

# Teaching Nelson

# MANDELA

**Learning Experiences and Lessons  
to Support Grade 7–12 Classrooms**



CANADIAN MUSEUM FOR  
**HUMAN RIGHTS**

**Brock**  
University

## **Teaching Nelson Mandela (TNM) Advisory Group**

TNM Project Lead and Chair, Dolana Mogadime, Ph.D.

TNM Senior Advisory Member, Anneke McCabe, M.Ed., B.Ed., B.Mus., OCT

TNM Senior Advisory Member, Sally Hooper, Ph.D.

TNM Senior Advisory Member, Sherilyn Lehn, M.Ed., B.Ed., B.F.A., OCT

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ISBN: 978-0-9813127-7-4

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Teaching Nelson Mandela Advisory Group Members (June 2018)	5
Definition of Terms	7
Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture	10
ARCC: Operationalizing the Learning Experience with An African Epistemology	13
Learning Experiences – By Dr. Dolana Mogadime	16
Apartheid as a Social Policy	17
Critical Reading: Identify the messages that are conveyed in apartheid signage	23
Two Culminating Activities for the Lesson: Apartheid as a Social Policy	26
Apartheid Laws and Resistance	27
Documentary and Biography: A lens for studying life stories	36
Appendix A: Observing Documentary Life Stories and Identifying “Defining Moments”	39
Appendix B: Situating Nelson Mandela’s life stories within biographical studies	41
Appendix C: Observing and Documenting Defining Moments Using an Event Card	42
Appendix D – Support Materials	46
Learning Experiences – By Anneke McCabe	48
Who Is Nelson Mandela?	50
The Heart of Learning Ubuntu	52
Developing the Learning Experience	54
Literature Timeline Circles	56
Individual Historical Timelines	59
Collaborating on the Tableaux Narrative	61
Communicating a Message	64
Learning Experiences – By Dr. Sally Hooper	66
The Promise of Freedom	67



Victory of the African National Congress	69
The Reality, 20 Years Later	71
A Case Study	73
The Research Process	75
Human Rights Defenders: Engagement and Action	77
Learning Experiences	80
Artist Defenders Lesson 1	81
Artist Defenders Lesson 2	84
Artist Defenders Lesson 3 (Day 1)	86
Artist Defenders Lesson 3 (Day 2)	89
Artist Defenders Lesson 3 (Day 3)	92
Artist Defenders Lesson 4 (Day 1)	94
Artist Defenders Lesson 4 (Day 2)	96
Artist Defenders Lesson 5	98

## **Teaching Nelson Mandela Advisory Group Members (June 2018)**

### **Dolana Mogadime, Ph.D.**

Dolana Mogadime, Ph.D. is the inaugural Canadian Museum for Human Rights (CMHR) Visiting Scholar. During her appointment, she focused the development of materials for the Mandela: Struggle for Freedom exhibition. Dolana Mogadime is a full professor in the Department of Educational Studies, Brock University. In August 2020, she became the Faculty Chair of the President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED) for a term of up to 3 years. She is past Ph.D. Program Director, 2017 – 2019 for the Joint Ph.D. in Educational Studies Program (Brock Home University). Her research interests are in human rights and curriculum studies, critical sociology of education, equity studies and feminist theories. She has published in international and national academic journals and anthologies on topics such as women in leadership; gender-based violence; human rights education; teachers' life stories and commitments to equity in the curriculum.

### **Anneke McCabe, M.Ed., B.Ed., B.Mus., OCT, Ph.D. Student, Brock University**

Anneke McCabe is a Ph.D. student at Brock University, specializing in Social, Cultural and Political Contexts of Education. Anneke has been an elementary teacher in various school districts in Ontario for 18 years and has taught all subject areas. As a trained musician, Anneke has contributed to the education sector in arts-based curriculum design and leadership at the system level. Anneke served as a senior advisory member for the Teaching Nelson Mandela Curriculum Project at Brock University. Anneke presented a keynote at Brock's *Arts Matter* conference in 2020 and presented at the 7th International Conference on Narrative Inquiry in Music Education (NIME7).

### **Sally Hooper, Ph.D.**

Sally Hooper is an Assistant Professor in the Faculty of Educational Studies at Brock University. She has a Ph.D. in Adult Education and Community Development with a collaborative degree in Comparative, International and Development Education from the Ontario Institute for Studies in Education, University of Toronto. Her academic research interests include the role of education and community development as opportunities for the participation of historically disadvantaged people, particularly women, in post-apartheid South Africa. Sally has diverse teaching and administrative experiences in South Africa, three Canadian provinces, Ghana and Australia. Dedicated to community service, she serves on boards of local and national health and cultural organizations. Internationally, Sally has written curriculum for a global organization and coordinated health and education development projects in South Africa, Ghana and the Democratic Republic of Congo.

## **Sherilyn Lehn, M.Ed., B.Ed., B.F.A, OCT**

Sherilyn Lehn is a passionate educator dedicated to enriching the lives of her students by teaching human rights through Visual Arts and English. She currently is an intermediate/senior high school teacher with the Grand Erie District School Board in Ontario, Canada. Sherilyn has achieved a Bachelor of Fine Arts degree, Bachelor of Education degree specializing in Middle School Philosophy, and a Master of Education degree specializing in Social and Cultural Contexts. In her M.Ed. degree at Brock University, Sherilyn's major research paper focused on creating alternative learning spaces for students resistant to learning literacy in traditional teaching environments. Many of her students were successful in learning literacy through arts-based lessons that involved students' participation in scaffolded projects. These structured lessons were also planned as opportunities for student contributions to improving their own community. In her spare time, Sherilyn is passionate about painting and drawing, spending time in nature, and maintaining her health and fitness.

## Definition of Terms

The following are a list of relevant definition of terms.<sup>1</sup> They are not intended to be exhaustive. The definitions provided were retrieved from the sources as indicated. A reference list follows to provide acknowledgment of these sources.

**Ableism:** Reflects the dominant perspective that privileges the able body as the unquestioned norm, often placing negative social value on populations that do not conform. Ableism creates social and cultural permissions to devalue a population and impacts the creation of environments, behaviours, attitudes and social policy. (Brock University Human Rights Task Force Report, 2017)

**Accessibility:** The design of products, devices, services or environments for people who live with and experience disabilities. The concept focuses on reducing barriers, circumstances and obstacles that reduce equal access to policies, protocols, services and supports. (Adapted from Accessibility Ontario, in Brock University Human Rights Task Force Report)

**Accommodations:** Accommodations for human rights-related grounds are measures implemented to assist individuals in claiming and reclaiming their human dignity in the university [or in the workplace]. Accommodations are a fundamental and integral part of the right to equal treatment — that is, to attain the same level of performance, benefits or privileges experienced by others. Individuals are entitled to accommodations in employment and in the provision of services under the Ontario Human Rights Code, and for sexual harassment under the *Ministry of Training, Colleges and Universities Act*, up to the point of undue hardship. (Ontario Human Rights Commission, in Brock University Human Rights Task Force Report)

**Anti-Racism:** Anti-racism is the active practice of identifying, challenging and changing the values, structures and behaviours that perpetuate systemic racism. It involves challenging and changing systems, organizational structures, policies, practices and attitudes, so that power is redistributed and shared equitably. (Adapted from the Ontario Anti-Racism Directorate and NAC International Perspectives: Women and Global Solidarity, in Brock University Human Rights Task Force Report)

**Apartheid:** In Afrikaans, it means “separate.” Apartheid was made law in 1948 by the National Party. It dictated where people were to live and who they could and could not marry based on their race and racial classification as White (European) and non-whites: Coloured (mixed race), Indian and Black. Apartheid was a social policy upheld by a set of systematic laws that maintained white domination through a belief in white supremacy. Apartheid institutionalized racial oppression against non-white people who lived in South Africa. It privileged European South Africans and restricted non-white

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<sup>1</sup> This section is collaboration between Dr. Dolana Mogadime and CMHR.

South Africans in terms of where they could work and receive an education, and strategically set aside skilled labour through job reservation for whites. It disenfranchised non-white people so that they could not vote. Apartheid disregarded the principles of the UN Charter and the Universal Declaration of Human Rights. Apartheid laws set South Africa to become in conflict with rest of the democratic world due to development and enforcement of apartheid through police brutality and military enforcement that ran rampant with violence. (Dolana Mogadime, 2019)

**Colonization:** Through success wars with Indigenous people, the colonization of South Africa by Europeans (Portuguese, Dutch, German and British) was followed by segregation policies (e.g., the 1913 Land Act) that supported imperialism and the process of culling the land for its natural resources, such as gold and diamonds, through mining. South African was ruled by a small white minority that disenfranchised non-whites by retaining all voting rights and, along with that, economic and political power. (Dolana Mogadime, 2019)

**Diversity:** A quality by which an institution can gauge its positive or negative representation relative to its broadest possible Canadian socio-cultural environment. (Brock University Human Rights Task Force Report)

**Equity:** The goal of equity is to achieve inclusiveness and social and economic justice through recognition, respect, numerical representation, accountability, responsibility and the development of balanced, healthy and harmonious working environments. (Canadian Association of University Teachers, in Brock University Human Rights Task Force Report)

**Equity-Seeking Groups / Individuals:** Marginalized groups or individuals who are disproportionately excluded from full participation in society. Such groups include but are not limited to Indigenous peoples, persons with disabilities, persons who identify as LGBTQ2+, racialized minorities and women. Commitments to equity begin with the acknowledgement of inequity within society. (Adapted from the Canadian Association of University Teachers, in Brock University Human Rights Task Force Report)

**Human Rights:** Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, [sexual orientation, gender identity and expression,] national or ethnic origin, colour, religion, language or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. (United Nations Declaration of Human Rights, in Brock University Human Rights Task Force Report)

**Human Rights Framework:** Knowledge about human rights involves becoming familiar with both an international and a domestic human rights framework (*Adapted from the Ontario Human Rights Commission*):

**International** – Charter of the United Nations (1945); Universal Declaration of Human Rights (1948); United Nations Declaration on the Elimination of All Forms of Racial Discrimination (1963); International Covenant on Civil and Political Rights (1966); International Covenant on Economic, Social and Cultural Rights (1966); International Convention on the Elimination of All Forms of Racial Discrimination (1975).

