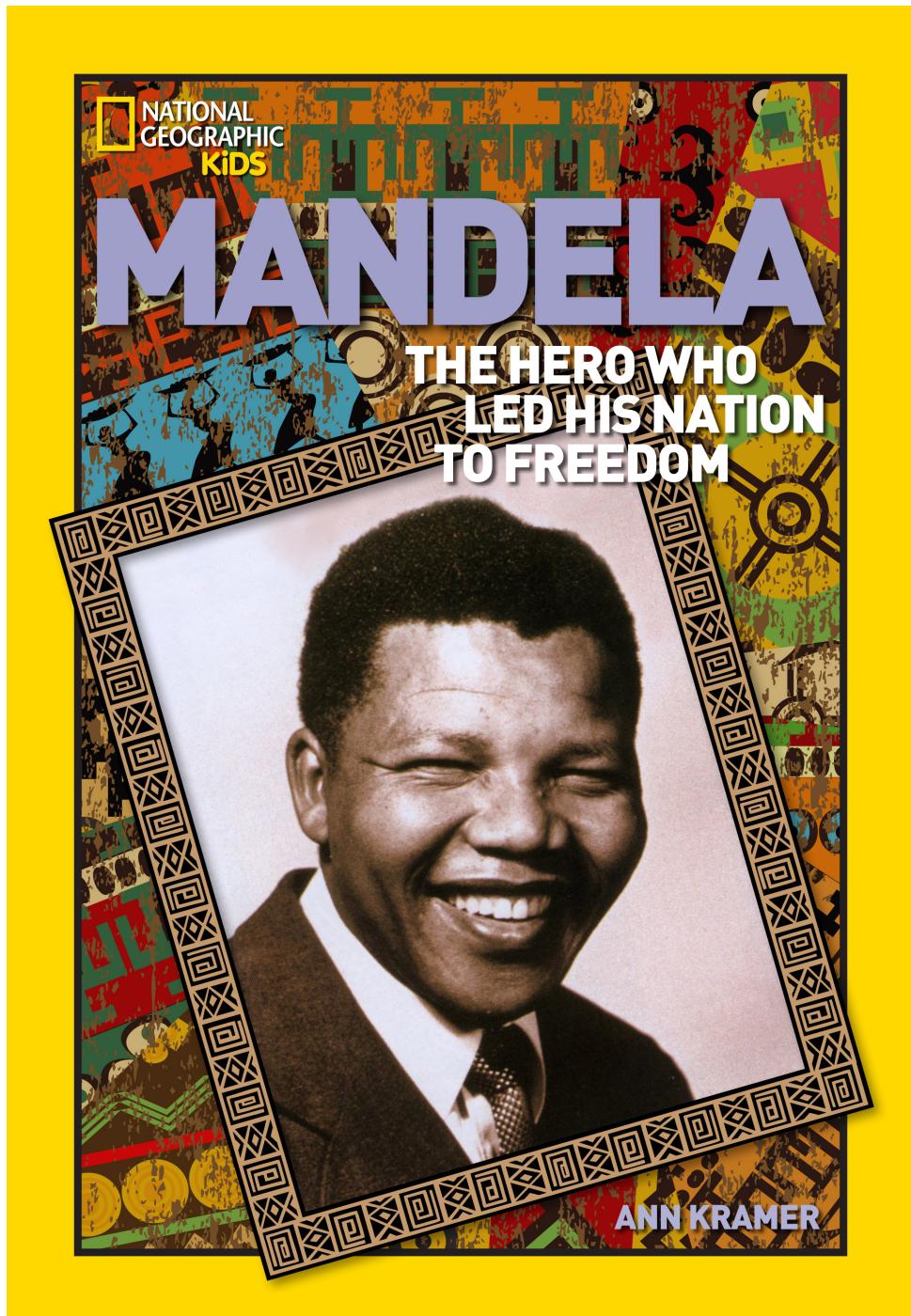


NATIONAL GEOGRAPHIC EDUCATOR'S GUIDE

COMMON CORE ALIGNMENTS AND CLASSROOM ACTIVITIES



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A CLASSROOM GUIDE

Nelson Mandela, winner of the Nobel Peace Prize, comes to life in this well-crafted and thoughtfully organized biography. With clear explanations, carefully selected photographs, maps, and other images, this book places Mandela's life in the context of the historical events of South Africa. Students will encounter his childhood, his dedication to nonviolence, his imprisonment, and, ultimately, his presidency and the end of apartheid.

BEFORE READING

To activate prior knowledge and to focus on the central idea of this book, have students preview the text:

How many of you have heard of Nelson Mandela? What do you know about him? Allow students to share information and ideas.

