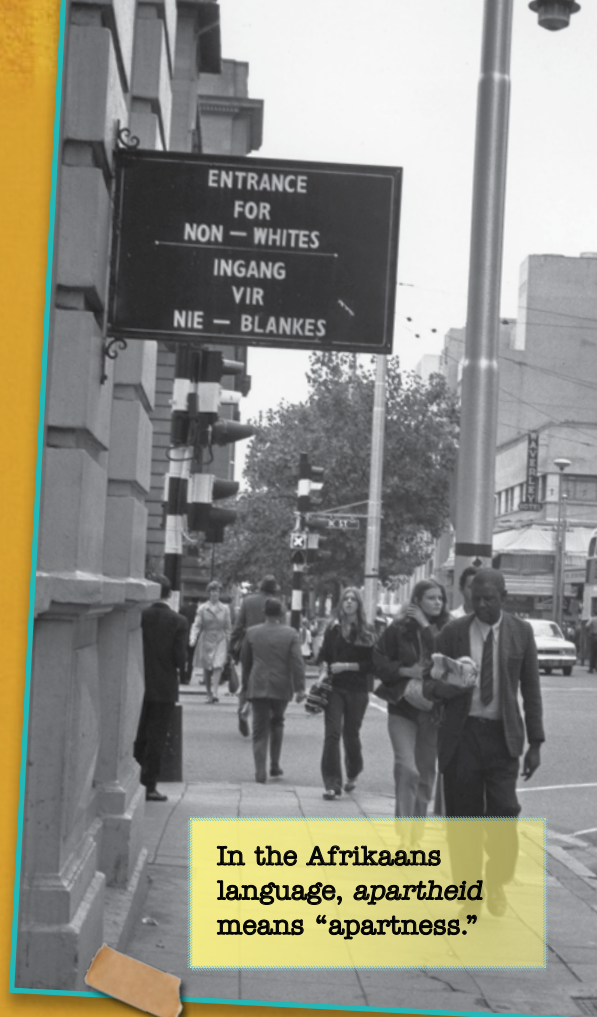
A Dangerous Position

From 1948 to 1994, the National Party government ruled South Africa. The National Party started the system of **apartheid** (uh-PAHRT-hey). It made racial **segregation** law. Under apartheid, it was legal for whites to treat Africans unfairly.

Mandela wanted to change the laws. He believed **peaceful protests** could help change these unfair practices. He didn't want to fight or hurt people. He wanted people to talk. He thought they could find a way to agree. Most people in the government didn't believe in doing things that way. They avoided talking. They didn't want to share their power. Instead, they arrested or hurt people who opposed them. This put Mandela in danger. He wanted to help Africans. But if he did, he could be arrested or worse.



Mandela in his office



In the Afrikaans language, *apartheid* means "apartness."

Apartheid

Mandela learned firsthand how it felt to live in a segregated city. In the capital city of Johannesburg, he had to live in the African part of town. That meant he had to travel a great distance every day to get to work. Apartheid also controlled what jobs Africans could have, where they went to school, and whom they could marry. During the apartheid years, Africans and whites in South Africa lived very different lives.



Soweto, the African living area of Johannesburg, under apartheid

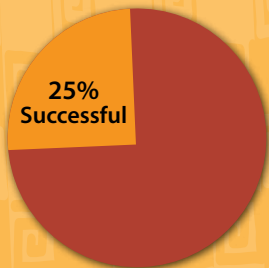


Indian Inspiration

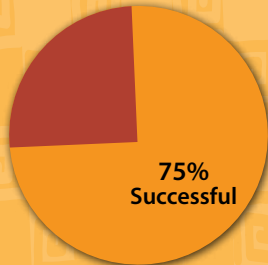
Mandela read about and admired Mohandas Gandhi. Gandhi fought for the rights of Indians in South Africa. He also worked in India for the same kind of changes as Mandela. Gandhi wanted peace for his people in India and other countries. He taught that instead of being violent and hateful, people should solve conflicts with peaceful actions. Though he never met Gandhi, Mandela was inspired by this idea. He also wanted to change laws peacefully.

Peaceful Is Productive

Researchers have studied whether violent struggles or peaceful struggles are more successful. The answer is clear.