**National** – Canadian Charter of Rights and Freedoms; Canadian Human Rights Act; Citizenship Act; Canadian Multiculturalism Act; Canada’s Action Plan Against Racism; Urban Aboriginal Strategy (1998); Truth and Reconciliation Commission (TRC) Recommendations.

**Inclusivity:** Represents an institutional obligation to remove systemic barriers in order to ensure that all people can be provided an equal opportunity to participate, contribute and belong. (Brock University Human Rights Task Force Report)

**Intersectionality:** The interconnected nature of social categorizations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. (Oxford Dictionary, in Brock University Human Rights Task Force Report)

**Sexual Violence:** Any sexual act or act targeting a person’s sexuality, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. (Brock University Sexual Assault and Harassment Policy, in Brock University Human Rights Task Force Report)

## References

Canadian Museum for Human Rights (2019). Definition of Terms, in A Guide for Teachers – Mandela: Struggle for Freedom.

Brock University Human Rights Task Force (May 2017). *Pushing Onward: Report of the Human Rights Task Force Report*. St. Catharines, Ontario: Brock University. Retrieved from: <https://brocku.ca/human-rights-task-force/wp-content/uploads/sites/35/Human-Rights-Task-Force-Report-FOR-CIRCULATION.pdf>

Ontario Human Rights Commission (n.d.). International and domestic human rights framework. Queen’s Printer for Ontario. Accessed February 3, 2021: <http://www.ohrc.on.ca/en/cmard-booklet-call-coalition-municipalities-against-racism-and-racial-discrimination/international-and-domestic-human-rights-framework>

## Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture

### Reading and Learning About Oppression, Trauma and Human Rights Abuses<sup>2</sup>

As we read the materials in this guide, we will come face to face with sensitive issues of race, especially as we are learning about the laws and policies that served as pillars of apartheid and how they were directly upheld by racism, oppression, dominance and segregation. We may become unsettled with feelings about the lack of fairness and oppression that was suffered by human beings as a result of apartheid. The realities of lives lived under apartheid can be presented to us through acts of racial violence, and the pain of trauma and sometimes even torture. Learning about these inhumane conditions might leave us with feelings that reflect a deep sense of sadness.

### Resilience and Empathy

We need to acknowledge that the circumstances people faced in oppressive society can leave a sense of sadness and remorse. These feelings mean that you are developing a sense of empathy for the people you are reading about and their struggle. Put your empathy into writing, art and music. They can become a source for creative expression; you can challenge these feelings so that they become a place where you envision hope instead of despair. Resilience is a quality and disposition that is needed when anyone faces racism and discrimination, whether we are experiencing it, witnessing it or reading about it. When we have empathy for the people and issues they faced, it helps to develop our resilience in the face of the circumstances and helps to build inner strength. These are the kind of inner resources that can be used to develop the resolve to make changes, or to right the wrongs. It is the ire that human rights defenders develop when they are confronted with oppression and subjugation.

### Critical Community Conversations

We encourage thinking with a view to arrive at a better understanding. Thinking is a mental process that, when done in a community, can benefit everyone. Critical community conversations can help us to channel our emotions such as ire, rage, sadness and guilt. Talking to one another in a supportive manner can assist to develop

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<sup>2</sup> To cite this section, please use the following:

Mogadime, D. (2021). “Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture” (p.10 - 11). In Mogadime, D. (TNM Advisory Group Chair and Project Lead) with Senior Advisory Members, Anneke McCabe, Sally Hooper and Sherilyn Lehn. *Teaching Nelson Mandela: Learning Experiences and Lessons to Support Grade 7-12 Classrooms*. Canadian Museum for Human Rights, EPublication.



a balanced view that is informed by what we have read. We identify and weigh all sides of an issue and articulate thoughts about injustices, unfairness and prejudice in a balanced and reasoned manner, as well as learn about the steps toward making positive changes.

## **Ubuntu: African Epistemology Is at The Centre Of The Teaching And Learning Processes**

Ubuntu is interpreted as a culturally relevant<sup>3</sup> approach and is at the centre of the curriculum development in the teacher support materials that were organized. Ubuntu is rooted in an African philosophy of humanism. It encourages recognition of the interconnected and interdependent nature of self and selfhood that values community building. Ubuntu is an African epistemology (way of thinking) and ontology (way of being) in a world that is based on knowledge about human relations and relationships. “Ubuntu simply defined means ‘Umuntu ngumuntu ngabantu,’ which is loosely translated as ‘I am a person through other people.’” (Broodryk, 2005 cited in Kunene, 2006, p. 7)

Ubuntu supports and nurtures self and selfhood (the individual) in relation to the community. An Ubuntu teaching and learning process is holistic in that it integrates spirituality, interdependence and unity. From a spiritual perspective, Ubuntu appeals to our higher sense of self, in which we develop a moral conscience in community and conversation with one another. These interactions can lead to action that is intended to better one another’s quality of life.

**Dolana Mogadime, Ph.D., Professor**

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<sup>3</sup> Ladson-Billings, G. (1995). In “Toward a Theory of Culturally Relevant Pedagogy” (*American Educational Research Journal*, 32 (3), pp. 465-491), Gloria Ladson-Billings created the term “culturally relevant pedagogy” (CRP) to recognize the student’s cultural background as an asset. Culturally relevant ubuntu epistemology is distinct from CRP because it focuses on a cultural reference point used to understand African-centered leadership style based on studying Mandela’s biography and life stories and other South African leaders (Mogadime, D., Mentz, PJ (Kobus), Armstrong, D. E. and Holtam, B., 2010). Ubuntu is a cultural reference point for reflection on Mandela’s memory for students and teachers in the learning experiences developed. Elsewhere, I discuss the importance of memory work in relation to teachers’ personal reflections, that includes delving into their own memory of cultural practices in relation to human rights. See Mogadime, D. (2021, July). Guideposts for critical reflection on human rights & Nelson Mandela’s life stories (Rev. ed.). Brock University, Faculty of Education. CC BY-NC-ND <https://secure3.ed.brocku.ca/dolanamogadime/teaching-about-black-history2/>

Faculty of Education  
Brock University

# ARCC: Operationalizing the Learning Experience with An African Epistemology

## 1. Activate

- Care – emotionally
- Connect
- Communicate
- Compassion

## 2. Reflect

- Spirituality
- Identity
- See yourself in the other (empathy)
- Internal reflection
- Intrapersonal communication

## 3. Connect

- Dialogue
- Interpersonal
- Thoughts connecting to other people
- Sharing

## 4. Communicate

- Dialogue
- Artwork
- Communicate what they learned
- Local and global considerations

## Culturally Relevant African Ubuntu Epistemology



“The use of the culturally relevant African Ubuntu epistemology in the Teaching Nelson Mandela (TNM) Curriculum Project extends out of Dr. Dolana Mogadime’s (2010) research with South African school leaders. See Mogadime, D., Mentz, PJ (Kobus), Armstrong, D. E. and Holtam, B. (2010). “Constructing self as leader: Case studies of women who are change agents in South Africa.” *Urban Education* 45(6), 797-821. Additionally, as a South African woman of Zulu and Sotho heritage, Dr. Mogadime wanted to honour the contribution of African people in the study of Nelson Mandela and women’s contributions to political change. As TNM Project Lead, Dr. Mogadime incorporated the Ubuntu Epistemology into the visual used. Ms. Anneke McCabe introduced the acronym “ARCC” to the TNM Curriculum Project. As a collective body, the TNM Advisory Group further articulated, specified and, most importantly, expanded

on the ARCC idea, specifically in relation to the culturally relevant African Ubuntu epistemology for the Teaching Nelson Mandela project.” (Dr. Dolana Mogadime, TNM Advisory Group Chair, 2019)

# Learning Experiences – By Dr. Dolana Mogadime

## Background

The lessons in this compilation of resources are from the Teaching Nelson Mandela (TNM) Advisory Group. The Advisory Group is comprised of Ontario teachers, faculty members and alumni from Brock University, Ontario, Canada. Each brought a unique and valued perspective to the development of this project entitled “Teaching Nelson Mandela: Learning Experiences and Lessons to Support Grade 7-12 Classrooms.”