This book, *Mandela: The Hero Who Led His Nation to Freedom*, is organized to help you understand the information. First, find the table of contents and notice the way that this book is organized into four sections. Think about the titles of those four sections and the chapters within them. Just by using that information, could you give a two-sentence description of Mandela's life? [Sample response: Nelson Mandela had a noble background and went to boarding school. He ran away, committed treason, and ended up in prison, but later he became president.] Now that you have this sketch of Mandela's life and accomplishments, we will use these sections and chapters to find out more about how Mandela became such an important figure in history. (RI-2)

Understanding the author's purpose and point of view is important to thinking critically about a book. Discuss the author of this book and examine her point of view:

Before we read, let's find out more about the author of this book, Ann Kramer, and see if we can figure out her point of view. Can you look at the front and the back of the book to find any information about who she is and if she had any help writing this book? Guide students to find the information located in the book about the author and the consultant, James Barber. What are the other books that Ann Kramer has written? How do you think James Barber helped with this book? Why would they be considered experts on Nelson Mandela? Help students locate Ann Kramer's and James Barber's educational qualifications and titles of other books that they have written. Discuss the ways that these achievements qualify them to be experts on this topic. (RI-6)

Another important activity before reading a book is previewing the layout of the pages and noticing how the author provides important information in various ways:

What do you notice running along the bottom of most pages? What kinds of events are recorded on this timeline? [The events are important ones in Mandela's life, in South African history, and in world history.] Study the time line and work with a partner to identify two events that are specifically about Mandela's life, two events that are about South Africa, and two world history events. Discuss why the author would want to include these different types of events on one time-line and ways a time-line can help the readers understand the book better. (RI-7)

DURING READING

Support students' understanding of the central ideas of the book and ways the author develops those ideas. After studying the table of contents to gain a sketch of Mandela's life, have students notice the very first paragraph of this book.

The author helps you prepare for each chapter with a beginning paragraph in bold print. What do you think the purpose of this paragraph is? [This paragraph gives an overview of the chapter, which is very useful.] Based on this paragraph alone, what do you think some central ideas of this book might be? [Sample response: Mandela is famous for leading the struggle for equal rights in South Africa.] Discuss student responses. Encourage them to notice the beginning paragraph in bold print for each chapter and to use it to support their understanding as they read. (RI-2)

Informational texts often contain specialized language, and students may need strategies for understanding new words—or new meanings for familiar words. Guide them to find clues for figuring out the meanings of words:

This book may have some words that are unfamiliar to you, and some of the words may be in other languages! While you read, pay attention to words that are new to you or are used in a new way. For example, the heading on page 8 includes the word "veldt". How could we figure out its meaning? [Students may suggest using a dictionary, but encourage them to use the text and illustrations in the book.] After skimming the first few paragraphs of that chapter and by viewing the photographs on pages 8 and 9, what do you think a veldt is? Briefly discuss student responses. What are some ways to make sure that meaning is correct? Help students find and use the glossary to confirm their definitions. Reinforce the idea that readers can often figure out the meaning of an unfamiliar word by reading the sentences around it and by studying the illustrations. (RI-4, 7)

Sometimes words have more than one meaning or can have subtle shades of difference that distinguish them from their synonyms. This can even be true for peoples' names! Notice the box on page 9 that is titled "Double Meaning." What can you learn about Mandela's first name Rolihlahla? Are there ways that his name reflects his life? What are some different ways to interpret those definitions when you think about Mandela's life? [Possible example: "Troublemaker" could refer to Mandela's willingness to "cause trouble" and go to jail in his struggle to end apartheid. (RI-4, 7)

Identifying important ideas and studying the way that the author provides examples and supports them is critical for reading informational text:

As you read, identify important ideas and notice the way that the author introduces them and explains them. For example, going to school was an important event in Mandela's life, and one of the four sections of this book is called "A Serious Student." Earlier in the book, a chapter titled "Starting School" begins with a paragraph in bold at the beginning that gives the reader clues about the importance of school to Mandela. Read that chapter to find specific examples or anecdotes that highlight or explain the importance of school to Mandela. [Examples: "He was the first person in his family to attend" and "Unlike most Xhosa villagers, ... most [Mfengu people] had been educated in missionary schools." As you read, notice other key ideas and find ways in which those ideas are introduced, then supported by illustrations or examples. (RI-3)

As students read, scaffold their understanding of ways that the pieces of the text work together to build the overall structure of the book:

The first chapter in the section called "In Prison" is "Johannesburg." This chapter doesn't even mention the word "prison", but it's important to figure out how the chapter fits into the bigger section called "In Prison." Read the first bold paragraph on page 34 to get important clues about Mandela's first years in Johannesburg. What do you think the author, Ann Kramer, wants you to know by this sentence, "Later, he made friends and found a good job as an apprentice lawyer"? [Perhaps Ann Kramer wants you to understand that Mandela was a good man, respectable, and hardworking.] Find other examples in that chapter that describe Mandela's character. Discuss briefly. Conclude by analyzing ways that this chapter could relate to the over arching section about being a prisoner. Discuss the importance of understanding the structure of the book and the ways that the chapters and sections fit together. (RI-5) Have students work in pairs or small groups to discuss ways that other chapters work together to create a section. Allow them ample time to discuss the structure of the book, and encourage them to give evidence supporting their ideas. (RI-1, 5)

AFTER READING

Usually authors of informational text make specific claims, or arguments, in a book. Sometimes they are supported by facts, but sometimes they are not.