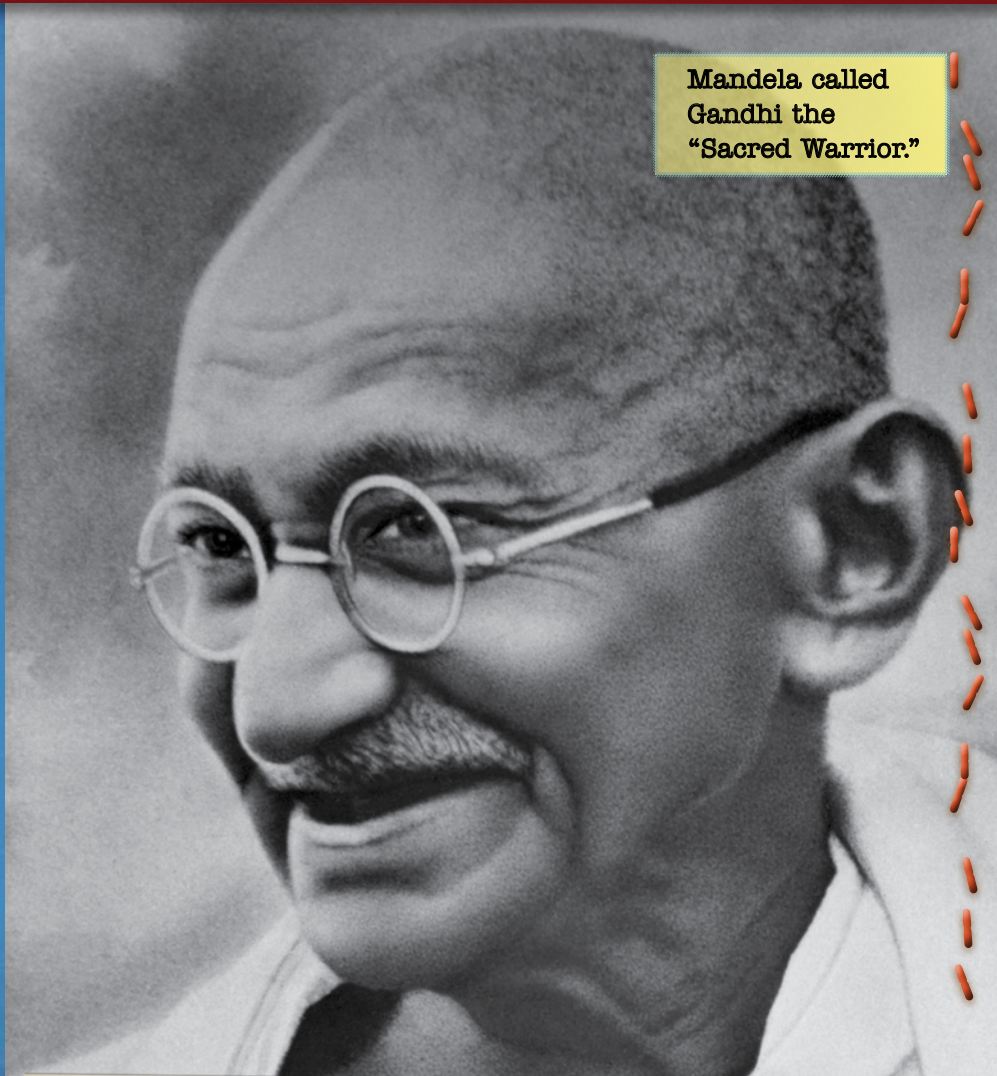


Violent



Peaceful

Mandela called Gandhi the "Sacred Warrior."



"In a world riven by violence and strife, Gandhi's message of peace and non-violence holds the key to human survival in the 21st century."

-Nelson Mandela

Political Action

Mandela joined the ANC. In his political work, he met many people pushing for change. Mandela used these meetings to plan **strikes** and boycotts. He wanted people to protest the laws that kept Africans from having rights.

The government didn't like what the ANC said or did. They **banned** Mandela from being anywhere with more than one person at a time. And if he left the capital, he would be arrested. The government wanted to keep him from traveling. The ban made it hard for him to work with others. They hoped this would keep him from influencing so many people. But the threats didn't stop Mandela. He continued to work as a lawyer and activist.

Helping the Cause

At the ANC, Mandela led the Defiance Campaign. He organized protests against unjust laws around the country. The ANC grew to include from 7,000 to over 100,000 members. His work angered the government, and he was arrested.

Freedom Charter

In 1955, the ANC had a large meeting, but Mandela could not attend. Many people worked together to create the Freedom Charter, which listed the things they wanted to change in the government. Even though he was not there, Mandela was asked for his ideas. It was an important step in creating a fair and equal government.



activists campaigning



Raise Your Voice

Nelson Mandela is famous for taking a stand. He believed everyone should have a voice. Do you have something to say? You can write a letter to someone in the government, such as a governor or senator. Or you can write to a magazine or newspaper so your ideas are published for thousands to read. Protests are also effective. You can follow Mandela's lead with these steps.



Step 1

Decide what your message will be. Perhaps you want more books for the library or bins for recycling. You must be prepared to explain why your cause is important.



Step 2

Spread the word to anyone who will listen. In order to make an impact, you need to have a lot of people supporting you. Spread the word by handing out fliers. Encourage others to share your message.



Step 3

Ask adults, like teachers and parents, to support you. If they believe in your ideas, they can talk to school officials or neighbors for you.



Step 4

Make posters for your protest. Make them easy to understand with pictures and big, clear letters. Hang signs around school or in the neighborhood. The more people who are aware of your cause, the more people who can help make changes.



Step 5

Compromise is an important part of any protest. You've worked hard to get to this point. Now you need to talk with the other side about ways you can come to an agreement. You'll know you've been successful when you're both excited for the future.



- If you could stand up for one idea, what would it be?
- How would a protest let others know about your idea?
- What are other ways to spread ideas?

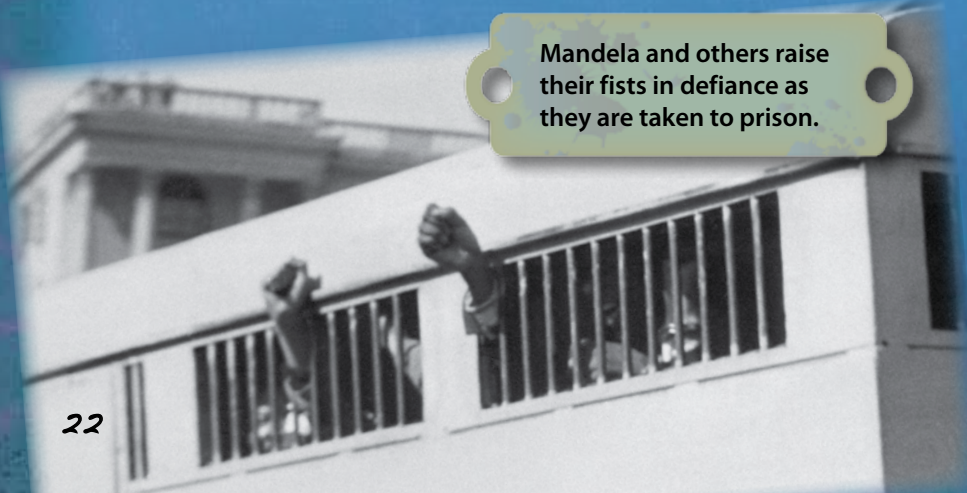
Political Action

The government watched Mandela closely. They looked for ways to stop him. They wanted to prevent people from organizing. They wanted to protect apartheid.

In 1956, Mandela was arrested. He was charged with **treason**. There was little evidence. But it was an easy way to silence him. The trial lasted four years. Mandela was found to be innocent. But he knew he could no longer work in the open. He went into hiding.

Mandela was upset. Progress wasn't being made fast enough. The government would not listen to peaceful protests. In 1960, police killed 69 unarmed African protestors. Africans were still being treated cruelly. And the whites in power did little to help them.