## Introduction to the Learning Experiences by Dr. Dolana Mogadime

The Project Lead, Dolana Mogadime, has an organic connection to the CMHR’s Teaching Nelson Mandela Curriculum Project, having been born in South Africa and then left with her family as a refugee. The repressive laws of South Africa had a deep impact on her family (see Mogadime, 2019). Dolana’s lessons, in this package, bring to light the importance of students today engaging in both the study of and appreciation for human rights. Under apartheid, the majority of the population, who were Black, could not vote and were stripped of their human rights. The lessons provided instill the importance of knowing how generations of people were held in bondage by apartheid. The lessons focus on how apartheid was promoted through propaganda and state military rule. Today, it is increasingly important to provide students with the critical thinking skills to analyze how racism and power can become reinforced through propaganda.

Dolana Mogadime, Ph.D., Professor  
Faculty of Education  
Brock University

## Reference

Mogadime, D. (2019). “Caroline Goodie Tshabalala Mogadime: A South African Canadian activist educator.” In Isabelle Masson (Ed). *Mandela: Struggle for Freedom* (pp. 160-171). Winnipeg: Canadian Museum for Human Rights.

# Apartheid as a Social Policy

## Grade Level and Class Suggestions:

Grades 7-8 Social Studies, Grades 9-12 History, World Issues, Law, University Prep.

## Time:

This lesson extends over 8 days. Each period is 90 minutes.

## Students will:

- Investigate a range of sources that define apartheid as a social policy of the National government of South Africa (1948).
- Understand the connection between apartheid, segregation and racism.
- Evaluate the sources and judge their reliability and credibility.
- Understand that apartheid was a violation of the International Convention on the Elimination of All Forms of Racial Discrimination.

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Day 1

#### Activate (30 minutes):

- Introduce students to the South African History Online (SAHO) website: <http://www.sahistory.org.za/about-us>
- The link leads to the “About” page (which is also accessible at the bottom of the page) and explains how SAHO describes their organization:
  - “SAHO’s mission is to break the silence on our past and to address the biased way in which the historical and cultural heritage of South Africa and the continent has been represented in our educational and cultural institutions.”
  - “SAHO is committed to promoting a critical and non-sectarian understanding of our past, freedom of expression and open access to knowledge and information.”
- Explain the meaning behind the word non-sectarian. The following explanation can be used.

When SAHO uses the word “non-sectarian,” they are referring to not taking an intentional political perspective. That will allow the information they convey to have an unbiased view that is detached from a political or party position.

A non-sectarian view is important to convey facts to the reading audience. These facts are not provided to advance a party’s viewpoint.



During apartheid, the National government used a biased view to promote the ideology of apartheid.

Apartheid in Afrikaans means “apartness.” People of different races – white, black, interracial race (black and white), people of South Asian (Indian) descent – were forced to believe it was correct to live, work and go to school separately. Apartheid segregated people according to their racial group.

Apartheid was promoted through propaganda. When an intentional political view is used to co-opt people’s thinking, it can lead to propaganda.

Propaganda is belief manipulation that persuades readers or people in society so that they will take a view that confirms what the manipulator wants them to think. It does not allow for free thinking or for the reader (or people in a society) to come to their own viewpoint.

It is slanted because it doesn’t allow the reader to know what the facts are, then come to their own viewpoint. Instead, it promotes a political ideology, in this case, the ideology of separateness.

### **Reflect (20 minutes):**

- Show students the following image from the SAHO website. The image reads “Caution: Beware of Natives.”  
<https://www.sahistory.org.za/dated-event/public-places-recreation-whites-only-are-proclaimed>
- Briefly discuss the image as a class.
- Provide students with time to reflect on the following two questions:
  - What messages are being conveyed to the reader?
  - If you know that apartheid taught people that it was correct to live separate lives according to a person’s racial group, how do you think the photo supported that belief manipulation?
- Direct the students to answer the two questions plus a list of others that are provided in the response sheet entitled “Critical Reading: Identify the messages that are conveyed in apartheid signage” by Dolana Mogadime (see page 23).

### **Connect and Communicate (40 minutes):**

In a “critical community conversation” (see Mogadime):

- Show students the following image from the SAHO website. The image reads “Danger you have been warned”.
  - <https://www.sahistory.org.za/article/history-apartheid-south-africa>
- Students will continue to reflect silently thinking about the image and the prompts provided (in the “Critical Reading” handout).

- Afterwards, have students join together with another students (paired) to discuss their thoughts on the images and what message it is conveying.
- Following the “critical reading” exercise, students will be asked to share their understanding with the class as they participate in a “critical community conversation”.

## Day 2

### Reflect (50 minutes)

- Encourage students to do a search under “Apartheid Images” using the following link from the SAHO webpage: **Error! Hyperlink reference not valid.** <https://www.sahistory.org.za/search?s=Apartheid#gsc.tab=1&gsc.q=Apartheid&gsc.page=2>
- Students can also do their own independent search of the internet using the key words “apartheid images” then reflect on the visual results they find.
- Have students continue to work on the “critical reading” exercise (available on page 23).
- Students can reflect on what they are seeing and feeling. They should take different points of view according to who the sign is aimed at.
- They can analyze how the sign positions the person viewing each sign.
- Some signs produce fear of other races and fear of crossing racial separations that are propagated by apartheid laws.

### Reflect (40 minutes)

- Have students search for and read the following laws on the SAHO website:
  - Population Registration Act, 1950
  - Group Areas Act, 1950
  - Promotion of Bantu Self-Government Act, 1959
  - Prohibition of Mixed Marriages Act, 1949
  - Immorality Act
- Have students respond to the following question:
  - How were apartheid laws designed to keep the racial groups apart?
- Conclude the lesson by reviewing the Universal Declaration of Human Rights and provide examples of how apartheid laws violated every single article featured.

## Day 3:

### Reflect (90 minutes)

- Students will write a 4-page opinion paper based on:
  - Their reflections and readings on apartheid laws and the impact of these laws on people's lives; and
  - Their review of the Universal Declaration of Human Rights. They will identify section(s) that apartheid laws violated (as discussed in Section A of their opinion paper).
- The following resources can be used to help students learn more about the Universal Declaration of Human Rights:

[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

<https://www.amnesty.org.uk/universal-declaration-human-rights-UDHR>

#### **Day 4:**

#### **Activate (20 minutes)**

- Through the following mini lecture, make connections between the lessons from Days 1-3 and provide a rationale for moving forward as follows:

Over the past few days, we have examined how signage can be used to condone racist perceptions about different people because of their race. Signs were designed to support the propaganda of the apartheid government. As SAHO explains, "Apartheid called for the separate development of the different racial groups in South Africa. On paper it appeared to call for equal development and freedom of cultural expression, but the way it was implemented made this impossible. Apartheid-made laws forced the different racial groups to live separately and develop separately, and grossly unequally too."

Many laws were passed in order to uphold apartheid. SAHO highlights some of the most crucial. It is important for students to know that SAHO calls itself non-partisan. If apartheid promoted a national political ideology that was oppressive and promoted white supremacy, then it's important for SAHO to demonstrate that it does not try to control the thinking of its readers through manipulation.

Over the next few days, you will investigate how UNESCO describes and investigates how apartheid was experienced by people and the impact it had on their lives. It was important for the anti-apartheid movement to access accurate information that was not hidden by the propaganda espoused by the government.

The "truth" seeking information that UNESCO sought and offered through its presentation of the facts was critical for the international campaign against human rights violations that were condoned by the apartheid government.

- See the following for a discussion on the UNESCO and the UN anti-apartheid struggle:

- Mandela Day Featuring Professor Dolana Mogadime of Brock University

<https://www.youtube.com/watch?v=i2JfJa7cnPg>

- *The UNESCO Courier* (1992). "Apartheid: the beginning of the end"

<https://unesdoc.unesco.org/ark:/48223/pf0000090699>

- Also see the article titled: "The UN's long campaign against apartheid."

<https://unesdoc.unesco.org/ark:/48223/pf0000090699>

### **Reflect (70 minutes)**

- Have students use their critical reading and thinking skills.
- Students will complete in-depth readings and fact finding about UNESCO's portrayal of apartheid. They will examine the evidence used by UNESCO, and how the evidence was arrived at. They will gain an understanding about why it was important to have an external body investigating information about apartheid and events that were taking place in South Africa, and how people were impacted.
  - a. They will weigh the facts and learn about how disinformation was used to create propaganda in the case of the apartheid government.
  - b. They will learn how UNESCO's materials helped to reveal mistruths.

### **Day 5**

#### **Reflect (90 minutes)**

- Have students continue with the critical reading and thinking skills activity described on day 4.

### **Day 6 – 8 (90 minutes each day)**

#### **Reflect**

- Students will use their inquiries to produce two culminating activities. These activities are described in detail on page 26.
  - Write an essay.
  - Present on their findings.
- See lesson attachment by D. Mogadime, "Two Culminating Activities for the Lesson: Apartheid as a Social Policy" (page 26).

### **Extension Activities:**

How can you extend/enrich the learning for students who finish their work quickly?