On page 36, near the beginning of the chapter "Politics and Marriage," the author makes the argument that "Life in South Africa was hard for black people," and she explains and describes apartheid in this chapter and the following next two pages. Work with a partner to read these four pages, and then list three reasons that support that statement. Do you think Ann Kramer supported her statement with facts? [Yes, with many facts!] Can you find other chapters in which Ann Kramer makes a claim, then supports it with reasons and evidence? Allow students ample time to discuss the author's arguments and the evidence for them. (RI-8)

Have students work in small groups to identify other arguments or claims made in the book and to list the supporting evidence for each. Each group could take a different section to analyze and then create a chart explaining the claims and the facts that support them. The groups could then share their charts with their classmates. (RI-1, 8)

EXTRA CREDIT

This book provides lots of information about Mandela, but it can be useful to read other perspectives to get a fuller picture. Guide students to find the bibliography at the back of the book and provide them with some of the resources listed there. Be sure to include excerpts from Mandela's own memoir, as well as other types of material, such as magazines and web-based articles. (RI-9)

RI = Reading Standards for Informational Text

NOTES

NOTES

Free Elections

Nelson Mandela was freed from prison in 1990. The then president, F.W. de Klerk, had accepted the principle of "power sharing." For the first time in South African history, whites would have to share power and government with Africans. Mandela and de Klerk met many times to discuss the form of a new multi-racial constitution. Progress was slow, and there were problems. Violence continued in the townships. There was bitter fighting between ANC supporters and Inkatha, a new Zulu political movement headed by Chief Buthelezi. Whites feared they would lose their rights.

In 1993, Mandela and de Klerk agreed to a timetable for black majority rule. A constitution was introduced, giving equal rights to all South Africans. Between April 26 and 29, 1994, for the first time in South Africa's history, all ethnic groups voted in the first ever free democratic election. Mandela was elected president, and the ANC won 252 of the 400 seats in the national assembly.

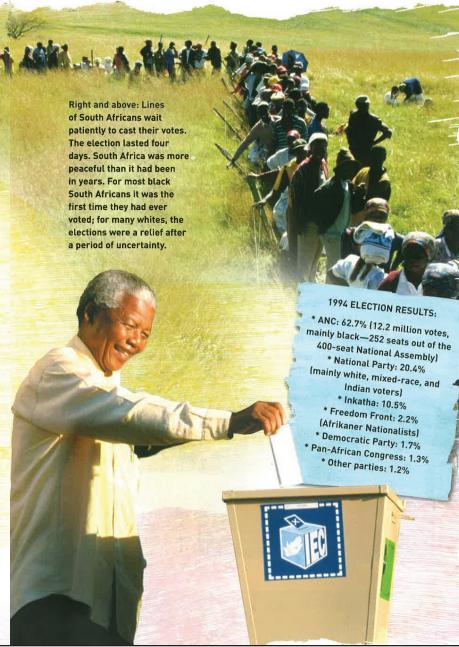


Above: Mandela gives the ANC clenched-fist salute. During the run-up to the election, he travelled all over South Africa campaigning for the ANC. Cheering crowds greeted him wherever he went.

Left: Mandela supporters show their strong feelings at an election rally.

Right: Nelson Mandela, ANC presidential candidate, casts his vote in South Africa's first democratic elections. He voted in a rural school in Natal, near where John Dube, founding president of the ANC, is buried. A journalist asked Mandela who he was voting for. Mandela joked that he had been "agonizing over that choice all morning."

Right and above: Lines of South Africans wait patiently to cast their votes. The election lasted four days. South Africa was more peaceful than it had been in years. For most black South Africans, it was the first time they had ever voted; for many whites, the elections were a relief after a period of uncertainty.



1994 ELECTION RESULTS:

- * ANC: 62.7% (12.2 million votes, mainly black—292 seats out of the 400 in National Assembly)
- * National Party: 20.4% (mainly white, mixed-race, and Indian voters)
- * Inkatha: 10.5% * Freedom Front: 2.2% (Afrikaner Nationalists)
- * Democratic Party: 1.7%
- * Pan-African Congress: 1.3%
- * Other parties: 1.2%

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