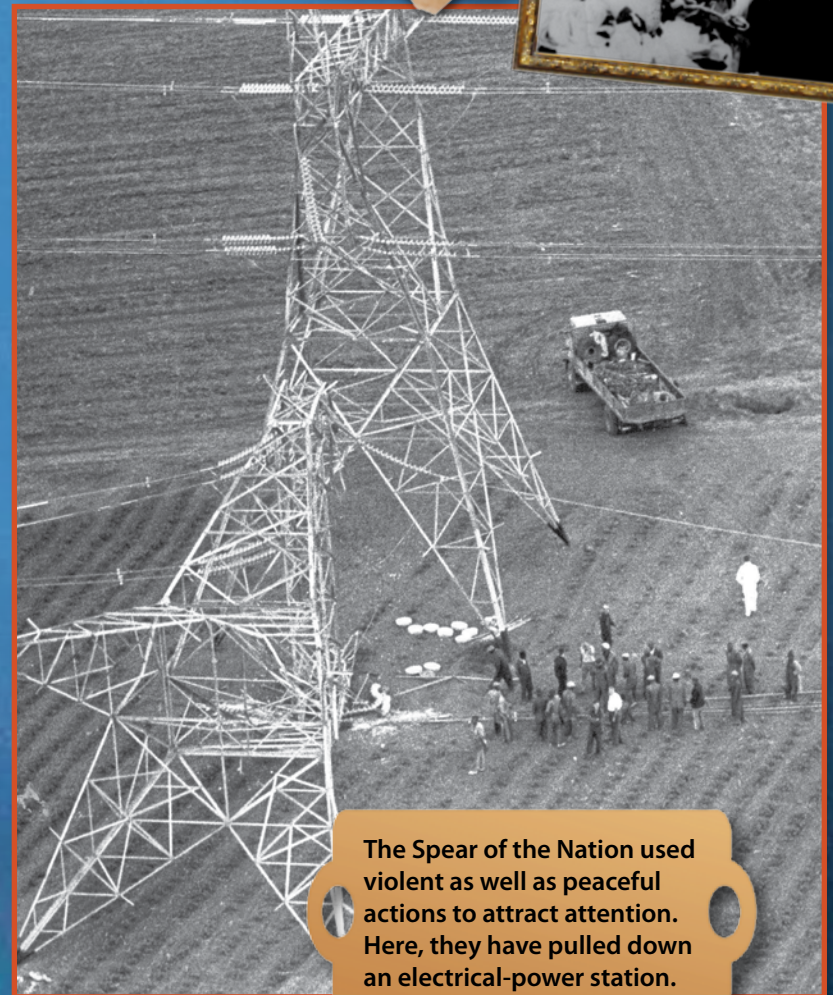
While in hiding, Mandela and his fellow activists tried a new approach. They created the Spear of the Nation. It was the military side of the ANC. The group carried out acts of **sabotage** (SAB-uh-tahzh). They were desperate to end apartheid.



Mandela and others raise their fists in defiance as they are taken to prison.

Fighting Together

Mandela's second wife, Winnie, believed many of the same things that Mandela did. During this time, she also joined the ANC. Today, she is known by many as the Mother of the Nation.



The Spear of the Nation used violent as well as peaceful actions to attract attention. Here, they have pulled down an electrical-power station.

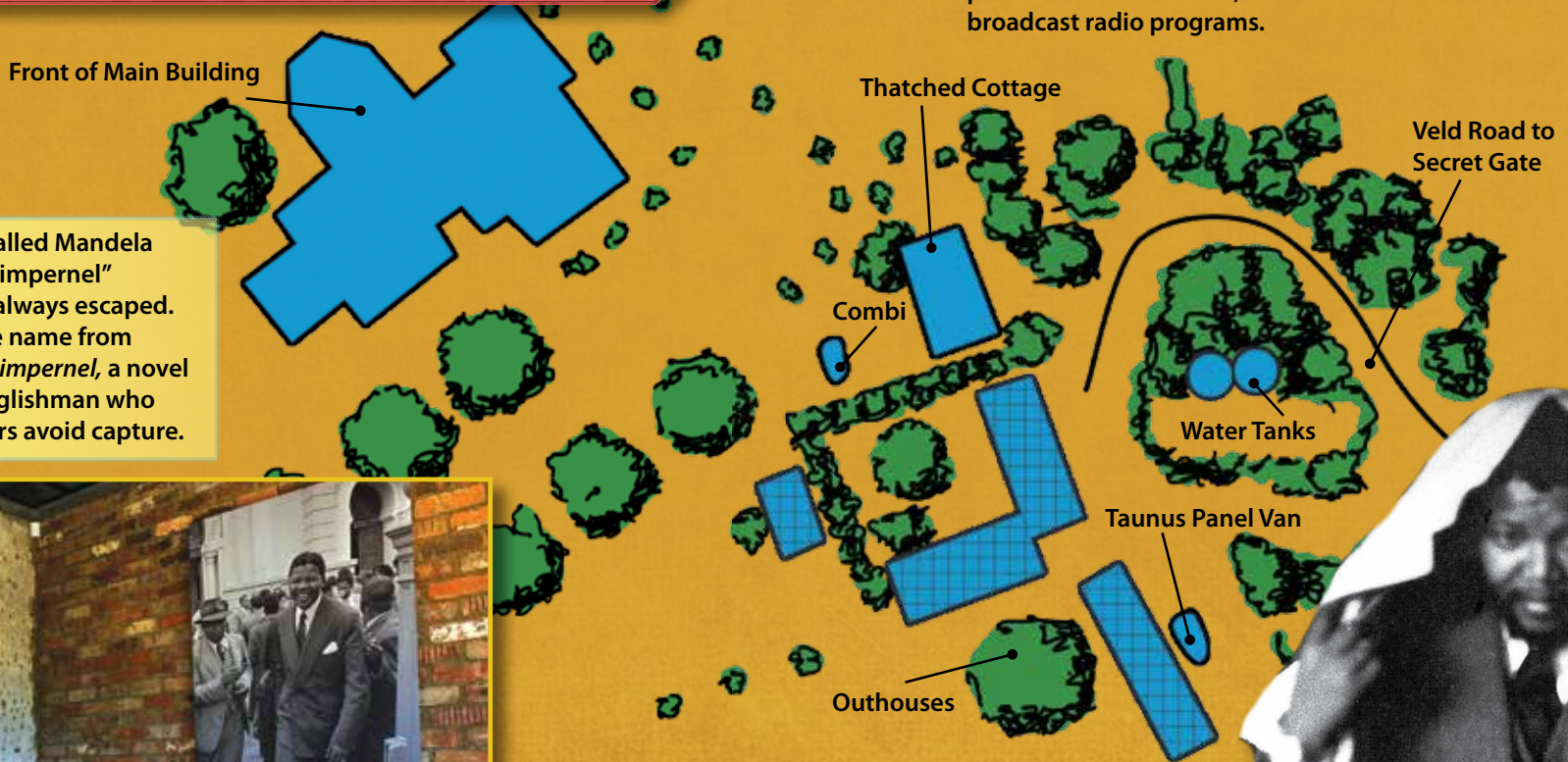


Life Underground

To avoid the government, Mandela went into hiding. He was able to avoid the police by never staying in one place too long. But the ANC needed a place to meet secretly.