- Have students watch the following video:  
South Africa Is Still Under Apartheid

<https://www.youtube.com/watch?v=vd-BB5U9BAg>

- Afterwards have them put images together that visually represent apartheid policies.
- Then ask the students to reflect on the following questions:

- How do the images provide signals in what you are supposed to believe or conclude?

- What are some oppositional views that you might take? How could those oppositional views disrupt the message you are supposed to believe?

### **Adaptations and Modifications:**

Consider alternate methods/strategies to meet to same outcomes (adaptations). How will you modify (change) the assignment to meet the needs of students on an individualized education program?

- Put images together that represent apartheid policies
- Record your impressions of what you are seeing.

# Critical Reading: Identify the messages that are conveyed in apartheid signage

Author: Dolana Mogadime, Ph.D.

## Identify the image name or main headline

- Provide a description

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- What words are used?

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- How are words emphasized? For example, what size are the letters?

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- What figures and pictures are used?

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- What else do you observe?

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- How is the image positioning the reader?

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- What is the intended response? How do you think this image is intended to make the reader think and feel?

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- Who is/are the target audience(s) for the images?

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- What else do you observe?

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## **Racism**

- What stereotypes are conveyed by the language used in in the signage?

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- What racist language is used?

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- Do the signs encourage racist thinking?

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- Do the signs “other” and disrespect people?

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- How so?

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## **Write about how you are personally responding:**

- How are you responding emotionally to the image?

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- For example, are you shocked by it?

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- What else?

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- How do you think the image can be used to manipulate your thinking? For example, it could make the reader fearful of the people mentioned in the sign.

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- What else do you observe?

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### **Detect techniques of control**

- Are there any techniques of intimidation the reader can receive?

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- Is there a sense of danger if someone is non-compliant with what they are told to do or to not do?

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- Are there threats of violence or death?

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### **Exit Questions:**

- Does this exercise provide strategies for detecting racist thinking that are integrated into signage messaging? These signs were used by the apartheid government and erected in communities and cities. How does the signage condone living separate lives? How do they promote racist thinking?

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- What are some oppositional views that you might take? For example, how could oppositional views based on human rights disrupt the message you are supposed to believe?

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## Two Culminating Activities for the Lesson: Apartheid as a Social Policy

By Dolana Mogadime

### An Essay

Write a short report/essay that highlights the issues covered by online sources like SAHO and the UNESCO reports that you read regarding the facts about apartheid in South Africa. What were some of the common issues identified in the different sources (e.g., racism, violation of human rights in South Africa)? Discuss how dissent or resistance was repressed (e.g., banning, arrests). Identify those aspects that confirm the following statement:

“The report concludes that in education, science, culture and information, apartheid violates both in principle and in practice the United Nations Charter, the Constitution of UNESCO, the Universal Declaration of Human Rights, as well as the standards which have been set by the international community in conventions, recommendations and declarations which have been adopted within the United Nations system.” (*The UNESCO Courier*, p. 6)

*The UNESCO Courier* – Many Voices, One World, “Apartheid”

<https://en.unesco.org/courier/march-1967>

### A Presentation

Create a digital documentary on the findings from the information gathered.

Create an opinion blog in which students weigh all sides of their investigation.

Whatever form of communication is selected (presentation, documentary), students can convey their thinking regarding information and how it is used or shared for the following purposes:

- a. To create propaganda, in the case of the apartheid government;
- b. To reveal mistruths, in the case of UNESCO.

# Apartheid Laws and Resistance

## Grade Level and Class Suggestions:

Grades 7-8 Social Studies, Grades 9-12 History, World Issues, Grade 12 Law, University Prep.

## Time:

This lesson extends over 3 days. Each period is 90 minutes

## Students will:

- Be able to research and read about the history of pass laws in South Africa.
- Make the direct connection to pass laws and the control of movement.
- Explain how controlled movement lead to a supply of cheap labour for the mines.
- Understand how restriction of movement was a violation of human rights.
- Know that the pass laws were enforced through police brutality and violence and that the consequences of not carrying a passbook were severe and included prison.
- Understand how protest marches were based on resistance to the pass laws

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Day 1

#### Activate (20 minutes):

- Begin the lesson with the following statement:

A violation of the Universal Declaration of Human Rights can lead to grave and unhuman treatment. For example, the Pass Laws implemented during apartheid in South Africa are in violation of:

#### Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
  2. Everyone has the right to leave any country, including his own, and to return to his country.
- Introduce students to the pass laws. This can be done using the following website:
    - <https://www.sahistory.org.za/article/pass-laws-south-africa-1800-1994>
    - <https://www.sahistory.org.za/sites/default/files/archive-files3/Chapter%2010.pdf>

### Reflect and communicate (30 minutes):

- Show the following video footage of the march from:  
*Independent Lens* – “The Sharpeville Massacre Catalyzes a Movement” (clip, 0:01:49)  
- [The Sharpeville Massacre Catalyzes a Movement | Video | Independent Lens | PBS](#)
- Before beginning the video, explain that the Sharpeville protest was based on peaceful defiance of apartheid laws. People were peacefully demonstrating their defiance of the pass laws.
- The purpose of this exercise is to help students understand the grave impact of the peaceful march when met with police violence.
- Students should be supported through this exercise with suggestions provided in “Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture” (Mogadime, page 10)
- Excerpts from the following article can be used as background information for students:  
- <https://www.britannica.com/event/Sharpeville-massacre>

### Reflect, Connect and Communicate (40 minutes)

- Hand out the “Responding to Digital Media” sheet by D. Mogadime (available on page 31)
- Students will reflect and record their emotions, feelings and impressions.
- Working in pairs, have students discuss their “Responding to Digital Media” sheet.
- Following the paired discussion, student will be invited to share highlights from their discussion with the class.

## Day 2

### Reflect (60 minutes):

- Through “critical community conversations,” have groups of students investigate online videos, news and television reports on the Sharpeville Massacre. The following are some examples:
  - Remembering Sharpeville  
<https://www.youtube.com/watch?v=IhRxL3N62Lw>  
<https://www.youtube.com/watch?v=IhRxL3N62Lw>
  - Sharpeville massacre was turning point in anti apartheid movement, 21 March 1960

<https://www.youtube.com/watch?v=RuvNLxBY8Fs>

- Using different media resources, have students take notes using the following 5 W and 1 H questions. A worksheet to facilitate this is available on page 35.
  - Who was involved in the Sharpeville protest?
  - What was the aim of the act of protest?
  - What happened at Sharpeville?
  - Where did the march occur?
  - Were other similar marches happening at the same time?
  - Why was it considered an event that was a turning point for the anti-apartheid movement?
  - How did Nelson Mandela respond to this massacre?
  - How did the United Nations respond?
- Afterwards, read Matthew McRae's article, "The Sharpeville Massacre," available below.
  - <https://humanrights.ca/story/the-sharpeville-massacre>
- Also have students read some of the accounts from people who participated in the protest.

- <https://www.sahistory.org.za/article/eyewitness-accounts-sharpeville-massacre-1960>

### **Connect and Communicate (30 minutes)**

- Divide the class in small groups. In each group, have students choose a lead. This lead will be responsible for sharing with the class some of the main points from their group's discussion on the 5 W and 1 H questions.

### **Day 3**

#### **Connect and Communicate (20 minutes):**

- Review the following document with students and make connections between the Sharpeville Massacre and the Convention on the Suppression and Punishment of the Crime of Apartheid.
  - [Doc.10 International Convention on the Suppression and Punishment of the Crime of Apartheid.pdf](#)
- Have students respond to the following question:
  - Why would the pass laws be considered a crime of apartheid?

**Reflect (70 minutes):**

- Have students develop a 3-page opinion paper based on their answers to both the 5 W and 1 H questions and the “Responding to Digital Media” sheet by D. Mogadime.

## Responding to Digital Media Clips



### Instructions

As you view different video clips, use the definitions of terms available on page 7. Reflect on the 4 quadrants of the African Ubuntu Epistemology4 visual. Together, they

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“The use of the culturally relevant African Ubuntu epistemology in the Teaching Nelson Mandela (TNM) Curriculum Project extends out of Dr. Dolana Mogadime’s (2010) research with South African school leaders. See Mogadime, D., Mentz, PJ (Kobus), Armstrong, D. E., and Holtam, B. (2010). “Constructing self as leader: Case studies of women who are change agents in South Africa.” *Urban Education* 45(6), 797-821. Additionally, as a South African woman of Zulu and Sotho heritage, Dr. Mogadime



spell ARCC: Activate; Reflect; Connect; Communicate. ARCC supports the Culturally Relevant Approach – Ubuntu. Respond to the questions below by stopping to consider each quadrant of ARCC.

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wanted to honour the contribution of African people in the study of Nelson Mandela and women’s contributions to political change. As TNM Project Lead, Dr. Mogadime incorporated the Ubuntu Epistemology into the visual used. Ms. Anneke McCabe introduced four words: “Activate, Reflect, Connect and Communicate (ARCC)” to the TNM Curriculum Project. As a collective body, the TNM Advisory Group further articulated, specified and, most importantly, expanded on the ARCC idea, specifically in relation to the culturally relevant African Ubuntu epistemology for the Teaching Nelson Mandela project.” (Dr. Dolana Mogadime, TNM Advisory Group Chair, 2019). The design model ARCC operates in conjunction with the Ubuntu epistemology.

