

NELSON MANDELA

Long Walk to Freedom

TEACHER'S GUIDE

The life of Nelson Mandela serves as a shining example that one person can change the world. It's a lesson we want our youngest children to understand and believe.

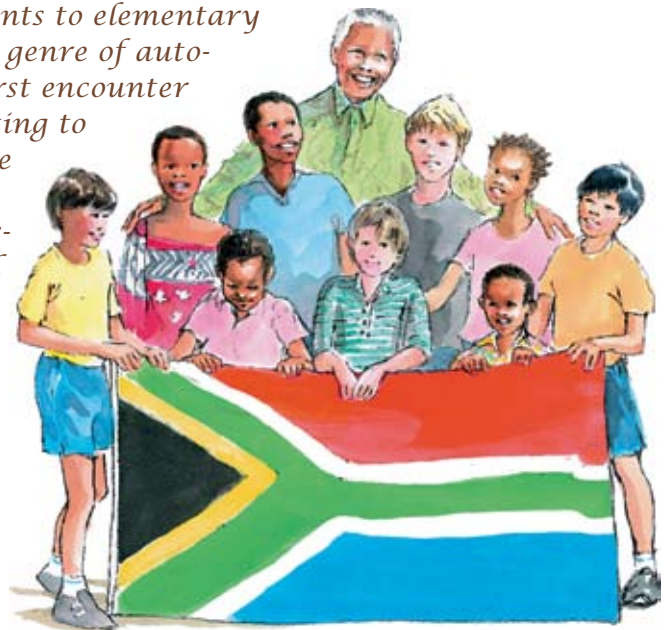
In this autobiography, created with the support and assistance of the Nelson Mandela Foundation, your students will get to know the young boy called "Troublemaker" and his early years in rural South Africa. They will see him grow to a man facing many personal and societal challenges, and watch him develop a vision for his country. And they will discover what dedication to such a dream means.

Your class will learn that heroes are not a thing of fiction or of the past, but that heroes are part of our contemporary world, and that all of our lives are better for that.

This classroom guide is designed to help you take advantage of the teaching opportunities the LONG WALK TO FREEDOM presents to elementary grade classes: from literature study (introducing the genre of autobiography) to history (this may be many students' first encounter with a timeline); from lessons in values to letter writing to discussions about a variety of ideas introduced in the book, these across-the-curriculum activities will aid you in meeting learning objectives in Language Arts-Reading; Language Arts-Writing; Social Studies; Oral Communication; and Cooperative Learning.

We hope you and your students enjoy taking this long walk with Nelson Mandela and finding new ways to think about the world in which we live.

An important resource for you in preparing lessons for your class is the Nelson Mandela Foundation. Its Web site is: www.nelsonmandela.org



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AUTOBIOGRAPHY

Timeline

Sample Timeline

World Events

Letter Writing,
Community Service,
& Discussion Topics

AUTOBIOGRAPHY

Nelson Mandela introduces *Long Walk to Freedom* with a letter to the reader. Read the letter with your students and discuss its meaning. The last line of the letter says,

“This is my story.”



That should tell your students that *Long Walk to Freedom* is an autobiography.

Talk about the differences between autobiography & biography.

1. Which can provide the most information?
2. Which is more likely to tell the truth?
3. Which is more reliable?
4. Which is more useful, a personal memoir or a biography written by another person?

1 Have each student write an autobiographical essay about a single event in his or her life. If possible, have another person who shared in that event - a parent, a sibling, a friend - write a brief essay about that same event. Have each student compare the two stories: Are they exactly alike? If not, what are the different details? Which seems more like the truth? Can memory be trusted?

2 Note with your students that *Long Walk to Freedom* ends in 1994; it does not take us to the present. Have them guess why that is so. Then direct them to the copyright page. Here they'll see that although this is a new book, the original story was written in 1994 as a book for adults.

3 Much has happened since 1994. Have your students research Nelson Mandela to learn what he is doing now and what is happening in South Africa.

A USEFUL WEBSITE IS...