When the police investigated, they thought it was a white man's farm and that Mandela was a servant.

For two years, the ANC used Liliesleaf Farm to store weapons, print freedom literature, and broadcast radio programs.



The police called Mandela "The Black Pimpernel" because he always escaped. They got the name from *The Scarlet Pimpernel*, a novel about an Englishman who helped others avoid capture.



Nelson Mandela's room on Liliesleaf farm

Mandela wore disguises, including dressing as a driver, a gardener, and a cook, to avoid detection.



Political Prisoner

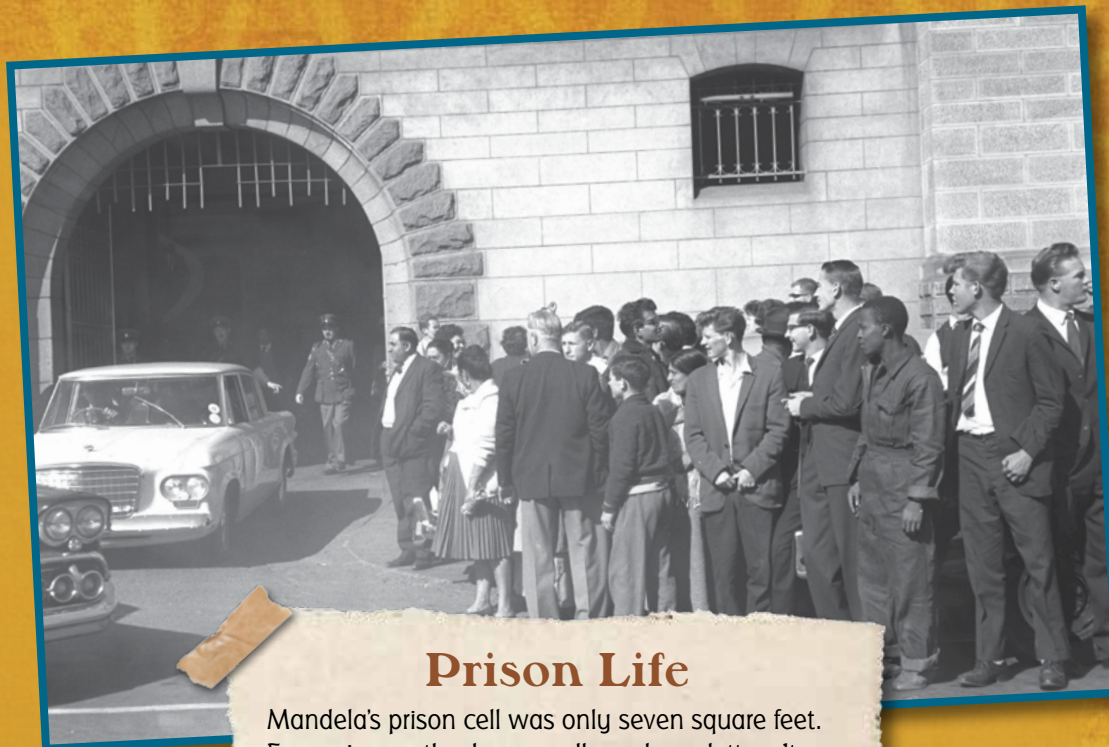
In 1962, Mandela traveled illegally to speak about freedom. Soon after his return, he was arrested. He was found guilty and sentenced to five years in prison.

While in jail, Mandela and his friends were charged with sabotage. They were sentenced to life in prison. They sometimes stopped eating to protest. But in time, Mandela had to give in. If he refused to eat, he would die. In his heart, he wanted to end apartheid. He knew all South Africans deserved better. The government wanted Mandela in jail. They wanted to make him give up. But the plan didn't work. Instead, it made Mandela more passionate. He knew how cruel life was for Africans. But he believed, if he kept trying, he could make South Africa a better place.

Words of Peace

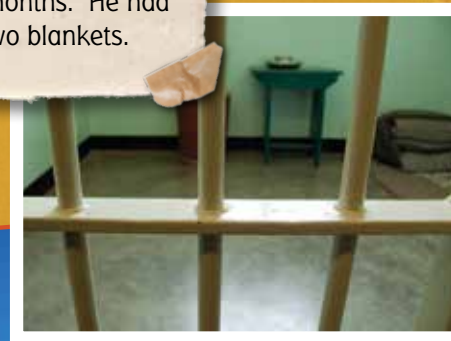
At his trial, Mandela spoke these words of wisdom:

*"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."*

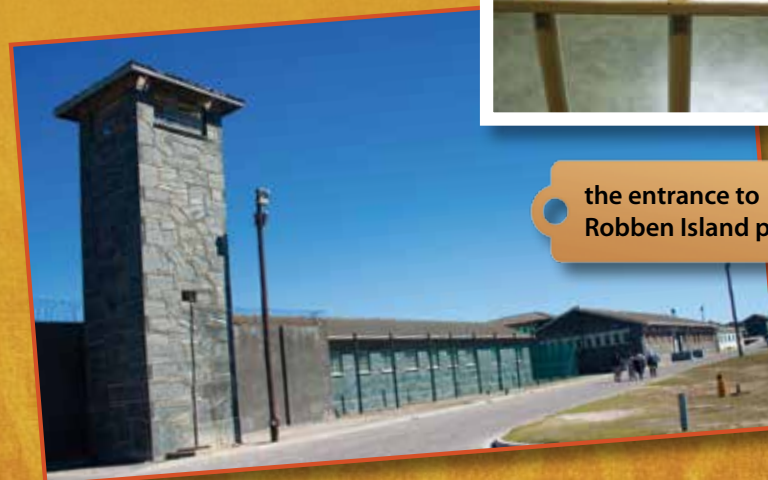


Prison Life

Mandela's prison cell was only seven square feet. Every six months, he was allowed one letter. It could be no more than 500 words long. He could see his family only once every six months. He had a uniform, a mat to sleep on, and two blankets.



the entrance to Robben Island prison



Mandela was sent to Robben Island prison. He was forced to work under tough conditions. Sometimes, the prison didn't give him the letters or books that were sent to him. He was forced to live in a small, harsh cell.