## Critical Thinking Questions

- Take notes on how people in the video are feeling as you listen. Be sure to use critical thinking questions.
- Identify the human relations you are seeing. What do they tell you about people's views on human rights?
- How are people treated?
- What do the human relations invoke in you, the observer?
- How does what you see impact on you as an observer?

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## ACTIVATE

How do you care emotionally about what you are seeing? How do you connect? What messages are being communicated to you about people on opposite ends of the issue? Do the people, experiences, issues, contexts invoke a sense of compassion?

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Mogadime, D. (July 2018). *Responding to Simulations and Movie Clips that Reflect Life*. Presented at the Nelson Mandela Leadership Workshops. Submitted to the Canadian Museum for Human Rights.

## REFLECT

How is spirituality discussed? What issues regarding identity can you decipher (e.g., How do the circumstances impact on an individual's identity)? This is an intrapersonal activity that seeks to support you through empathy building. In what ways do you feel a sense of empathy with the people discussed in the clip? Or in what ways does it invite you to use your feelings to imagine the life of the individual depicted? Pay attention to sound (music) and lighting, as well as to the visuals used, such as still photographs.

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**CONNECT**

Dialogue with others in your group. Take notes on your thoughts, impressions and views on the footage that you watched. How does sharing these responses widen your understanding about the issues? Through connecting and sharing with one another, your interpersonal communication can deepen the knowledge you each bring to the conversation.

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Mogadime, D. (July 2018). *Responding to Simulations and Movie Clips that Reflect Life*. Presented at the Nelson Mandela Leadership Workshops. Submitted to the Canadian Museum for Human Rights.

**COMMUNICATE**

Communicating your responses can involve different ways of knowing. Communication can include using multimodalities (e.g., dialogue and artistic expression). It can involve using different mediums such as photography, drawing, as well as retelling your responses through storytelling, drama, improvisation, writing prose or poetry. The important aspect is to be open to sharing and communicating your creative expressions with one another. The possibilities are endless. Through communication, we share what we processed first as individuals. Respond to the images, storytelling themes and issues using multimodalities.

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Mogadime, D. (July 2018). *Responding to Simulations and Movie Clips that Reflect Life*. Presented at the Nelson Mandela Leadership Workshops. Submitted to the Canadian Museum for Human Rights.

## The 5 Ws and 1 H Chart (who, what, when, where, why and how)

### Think

Reflect and write on the 5 Ws and 1 H

### Who

Identify the people described.

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### What

Listen for what they are saying the problems are.

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### Where

What is the setting? Where did the event or events take place?

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### When

What is the time? When was the event happening?

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### Why

Why did the event take place? Why was it important?

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### How

How did the event take place? In what way was it important?

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# Documentary and Biography: A lens for studying life stories

## Grade Level and Class Suggestions:

Grades 9-10 Social Studies and Humanities

## Time:

This lesson extends over 4 days. Each period is 70 minutes.

## Students will:

- Study the social and political context of South Africa and its people from 1948 - 2013.
- Use case studies to examine the social and political circumstances impacting on individual lives.
- Develop a timeline based on the 6 defining junctures in Nelson Mandela's life in relation to the social, political contexts (2020, Mogadime).
- Understand human rights challenges, struggles, acts of resistance and the causes and consequences for Mandela and the South African people.

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Day 1

#### Activate (30 minutes):

- Let students know that they are about to view a documentary film and learn a great deal about Nelson Mandela (see Appendix A for an overview of the life stories approach used, available on page 39).
- Show the students the concentric circles and distribute a fillable copy to each student (see Appendix B, available on page 41).

#### Reflect (40 minutes)

- Have students watch the documentary *The Long Walk of Nelson Mandela: An intimate portrait of one of the 20th century's greatest leaders*. (Film duration: 1 hour and 30 minutes)

<https://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

- Let students know that each concentric circle represents many events in Nelson Mandela's life. As they watch the documentary, have them take notes and fill in the circles.

### Day 2

#### Reflect (70 minutes):

- Continue the film from where you last left off and view it until the end.
- As students watch the documentary, have them take notes and fill in the circles (see Appendix B).
- Using the concentric circles and the documentary, ask students to select one or two events that stand out for them.
- Have students explain why these events stood out to them.
- Have students focus in on those aspects of the film that they draw meaning from.
- Afterwards, students will write about, reflect on and think about the content from their own meaning-making rather than that of the teacher.

### Day 3

#### Connect and Communicate (25 minutes):

- Have students dialogue with one another about their thoughts on the documentary.
- Have students form “critical community groups” based on the circles they filled in.
- In their groups, have students discuss the events that stood out for them and why.

### Day 3 – 4

#### Reflect:

- After viewing the documentary and filling in the circles, have students use that information to develop:
  - Observing and Documenting Defining Moments Using an Event Card: Appendix C (see page 42).** Students can use their event cards to lead critical community group discussions on a variety of films, autobiographical or biographical books about Nelson Mandela.
  - A Timeline of Events.** Students will place event cards on a timeline after they have come to an agreement about where to place their cards.
  - Write a final essay on Nelson Mandela,** using the activities completed and based on the themes such as Mandela’s life and legacy; Mandela as a human rights defender; From a struggle for freedom to democracy; or other relevant themes.

To understand human rights challenges, struggles, acts of resistance and the causes and consequences for Mandela and the South African people, students should draw from information in Appendix D, Support Materials, available on page 46.

#### For additional reading materials see:

Mogadime, D. (2021, July). Guideposts for critical reflection on human rights & Nelson Mandela's life stories, (p. 11), (Rev. ed.). Brock University, Faculty of Education. CC BY-NC-ND <https://secure3.ed.brocku.ca/dolanamogadime/teaching-about-black-history2/>

## Appendix A: Observing Documentary Life Stories and Identifying “Defining Moments”

(Mogadime, 2021)

Have students observe a documentary film on Nelson Mandela that has been curated and approved by their teacher. The following is a good example: PBS documentary, *The Long Walk of Nelson Mandela: An intimate portrait of one of the 20th century’s greatest leaders*. However, this approach could be used on a variety of documentaries regarding Mandela’s life stories, such as those listed below.

- Mandela: Son of Africa, Father of a Nation | Official Full Documentary  
[https://www.youtube.com/watch?v=0\\_eYnCrh6gU&t=20s](https://www.youtube.com/watch?v=0_eYnCrh6gU&t=20s)
- Mandela: From Prison To President (Apartheid Documentary) | Timeline  
<https://www.youtube.com/watch?v=Rk-Lxgp9NWg&t=4s>

Documentary films can facilitate a great deal of learning about individuals and societies. Each concentric circle in the handout entitled “Situating Nelson Mandela’s Life Stories within Biographical Studies” (Appendix B) represents many events in Nelson Mandela’s life. As students observe the documentary, have them take notes and fill in the diagram as follows:

1. Mandela: the individual person and personhood: described by many as a person with integrity and principles. Born July 18, 1918 – died December 5, 2013.
2. The familial early years, growing up with the elders: attended school near his home village of Qunu (1918–1930).
3. Schooling and protest: attended school at Healdtown then Wesleyan College in the Eastern Cape (1937), enrolled in Fort Hare University and expelled for involvement in student protests (1939).
4. The move to Johannesburg, marriage, African National Congress (ANC) Youth League and political influence (1941): In 1944, along with Oliver Tambo and Walter Sisulu, Mandela forms the ANC Youth League, 1948. Apartheid is made into an official government policy. The passive resistance and the Freedom Charter is developed (1955). This leads to the Trial for Treason (1956). All 150 people accused are released (1961). Mandela’s freedom fighting work goes underground. The Pan Africanist Congress breaks away from the ANC (1959) until the Sharpeville Massacre, 1960. Umkhonto weSizwe (MK) is formed (1960) and Mandela leaves South Africa and travels to several countries in Africa (1961) to support the armed struggle; returns in 1962.
5. Rivonia Trial, 27 years imprisonment: When Mandela returns to South Africa, he is arrested, charged with leaving the country unlawfully (1962) and sabotage.



This leads to the Rivonia Trial (1962). The trial lasts from 1962 to 1964. He is sentenced to life imprisonment. Confined to jail for 27 years.