<http://news.bbc.co.uk/1/hi/world/africa/1454208.stm>

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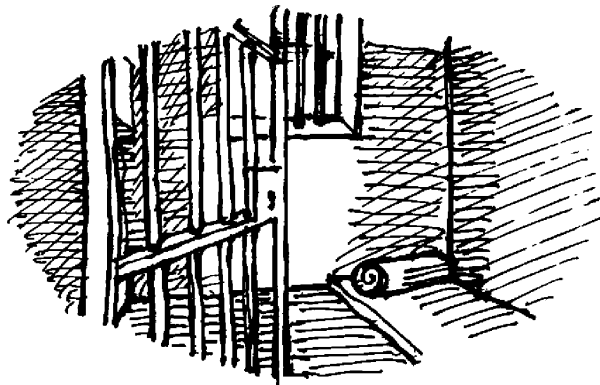
TIMELINE

This activity offers your students a way to learn about Nelson Mandela in the context of what was occurring in the world from his birth in 1918 to his election as president of South Africa in 1994. Examine the chronology at the end of the story. Then work with the class to translate this into a linear diagram. (See sample below.) The span of the story from 1918 to 1994 is seventy-six years, but they should extend their timelines to the present.

Making the timeline :

Use 12- by 24-inch construction paper so that there is plenty of room for entries. Holding the paper horizontally, your students should fold it in half so that the crease is 24 inches long. Starting 2 inches from the edge, draw a 20-inch line along the crease. Label the left edge of the line 1910, then mark off subsequent decades at 2-inch intervals. When they are finished, the right edge should be 2010. On the left side above the line they should write: "Nelson Mandela;" below the line, "World Events."

Now each student is ready to enter dates and events onto the timeline. It is not necessary to use every date included in the book. Students should select only the ones they think are important.



INTERNET WEBSITES THAT ARE USEFUL:

American History :

1. <http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wwwwak-466>
2. <http://www.animatedatlas.com/timeline.html>
3. <http://www.infoplease.com/ipa/A0903596.html>
4. <http://www.infoplease.com/ipa/A0902416.html>

World History :

1. <http://www.infoplease.com/ipa/A0001251.html>
2. <http://timelines.ws/20thcent/TWENTIETHCENT.HTML>

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SAMPLE TIMELINE

NELSON MANDELA

1918

Nelson Mandela is born

1943

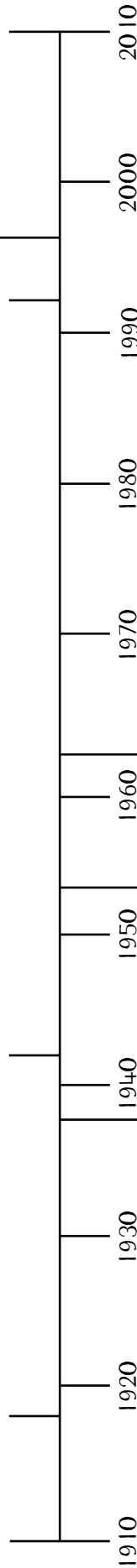
Joins the ANC

1993

Awarded the Nobel Peace Prize

1994

Elected President of South Africa



1939

WWII begins

1954

Brown vs Bd of Ed

1963

Martin Luther King's "I Have a Dream" speech

WORLD EVENTS

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WORLD EVENTS

Nobel Peace Prize

In 1993, Nelson Mandela and Fredrik Willem de Klerk shared the Nobel Peace Prize. Discuss with your class what the Nobel Peace Prize is and why it is awarded. What did Mandela and de Klerk do to deserve the award? Do your students know of others who have been awarded the prize?

The Norwegian Nobel Committee started awarding the Nobel Peace Prize in 1901. Assign each student a year* (*see note*) and have them research the winners for that year. Questions they should answer should include, but not be limited to:

1. Who was awarded the prize?
2. What country was he or she from?
3. What special thing did the recipient(s) do?

Have students do reports about their winner. Create a Nobel Peace Prize display with photographs of winners and lists of their accomplishments.