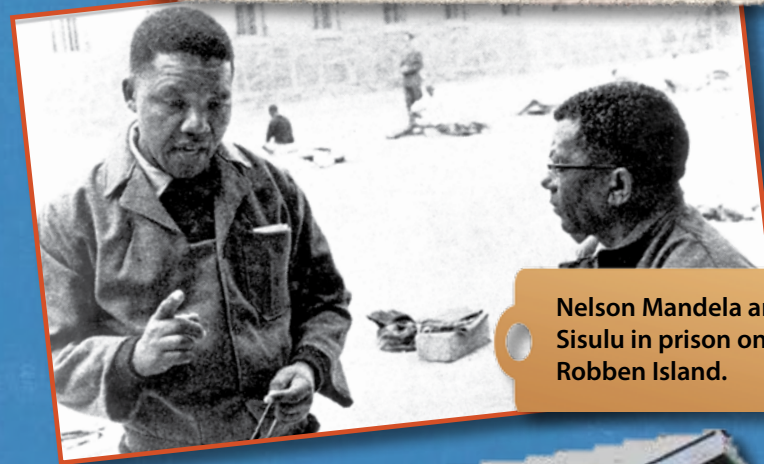
Mandela and five of his friends, including Sisulu, were all sentenced to life in prison. They taught other prisoners about politics and the law. Even in prison, many people still looked up to Mandela. They believed the same things he did. They believed that all people should have equal rights. They admired Mandela's **integrity**. He stayed true to his beliefs even when he was being treated badly. He promised to fight for freedom until the end of his days.

46664

Mandela had another name. He was known by his prison number 46664. Today, his number is a **symbol** of freedom around the world.

Mandela University

Prison was a difficult place, but Mandela wanted to show the other prisoners that even harsh treatment couldn't change his beliefs. He tried to be the best person he could be even in the darkest moments. He led prisoners to ask for changes in the prison. He was able to help other prisoners win better food and access to music. Robben Island was often called *The University* because of how much the prisoners learned from Mandela and the other activists there.



Nelson Mandela and Sisulu in prison on Robben Island.

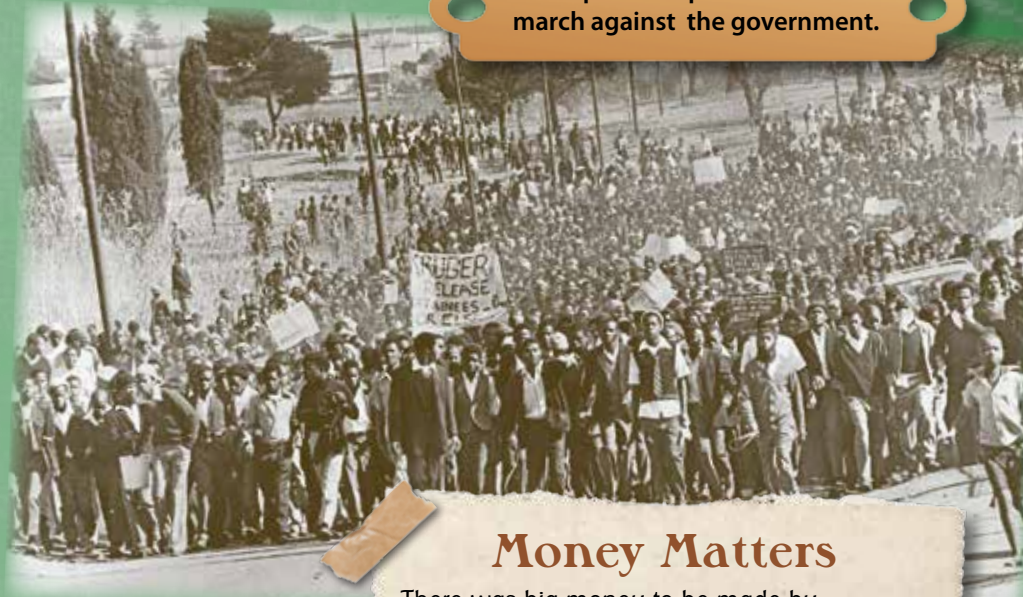


Freedom

People around the world agreed that South Africans were not being treated fairly. Many countries asked that Mandela be freed. They passed laws to pressure South Africa to change. But South Africa's government ignored the world. They would not end apartheid.

By 1985, there were many problems in the country. People were **rioting**. There was great unhappiness. The government tried to gain Mandela's support in prison. They offered Mandela freedom. In exchange, he would have to allow apartheid to continue. But he told them, "Only free men can **negotiate**." He stood for all South Africans. He would not help the government unless all people would be free.

Anti-apartheid protestors march against the government.



Money Matters

There was big money to be made by musicians who were willing to travel to perform in South Africa during the apartheid years. Many famous artists refused to play in South Africa until the laws changed. Bruce Springsteen, Miles Davis, and Run-DMC were among those who refused to perform there.



anti-apartheid protestors

"It is never my custom to use words lightly. If 27 years in prison have done anything to us, it was to...make us understand how precious words are and how real speech is in its impact on the way people live and die."

-Nelson Mandela



Free Mandela!

Mandela may have been imprisoned, but he was never alone. The whole world worked together to set him free. He was and continues to be a symbol of freedom.

England

In 1988, England hosted a huge concert for Mandela's 70th birthday. He was still in jail, but 75,000 people came to the concert. The concert was shown on television in 64 countries. The jail received 11 bags of birthday cards for Mandela.