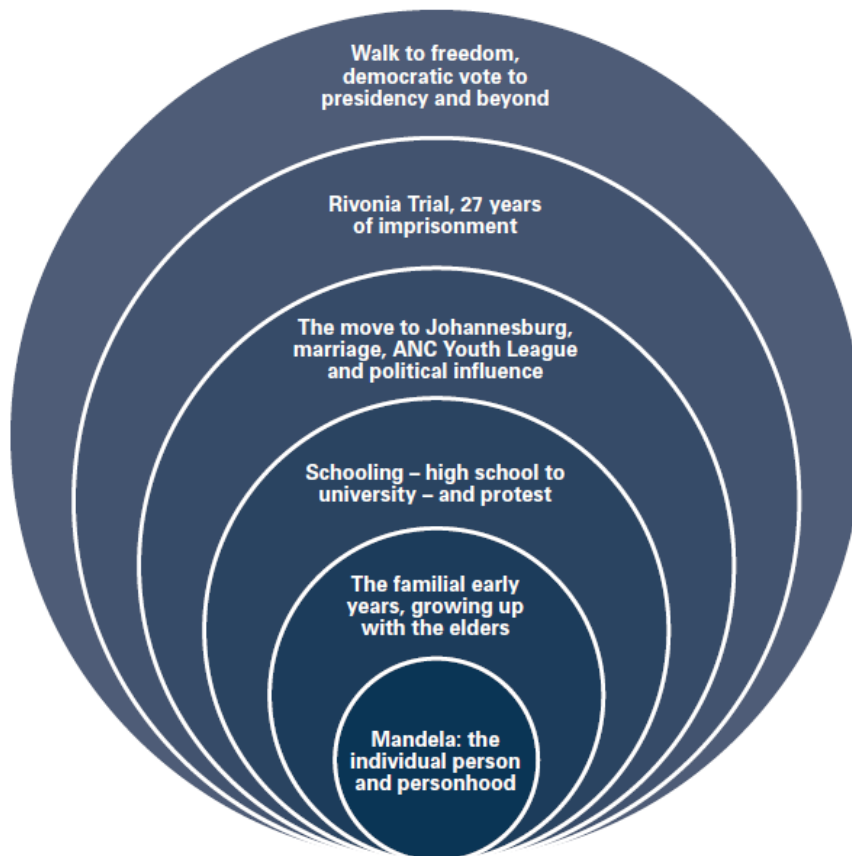
6. Walk to freedom, democratic vote to presidency and beyond (1991–2013).

Students will select one or two major events that stand out the most to them, then explain why. Students are required to focus in on those aspects of the documentary film that they draw meaning from. The point here is for students to write about, reflect on and think about the content from their own meaning-making rather than that of the teacher.

## Appendix B: Situating Nelson Mandela's life stories within biographical studies

(Mogadime, 2021, p. 17)

### Situating Nelson Mandela's life stories within biographical studies



According to Mogadime (2021, p. 13), “each concentric circle in the handout entitled ‘Situating Nelson Mandela’s Life Stories within Biographical Studies’ represents many events in Nelson Mandela’s life. The visual concept is inspired by the Conditional Matrix for Analyzing Biographical Studies (Strauss & Corbin, 1990).”

Mogadime, D. (2021). “Situating Nelson Mandela’s life stories within biographical studies,” in Dolana Mogadime (2021) *Guideposts for Critical Reflection on Human Rights & Nelson Mandela’s Life Stories*, (p. 17),(Rev. ed.). Brock University, Faculty of Education. CC BY-NC-ND <https://secure3.ed.brocku.ca/dolanamogadime/teaching-about-black-history2/>

## Appendix C: Observing and Documenting Defining Moments Using an Event Card

### Teacher Instructions:

- Using the event cards (see below), students will fill in each section from 1-6.
- Students will observe films about Mandela and fill in relevant information and reflections.

### Mandela, the individual person and personhood (born 1918 – died 2013)

- What are some of the characteristics, beliefs, values, actions he is known for? What are some core principles that guide his thinking and actions?
- 
- 

- Defining junctures/moments
    - Name the events
- 
- 

- Your responses
    - what stood out for you?
- 
- 

- How do you believe the actions of people violate human rights? What human rights are violated? Especially in relation to apartheid as a crime against humanity.
- 
- 

### The familial early years growing up with the elders: attended school near his home village of Qunu (1919–1930)

- What are some of the characteristics, beliefs, values, actions he is known for? What are some core principles that guide his thinking and actions?
- 
-

- Defining junctures/moments
    - Name the events
- 
- 

- Your responses
    - what stood out for you?
- 
- 

- How do you believe the actions of people violate human rights? What human rights are violated? Especially in relation to apartheid as a crime against humanity.
- 
- 

### **Schooling – high school to university – and protest (1934–1939)**

- What are some of the characteristics, beliefs, values, actions he is known for? What are some core principles that guide his thinking and actions?
- 
- 

- Defining junctures/moments
    - Name the events
- 
- 

- Your responses
    - what stood out for you?
- 
- 

- How do you believe the actions of people violate human rights? What human rights are violated? Especially in relation to apartheid as a crime against humanity.
- 
-

## **The move to Johannesburg, marriage, ANC Youth League and political**

- What are some of the characteristics, beliefs, values, actions he is known for? What are some core principles that guide his thinking and actions?
- 
- 

- Defining junctures/moments
    - Name the events
- 
- 

- Your responses
    - what stood out for you?
- 
- 

- How do you believe the actions of people violate human rights? What human rights are violated? Especially in relation to apartheid as a crime against humanity.
- 
- 

## **Rivonia Trial, 27 years imprisonment (1962–1991)**

- What are some of the characteristics, beliefs, values, actions he is known for? What are some core principles that guide his thinking and actions?
- 
- 

- Defining junctures/moments
    - Name the events
- 
- 

- Your responses
    - what stood out for you?
- 
-

- How do you believe the actions of people violate human rights? What human rights are violated? Especially in relation to apartheid as a crime against humanity.
- 
- 

**Walk to freedom, democratic vote, presidency and beyond (1991–2013)**

- What are some of the characteristics, beliefs, values, actions he is known for? What are some core principles that guide his thinking and actions?
- 
- 

- Defining junctures/moments
    - Name the events
- 
- 

- Your responses
    - what stood out for you?
- 
- 

- How do you believe the actions of people violate human rights? What human rights are violated? Especially in relation to apartheid as a crime against humanity.
- 
-

## Appendix D – Support Materials

### Human Rights Instruments:

Charter of the United Nations; Universal Declaration of Human Rights; International Convention on the Elimination of All Forms of Racial Discrimination; International Convention on the Suppression and Punishment of the Crime of Apartheid.

- According to the Charter of the United Nations, members pledged joint and separate action in cooperation with the UN for the achievement of universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion.
- The Universal Declaration of Human Rights states that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, colour or national origin.
- Declaration on the Granting of Independence to Colonial Countries and Peoples
- International Convention on the Elimination of All Forms of Racial Discrimination
- According to the Convention on the Prevention and Punishment of the Crime of Apartheid, adopted by the General Assembly of the United Nations on November 30, 1973, certain acts which may also be qualified as acts of apartheid constitute a crime under international law. See especially Articles I, II (a - b).

### Resources

- The Long Walk of Nelson Mandela: An intimate portrait of one of the 20th century's greatest leaders

<https://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

- International Convention on the Suppression and Punishment of the Crime of Apartheid. Adopted by the General Assembly of the United Nations on November 30, 1973

<https://treaties.un.org/doc/publication/unts/volume%201015/volume-1015-i-14861-english.pdf>

“Apartheid was annually condemned by the General Assembly as contrary to Articles 55 and 56 of the Charter of the United Nations from 1952 until 1990; and was regularly condemned by the Security Council after 1960.” (Dugard, 2008)

“In 1966, the General Assembly labelled apartheid as a crime against humanity (resolution 2202 A (XXI) of 16 December 1966) and in 1984, the Security Council endorsed this determination (resolution 556 (1984) of 23 October 1984.” (Dugard, 2008)

“The Apartheid Convention was the ultimate step in the condemnation of apartheid as it not only declared that apartheid was unlawful because it violated the Charter of the United Nations, but in addition it declared apartheid to be criminal. The Apartheid Convention was adopted by the General Assembly on 30 November 1973.” (Dugard, 2008)

In Dugard, J. (2008). *Convention on the Suppression and Punishment of the Crime Against Apartheid*. By Professor of International Law Department of Public Law, Faculty of Law, Leiden University.

<https://legal.un.org/avl/ha/cspca/cspca.html>

- Charter of the United Nations and Statute of the International Court of Justice

<https://treaties.un.org/doc/publication/ctc/uncharter.pdf>



## Learning Experiences – By Anneke McCabe

### Learning Experiences Rationale

This series of five learning experiences is anchored in the “spirit of Ubuntu” and calls on students to collaborate on the creation of a visual tool (via Historical Life and Timeline Concept Map) to help narrate their learning journey alongside the story of Nelson Mandela’s struggle for freedom. By working together through “critical community conversations” (Mogadime, 2021)<sup>5</sup> in learning about the narrative of South Africa and Nelson Mandela’s life, students are supported as they reflect on the Universal Declaration of Human Rights throughout the process. These learning experiences will guide students through a process that calls on tight support from the teacher and peer group during conferences, as well allowing for students to develop their individual voice, as a defender of human rights. Through gradual release of responsibility, students will embark on a learning journey that slowly unpacks and invites them into the realization that change is possible. The “Graphic Overview of the Learning Experiences,” below, outlines the big ideas in the content.

### **Anneke McCabe**

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Brock University

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<sup>5</sup> The unpublished source is: Mogadime, D. (2018). Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture (pp. 10-11). In Mogadime, D. (TNM Advisory Group Chair and Project Lead) with Anneke McCabe, Sally Hooper and Sherilyn Lehn (Draft, December). *Teaching Nelson Mandela: Learning Experiences and Lessons to Support Grade 7-12 Classrooms*. Canadian Museum for Human Rights, pp. 1 - 122. Submitted to the Canadian Museum for Human Rights.