INTERNET WEBSITES THAT ARE USEFUL:

1. http://nobelprize.org/nobel_prizes/peace/laureates
2. http://nobelpeaceprize.org/en_GB/laureates/
3. <http://www.infoplease.com/spot/nobel-prize-history.html>

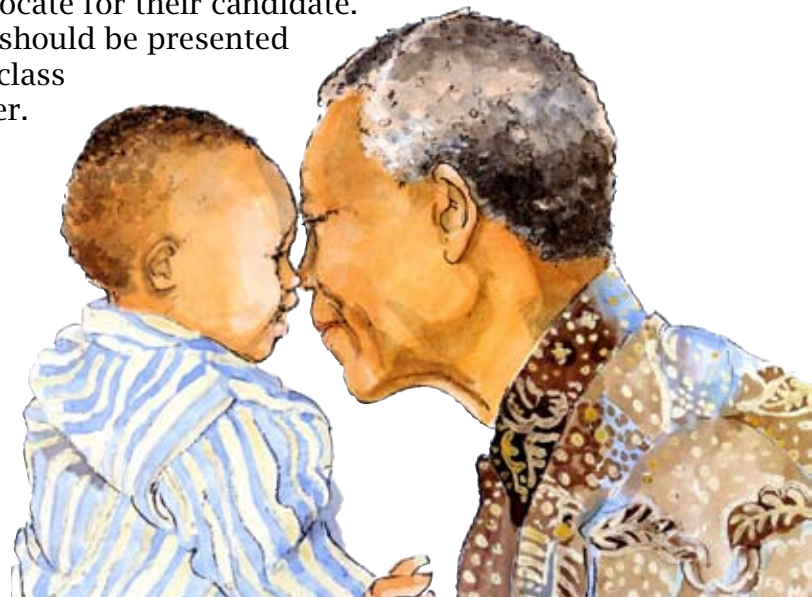
**Note to teachers: The Nobel Peace Prize was not awarded in the following years: 1914, 1915, 1916, 1918, 1923, 1924, 1928, 1932, 1939, 1940, 1941, 1942, 1943, 1948, 1955, 1956, 1966, 1967, and 1972.*

Award Your Own Peace Prize

Develop with your class a list of qualities a recipient of the Nobel Peace Prize should have. Using that as a model, create a mission statement for your class's prize. Then come up with a list of candidates from your school or neighborhood that your students think are worthy to receive it. Divide your class into committees to represent a candidate. The job of the committee is to advocate for their candidate.

The committee reports should be presented to the entire class. The class can vote to pick a winner. You can have a special ceremony to award the prize.

An additional activity could be to design a medal and a certificate for your peace prize to present to the winner.



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**LETTER WRITING,
COMMUNITY SERVICE
& DISCUSSION TOPICS**

LETTER WRITING

Nelson Mandela was born on July 18, 1918. To mark the date, have students write to him. You should decide which type of letter they will write — a personal letter or a business letter. Show them the different ways to write a letter. Here are two ways your students can reach Nelson Mandela. They can mail letters to:

**Nelson Mandela
c/o Nelson Mandela Foundation
Private Bag X700000
Houghton
2041
South Africa**



Or by e-mail: nmf@nelsonmandela.org

COMMUNITY SERVICE

Your students can make a difference in the quality of life of your own community just as Nelson Mandela did for his nation. Brainstorm things that your class can do — whether cleaning up a local park or creating a winter-coat collection or reading to very young children or to senior citizens. Once the class is agreed on a project, set a plan and timeline (your students now know what a timeline is) and act.

DISCUSSION TOPICS

1 Nelson Mandela writes about freedom. To him freedom means being able to vote. He believes that if you can vote, you can help decide who will rule your country and how. What does freedom mean to your students? Is voting the only form of freedom? Ask your students to write down what freedom means to them. Have them create posters expressing their feelings about freedom.

2 As a boy, Nelson Mandela was known as “Troublemaker.” As he grew up, there were probably many who believed he lived up to this name. Have your students find examples of his “troublemaking” and why he chose to act that way. An example would be his refusal to sit on the student council because not enough students had voted. Have the class discuss if it is ever right to be a “troublemaker.”

3 What is a hero? Who are your students’ heroes? Have a discussion about fictional heroes in books, movies, television, and comics as well as real-life heroes. What qualities do most heroes share? Have them measure Nelson Mandela’s life against those qualities.

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This guide was created by Clifford Wohl — Educational Consultant