Japan

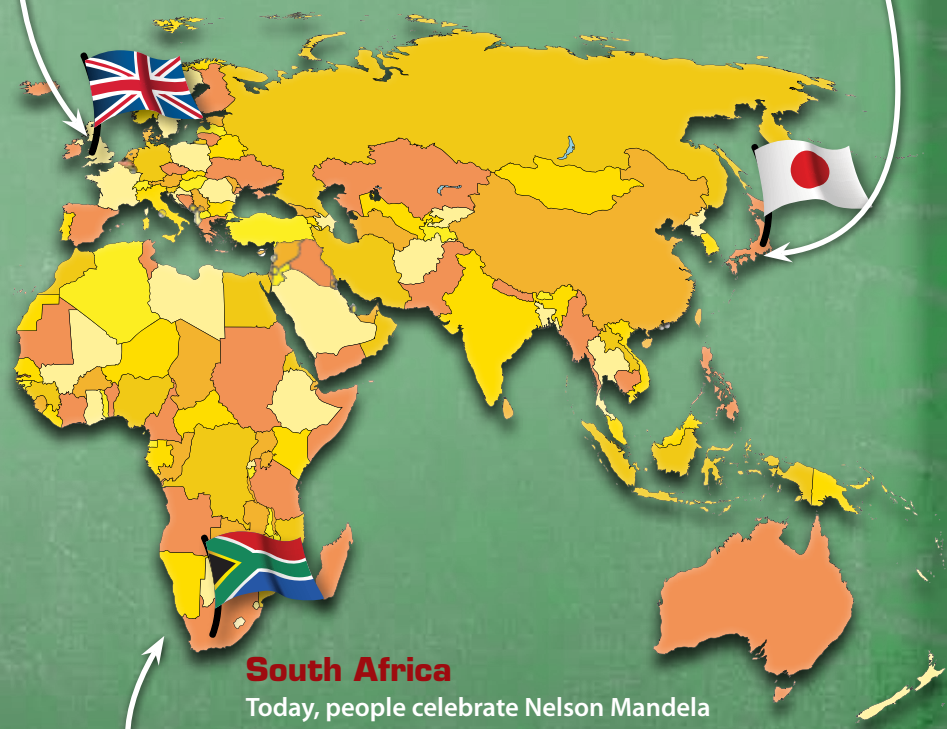
In 1964, South Africa was banned from the Olympic Games in Tokyo, Japan. South Africa was allowed to participate in the Olympics only after Mandela was released.

The United Nations

In 1964, South Africa could no longer take part in the General Assembly at the United Nations. The United Nations strongly supported Mandela's release from prison.

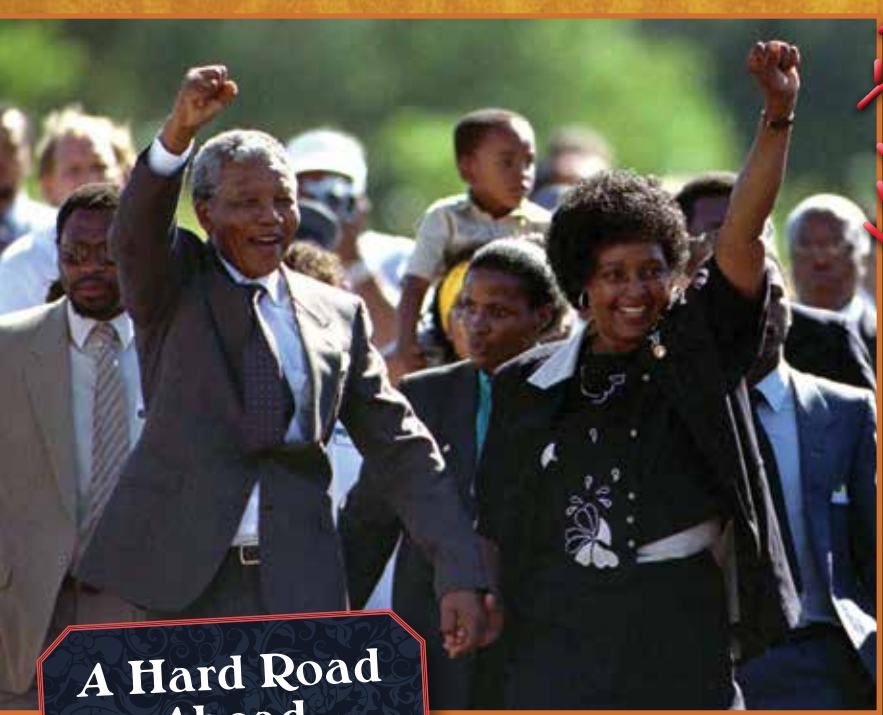
"It is in your hands to make of our world a better one."

-Nelson Mandela



South Africa

Today, people celebrate Nelson Mandela International Day on his birthday, July 18. People around the world donate 67 minutes of their time to help others. Each minute represents 1 of the 67 years Mandela spent fighting for justice.



A Hard Road Ahead

When he was released, Mandela walked hand in hand with his wife. It was the first time Mandela had been seen outside prison in 27 years. He gave many speeches after his release. In them, he always reminded people that there is “no easy walk to freedom.”

Freedom for All

In 1986, Mandela began talking with members of the government. He later met with Frederick Willem de Klerk (VILL-em da KLERK), the president of South Africa. De Klerk had been listening to the world’s calls for change.