## Activate

### Ubuntu and Class Developing Historical Life and Timeline Concept Map

- Ubuntu
- Window Pane activity
- "Critical community conversation"; beginning to build a Historical Life and Timeline Concept Map as a class
- Student-teacher conference

## Reflect

### "Critical Community Conversations": Historical Life and Timeline Concept Map

- Student-teacher conferences
- Literature timeline circles
- Co-create a Historical Life and Timeline Concept Map of South Africa and Nelson Mandela's life

## Reflect and Connect Conferences

### Individual Historical Timelines

- Students create individual historical timelines.
- Students conference with teacher and peers.
- Supporting "critical community conversations."

## Connect

### Narrative and Tableaux

- Using the Historical Life and Timeline Concept Map, students reflect on pivotal moments in Nelson Mandela's life and South Africa's struggle for freedom, creating a series of tableaux and oral narratives to tell the story through performance art.

## Communicate

### Posters for Change

- Communicating change through poster art and messages of hope.
- Students reflect on Nelson Mandela's influential messages of hope and famous quotes.
- Students communicate a message of change via poster art and a quote as a culminating activity.

## Who Is Nelson Mandela?

### Grade Level and Class Suggestions:

Grade 8 Social Studies, English

### Time:

2 x 60-minute periods

### Students will:

- Engage in class discussions centering on topics such as global inequalities, social justice, racism, racial segregation, protest, courage, spirit, human rights, activism, strength, peace and freedom.
- See the interconnected and interdependent nature of self, belonging and community.
- Collaboratively, begin to learn about the history of South Africa through Nelson Mandela's life story.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Activate – African Ubuntu Epistemology stage.

#### Activate:

- To introduce your students to Nelson Mandela, use the following resources. Some are available online, others are books. These resources, both print and digital, will be used throughout the following lessons.
  - Nelson Mandela Foundation, Timeline  
<https://www.nelsonmandela.org/content/page/timeline>
  - Nelson Mandela Foundation, Learners' biography  
<https://www.nelsonmandela.org/content/page/learners-biography>
  - Nelson Mandela's Life Story  
<https://www.youtube.com/watch?v=jgQBoXsxr8w>
  - *Who Was Nelson Mandela?*, by Pam Pollack and Meg Belviso
  - *Tree Shaker, The Story of Nelson Mandela*, by Bill Keller (Chapter 3: Apartheid)
  - National Geographic Kids, *Nelson Mandela*, by Barbara Kramer

- DK Biography: *Nelson Mandela; A photographic story of a life*, by Laaren Brown and Lenny Hort

- As you go through these resources, model discussions using protocols from the Adolescent Literacy Facilitator's Guide (linked below) and record initial reactions to learning about the timeline of Nelson Mandela's Life.

- Ontario Adolescent Literacy Guide

[http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide\\_Interactive.pdf](http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf)

- Ontario Adolescent Literacy Facilitator's Guide

[http://edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG\\_FacilitatorsGuide.pdf](http://edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG_FacilitatorsGuide.pdf)

- Introduce your students to the Universal Declaration of Human Rights (UDHR), linked below. Focus on UDHR Articles 1-5 and how these articles relate to Nelson Mandela's life.

[https://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

- After the discussion, create a timeline in your classroom. This will become your class's Historical Life and Timeline Concept Map. This will be used throughout the following lessons.
- As a class, discuss some of the significant events that occurred in South Africa. Then post these events along the timeline as a way of reflecting and acknowledging the circumstances people faced in South Africa.
- Before ending the class, collect some questions that students may still have. These questions can then be used to guide future class discussions.

# The Heart of Learning Ubuntu

## Grade Level and Class Suggestions:

Grade 8 Social Studies

## Time:

60 minutes

## Students will:

- Engage in class discussions centering on topics such as global inequalities, social justice, racism, racial segregation, protest, courage, spirit, human rights, activism, strength, peace and freedom.
- Activate and connect initial reactions when learning about Ubuntu through watching videos, and sketch responses through “window panes.”
- See the interconnected and interdependent nature of self, belonging and community.

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Activate – African Ubuntu Epistemology stage.

### Activate:

- Begin by watching the following video. This video will introduce students to the concept of Ubuntu. Watch the entire clip in silence without any discussion.  
<https://www.youtube.com/watch?v=HED4h00xPPA>
- Afterwards, capture the students’ initial reactions by asking them to do a “window pane” sketching-to-learn response. This method is described below.
- Window Pane Activity
  - Divide a blank piece of paper in half to create a two-pane window.
  - On one side, sketch what you are hearing and seeing in the YouTube video that is factual and part of the narrative.
  - On the other side, sketch what you are feeling or imagining in your own mind, the connections you are making (can be a memory or a feeling).
- Co-create success criteria with the class regarding what an initial reaction is about “the Ubuntu teaching and learning process” (Mogadime, 2021, p. 9). Focus

on the importance that “Ubuntu is holistic, in that it integrates spiritual, interdependence and unity” (Mogadime, p. 9). Use guided discussions as a class to assist students with reflecting on Ubuntu as a learning process.

- Do a silent “gallery walk” to share everyone’s window panes.
- Follow up with a class discussion.
- Post the window panes on your Historical Life and Timeline Concept Map, as a reflection of your shared learning.
- If students are uncertain about the concept of Ubuntu, the videos below can be used to help solidify their understanding:

<https://www.youtube.com/watch?v=0wZtfqZ271w>

<https://www.youtube.com/watch?v=wg49mvZ2V5U>

<https://www.youtube.com/watch?v=SMSqZckROfA>

- As you move through the lessons, continue to add reflections as the students engage with difficult discussions, posting articles or any other written pieces or artifacts of learning (including art or photographs) on the class Historical Life and Timeline Concept Map.
- As your Historical Life and Timeline Concept Map develops, use it as a tool in the classroom to guide the learning.
- It is critical to conference with the students or provide time for discussion with the teacher and for peer reflection, as students will be engaged in heartfelt and sometimes difficult discussions that will require additional attention and support.

## Developing the Learning Experience

### Grade Level and Class Suggestions:

Grade 8 Social Studies, English

### Time:

2 x 60-minute periods

### Students will:

- Have reflective discussions about equal rights, protest, racism and racial segregation by learning about apartheid, and document significant events in Nelson Mandela's life.
- Draw important conclusions from resources that help to connect significant events in Nelson Mandela's life and pivotal moments in the history of South Africa, and construct a shared class Historical Life and Timeline Concept Map of South Africa.
- Reflect on economic development and quality of life in South Africa, through Nelson Mandela's life's work.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Reflect – African Ubuntu Epistemology stage.

#### Reflect:

- Begin by reviewing the following resources. They were used in previous lessons to develop the Historical Life and Timeline Concept Map.

<https://www.nelsonmandela.org/content/page/timeline>

<https://www.nelsonmandela.org/content/page/learners-biography>

<https://www.youtube.com/watch?v=jgQBoXs8w>

- As you engage your class in multiple discussions, be sure to use the techniques from the guides below.

- Ontario Adolescent Literacy Guide

[http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide\\_Interactive.pdf](http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf)

- Ontario Adolescent Literacy Facilitator's Guide

[http://edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG\\_Facilitators\\_Guide.pdf](http://edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG_Facilitators_Guide.pdf)

- Discuss and record some initial reactions students had to learning about apartheid and racial segregation.
- Engage your students in a discussion regarding racism today and use the Nelson Mandela resources to engage in discussions about both sides of an issue, highlighting unfairness, as students aim to take action for change.
- Model for the students the importance of consolidating the learning from a variety of perspectives when reading about a historical figure: Nelson Mandela and the country of South Africa.
- Engage in a discussion that highlights human rights. This discussion should focus on UDHR Articles 1-5 in particular.
- Co-create success criteria with the class around peer group interaction expectations.



## Literature Timeline Circles

### Grade Level and Class Suggestions:

Grade 8 Social Studies, English

### Time:

5-6 x 60-minute periods

### Students will:

- Have reflective discussions about equal rights, protest, racism and racial segregation by learning about apartheid, and document significant events in Nelson Mandela's life.
- Draw important conclusions from resources that help to connect significant events in Nelson Mandela's life and pivotal moments in the history of South Africa and construct a shared class Historical Life and Timeline Concept Map of South Africa.
- Reflect on economic development and quality of life in South Africa, through Nelson Mandela's life's work.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Reflect – African Ubuntu Epistemology stage.

### Reflect:

- Organize the class in Literature Timeline Circles, so the students can rotate through the groups and all engage with the books and digital resources. These are the same books and resources provided in Lesson 1. They have been listed again below.
  - Nelson Mandela Foundation, Timeline  
<https://www.nelsonmandela.org/content/page/timeline>
  - Nelson Mandela Foundation, The Learner's Biography  
<https://www.nelsonmandela.org/content/page/learners-biography>
  - Nelson Mandela's Life Story  
<https://www.youtube.com/watch?v=jgQBoXs8w>
  - *Who Was Nelson Mandela?*, by Pam Pollack and Meg Belviso

- *Tree Shaker, The Story of Nelson Mandela*, by Bill Keller (Apartheid: Chapter 3)
- National Geographic Kids, *Nelson Mandela*, by Barbara Kramer
- DK Biography: *Nelson Mandela; A photographic story of a life*, by Laaren Brown and Lenny Hort

- Begin with the “Pick Three Protocol” from the Adolescent Literacy Facilitator’s Guide linked below (see page 22 of the linked document).