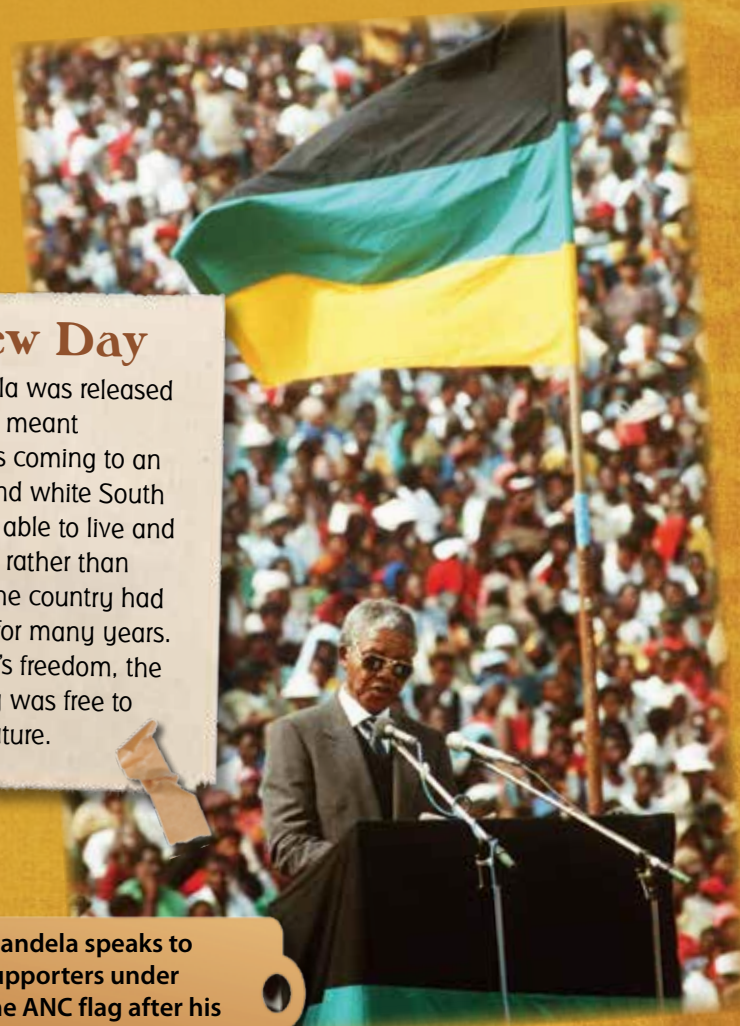
Mandela believed de Klerk

wanted to end apartheid. On February 11, 1990, Mandela was finally released from prison. Crowds of people around the world gathered to watch. As he walked out of the prison, he held his fist in the air. It was a powerful symbol of his struggle for freedom.

Mandela urged all people to think about peace. He knew not everyone would agree on how to run the country. In a speech he said, “Now is the time...to stand together against those who...wish to destroy...the freedom of all of us.” He wanted people to avoid **prejudice**. He wanted them to think about what was best for the country.

A New Day

When Mandela was released from prison, it meant apartheid was coming to an end. Black and white South Africans were able to live and work together rather than separately. The country had been divided for many years. With Mandela’s freedom, the whole country was free to build a new future.



Mandela speaks to supporters under the ANC flag after his release from prison.



Peaceful Protests

The members of the ANC used a sign. It was a fist raised in the air. It meant they were fighting for freedom. It meant they would fight using words, silence, or stillness. But the fist in the air also meant they would not use violence. Do you recognize these other peaceful symbols?

What do you think symbolizes peace?



Ancient Romans used the olive branch as a symbol of Pax, the goddess of peace. She was believed to bring olive branches to those at war.



White doves often symbolize peace. Churches, artists, and writers have all used this symbol.



This peace sign was designed to protest weapons and war.

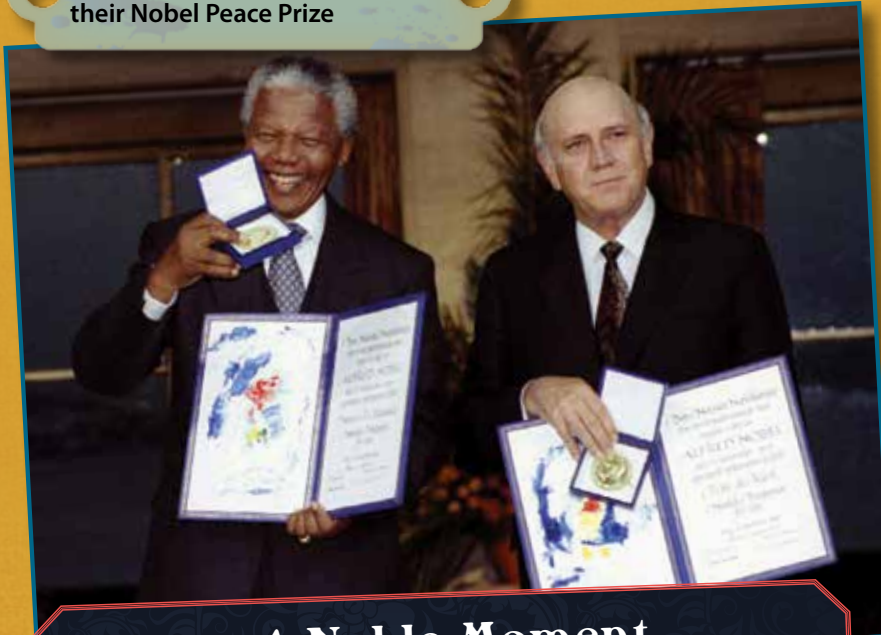


People often raise two fingers in the form of a V to symbolize peace. Protesters used the sign to stand for peace and changed the meaning. Originally, the V stood for victory.

Presidents and Partners

Mandela and de Klerk worked together for two years. Sometimes, they agreed. But sometimes, they did not. Each worked to see the other person's side. It wasn't always easy. But they were dedicated to the idea of democracy. In 1993, a new **constitution** was created. It made apartheid illegal. For the first time, all South Africans, black and white, had equal rights.

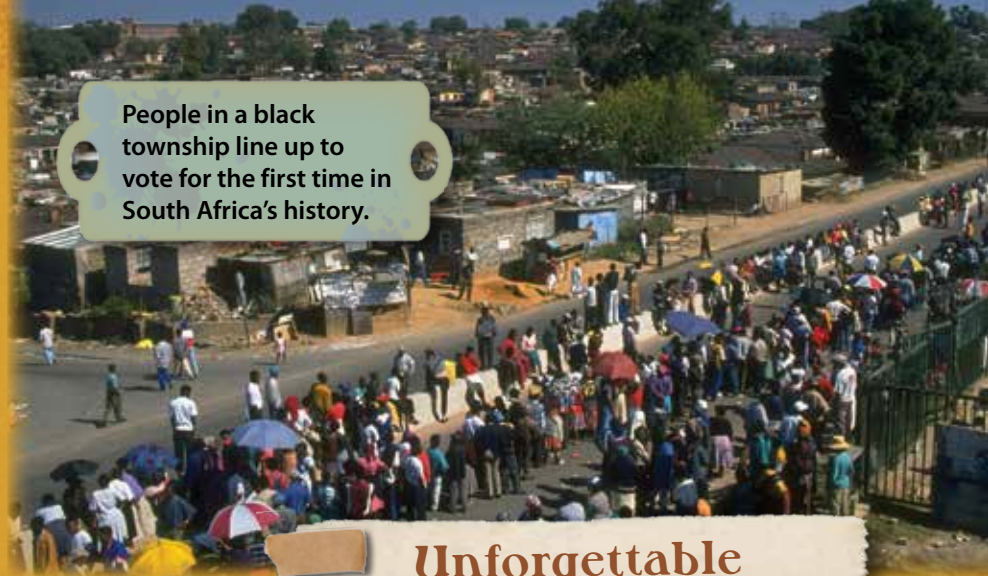
Mandela and de Klerk accepting their Nobel Peace Prize



A Noble Moment

In 1993, Mandela and de Klerk were awarded the Nobel Peace Prize for their work. A Nobel Prize is the highest honor a person can earn. Together, they brought freedom and peace to their country. Many people were amazed that these two very different people were able to work together.

People in a black township line up to vote for the first time in South Africa's history.



Unforgettable

Mandela was the first black person to be elected president of South Africa. He was also the first person to be elected by both black and white people. Before Mandela fought for freedom for all people, it would have been impossible for an African to be president.

In 1994, the country held its first democratic election. The people elected Mandela to be their country's president. He was 75 years old. When he took office, he held hands with de Klerk. A black man and a white man stood together. Their joined hands were raised in the air. Mandela knew all the years he had spent alone in jail had been worth it.

Today, Mandela speaks out for peace. He inspires leaders around the world. His message is the same as it has been for many years. We all deserve peace. We all deserve equal rights. We all deserve freedom.



Time Line of Nelson Mandela's Life

"I was an ordinary man who became a leader
because of extraordinary circumstances."

-Nelson Mandela



1918

Born in South Africa



1925

Starts primary school



1940

Stages student protest
at Fort Hare University



1944

Attends first ANC
meeting



1952

Leads the Defiance
Campaign



1956

Arrested for treason



1961

Goes into hiding



1964

Sentenced to life in prison
and sent to Robben Island



1990

Released from prison



1993

Wins Nobel Peace
Prize with de Klerk



1994

Elected president of
South Africa in the
country's first free election

Glossary

ancestry—the family members that came before someone

apartheid—a law that allowed Afrikaners to treat Africans in cruel and unfair ways

banned—stopped someone by law from doing something

boycotted—refused to buy from a person, organization, or country

constitution—a list of laws and rules that a government agrees to follow

democracy—a type of government in which all adults have a say about how the government works

equality—when all people have the same amount of power

ideal—a person, thing, or idea that many people think is perfect

integrity—the quality of being honest and sincere

minority—a group of people who have a different background or religion than most people in a country

negotiate—to compromise with another person to reach an agreement

peaceful protest—to argue or fight for something in a nonviolent way

prejudice—to judge another person based on how they are different, often because of racial or religious differences

rioting—publicly acting in violence

royals—people with royal roots; kings, queens, or others who rule

sabotage—a disruption of the work and services used by people

segregation—separation based on race or class

strikes—refusals to work or complete work until those in charge make changes

symbol—something that stands for something else

treason—to willingly do something that will hurt your country



Index

- African National Congress (ANC), 12, 18, 23, 25, 41
- Africans, 6, 7, 12, 14–15, 18, 26, 35
- Afrikaans, 15
- apartheid, 14–15, 22, 26, 30, 34–35, 38
- Black Pimpernel, 24
- boycotts, 18
- constitution, 38
- Dalibhunga, 9
- de Klerk, Frederick Willem, 34, 38–39, 41
- Defiance Campaign, 18, 41
- England, 33
- Father of South African Freedom, 4
- fist, 34, 36
- Freedom Charter, 19
- Gandhi, Mohandas, 16–17
- General Assembly, United Nations, 32
- India, 16
- Japan, 33
- Johannesburg, South Africa, 15
- Khulu, 9
- Liliesleaf Farm, 24–25
- Machel, Graça, 13
- Madiba, 9
- Madikizela, Winnie, 13, 23
- Mandela University, 29
- Mase, Evelyn, 13
- Mother of the Nation, 23
- Nelson Mandela Day, 33
- Nobel Peace Prize, 38, 41
- olive branch, 36
- Olympic Games, 33
- Pax, 36
- peace sign, 37
- protest, 14, 18, 20–21, 26, 37
- Qunu, 6
- rioting, 30
- Robben Island, 27–29, 40
- Rolihlahla, 8
- Romans, 36
- Sacred Warrior, 17
- Scarlet Pimpernel, The*, 24
- segregation, 14
- Sisulu, Walter, 12–13, 28–29
- South Africa, 4, 7, 12, 26, 30–33, 39–41
- Soweto, 15
- Spear of the Nation, 23
- strikes, 18
- Students' Representative Council, 11
- symbol, 28, 32, 34, 36–37
- Tambo, Oliver, 11
- Tata, 9
- Thembu, 10
- Tokyo, Japan, 33
- treason, 22, 41
- United Nations, 32
- whites, 6, 7, 12, 14–15, 22, 35, 38–39



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Explore the life of Nelson Mandela from his childhood to his life as the president of South Africa, in this comic-book-style biography.

Oluonye, Mary N. *South Africa (Country Explorers).* Lerner Publications Company, 2008.

Learn more about South Africa's land, people, climate, animals, food, school, religion, and more in this colorful book.

Rice, Dona. *William Rice. Mohandas Gandhi.* Teacher Created Materials, 2011.

During a difficult time in India's history, Gandhi learned many lessons about how to be gentle and honorable. Find out how these lessons helped him become one of the world's greatest leaders.

More to Explore

Apartheid Museum

<http://www.apartheidmuseum.org/comics>

Two comics take a present-day South African boy back in time to witness protests and riots.

Kid World Citizen

<http://kidworldcitizen.org>

This website has activities that help you think about people and cultures around the world. For more information on Nelson Mandela, type *Nelson Mandela* into the search box.

Nelson Mandela Centre of Memory

<http://www.nelsonmandela.org>

Scroll down under the *Multimedia resources* tab and click on images and video to view photos and footage of Mandela and the people of South Africa.

South Africa Games and Activities for Kids

<http://www.wartgames.com/themes/countries/southafrica.html>

This site has links to fun facts, folktales, recipes, and more from South Africa.