[http://edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG\\_Facilitators\\_Guide.pdf](http://edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG_Facilitators_Guide.pdf)

- Students can use this protocol to expand thinking and make connections about a text in a structured and productive discussion in their “critical community conversation” (Mogadime, 2021) groups.
- As the groups engage with their literature circles, encourage students to create reflective artifacts that display a sense of resilience and empathy as a connection.
- Challenge the students to use a “Skim and Scan Graphic Organizer” to consolidate their thinking. Students can bring their organizer to the student-teacher conference.
- It is important for the teacher to engage in guided exploration with each group. Students may find the discussions unsettling and challenging as they will have “feelings about the lack of fairness and the oppression that was suffered by human beings as a result of apartheid. The realities of lives lived under apartheid can be presented to us through acts of racial violence, and the pain of trauma and sometimes even torture. Learning about these inhumane conditions might leave us with feelings that reflect a deep sense of sadness.” (Mogadime, 2021, p. 9)
- Throughout these literature circles, consolidate the learning by conferencing with each group and every individual student to guide and monitor the students’ responses to South Africa’s struggle for freedom.
- As students learn about Nelson Mandela’s life and apartheid, important connections will need to be highlighted regarding equal rights, social justice, racism, human rights and activism. “Critical community conversations” (Mogadime, 2021, p. 9) will need to be supported and consolidated at the end of each class.
- Prepare (through reflections or creative artifacts) to consolidate and share the learning by continuing to add to the Historical Life and Timeline Concept Map.

- Consolidate this period of learning with a class discussion guided by the teacher that highlights the critical conversations that have been had by the groups on apartheid, equal rights, social justice, racism, human rights, activism and inequality on a global scale.
- Reflect on the significant events and pivotal moments in South Africa's struggle for freedom.

## Individual Historical Timelines

### Grade Level and Class Suggestions:

Grade 8 Social Studies, English

### Time:

5-6 x 60-minute periods

### Students will:

- Have reflective discussions about equal rights, protest, racism and racial segregation by learning about apartheid and document significant events in Nelson Mandela's life by developing their own timeline.
- Use a digital timeline tool to help represent important conclusions from resources that connect significant events in Nelson Mandela's life in the construction of the individual timelines that reflect their learning of the struggle for freedom in South Africa.
- Respond to the sensitive issues of race, "the pillars of apartheid and how they were directly upheld by racism, oppression, dominance and segregation" (Mogadime, 2021), and integrate the learning about these issues into the narrative of the individual timelines.
- Integrate responses about "the lack of fairness and the oppression that was suffered by human beings as a result of apartheid" (Mogadime, 2021, p. 9) into the narrative of the individual timelines.
- Create individual timelines that show the history of South Africa but also represent a reflection of their learning concerning "the realities of lives lived under apartheid"; therefore, timelines may include "the acts of racial violence, and the pain of trauma." (Mogadime, 2021, p. 9)
- Reflect on economic development and quality of life in South Africa, through Nelson Mandela's life's work.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Connect – African Ubuntu Epistemology stage.

#### Connect:

- Begin by reviewing the Historical Life and Timeline Concept Map which your class has developed over the past few lessons.
- Discuss and explore different tools that could be used to create a timeline. Look at both physical and digital tools.

- Let students know that they will soon be creating their own timelines regarding Nelson Mandela and some of what occurred in South Africa both prior to, during and after apartheid.
- Model for the students the importance of consolidating the learning from a variety of perspectives when reading about a historical figure: Nelson Mandela and the country of South Africa.
- Engage in a discussion highlighting UDHR articles (1-5) and discuss appropriate placement that can reflect how the students choose to defend these human rights through their narrative.
- Co-create success criteria with the class around peer group interaction while engaged in discussions about the individual historical timelines.
- Co-create success criteria for a timeline that meets the expectations for your class.
- Decide on a tool that students will use to create their timelines.
- Run a workshop with your class modeling how to use the tool to communicate their individual historical timelines and how to consolidate their reflections as part of the narrative in the timeline.
- Allow students to peer edit and share their learning as they develop their timelines.
- Consolidate this period of learning with a class discussion guided by the teacher that highlights and allows for reflections on apartheid, equal rights, social justice, racism, human rights, activism and inequality on a global scale.
- Reflect on the significant events that guide the individual historical timelines.

## Collaborating on the Tableaux Narrative

### Grade Level and Class Suggestions:

Grade 8 Social Studies, English

### Time:

2-3 x 60-minute periods

### Students will:

- Analyze and connect to the tangible reflective historical timelines that they have recently completed and transfer the learning into an abstract representation through a series of tableaux that share Nelson Mandela's narrative.
- Communicate with each other and connect intrapersonal thinking in an interpersonal way through creating a dramatic work.
- Demonstrate their position as defenders of human rights as purposefully connecting their tableaux to human rights (UDHR Articles 1-5).
- Experience the critical analysis process of the arts and the creative process emotionally as they work through developing a narrative that depicts inequalities on a global scale, racial segregation, racism, Nelson Mandela's courage and resilience, the spirit of the people of South Africa in their long walk to freedom, apartheid, repression and defiance and how it transforms into the depiction of character in a dramatic work with a focus on human rights, and what it takes to defend them.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Connect – African Ubuntu Epistemology stage.

#### Connect:

- Begin each class with a low-, medium- or high-risk drama game. Examples of these games can be found using the book *Drama Themes*, by Larry Swartz, or through other theatre-based resources.
- Co-create success criteria for working in a group in drama class, then post it where everyone can see it and review it each class.
- Review the Historical Life and Timeline Class Concept Map and the individual historical timelines.
- The students will use the resources that they have created to establish the narrative for the tableaux.

- Create a series of tableaux to establish a narrative for the drama. Focus on big ideas such as apartheid, repression, mobilization, defiance and Freedom. Focus the narrative in racial segregation, global inequalities, courage, character and the spirit of Nelson Mandela.
- Purposefully order the tableaux by the significant events of Nelson Mandela's life.
- Assign each group two pivotal moments within the narrative to perform. They will need to both create and perform a tableau as well as write one paragraph explaining their tableau.
- Co-create the success criteria for the tableaux.
- Co-create the success criteria for the one-paragraph description of the tableaux.
- Have each group write the one-paragraph description that will be read prior to the group forming the tableau. The paragraphs describing the scene in the tableaux will also include a connection to Articles 1-5 of the Universal Declaration of Human Rights and will include how, as youth, they can make change and defend it.
- Students will read their one-paragraph narratives and then get into position to make their tableaux. Put the tableaux back-to-back, so the tableaux string together to tell the story of South Africa's struggle for freedom.
- Rehearse the tableaux and encourage the students to think about what they can revise and refine.
- Conference with each group providing feedback that focuses on courage, character, resilience and spirit.
- Discuss with students the empathy and compassion required to walk in someone else's shoes and how you can experience this in drama.
- Revisit conversations with small groups to speak about inequality, racial segregation, racism, justice, protest and mobilization, and the importance of using the elements of drama to help channel these ideas into the tableaux.
- Have the groups partner with each other and use the co-created success criteria to anchor them in feedback about what they are looking for as performers and as audience members.
- Review the success criteria for the tableaux as the students prepare for the performance.
- As you get closer to the performance, submit the final draft of the one-paragraph written descriptions and choose a few narrators to read them during the performance.

- Perform the final tableaux.
- Follow up the performances by taking photos of the tableaux and posting them on the Historical Life and Timeline Concept Map.
- Have the students write a journal or letter reflecting on the experience of sharing a narrative through drama.



## Communicating a Message

### Grade Level and Class Suggestions:

Grade 8 Social Studies, English

### Time:

2-3 x 60-minute periods

### Students will:

- Communicate a message to their peers and learn about media design while using Canva.com.
- Synthesize their thinking and be inspired by Nelson Mandela’s words of wisdom.
- Synthesize and communicate their point of view in the themes apartheid, repression, defiance, mobilization and freedom.
- Share and compare different perspectives with their peers and develop strength and character in their own writing voice and point of view by thinking in the “spirit of Ubuntu” and Nelson Mandela.
- Communicate holistically in the way of Ubuntu by relating to the community through their writing voice. As best as the students can, media posters should communicate a sense of unity and remind us of the spiritual perspective Ubuntu “speaks from,” as students channel their voices through their visual poster and quote. Media posters will aspire to a higher sense of self, encouraging a moral conscience that draws upon the viewer of the poster (the reader) to be inspired to make change and defend human rights.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

These lessons are intended to be done as a unit. This lesson only focuses on the Communicate – African Ubuntu Epistemology stage.

### Communicate:

- As a class, watch and read through Nelson Mandela quotes and the print resources that have been used throughout the learning and have inspired the work during the unit. Connect to resilience and empathy and reflect on the “critical community conversations” that guided the learning.
- Explain to students that they will develop a brief quote which connects to resilience and empathy. They will then convey the message of their quote through a poster using:
  - Canva for Poster Design [[www.canva.com](http://www.canva.com)]
- Before students develop their quote which they will feature on an accompanying poster through Canva, explore sources that anchor our thinking in African epistemology: Ubuntu:

- <https://www.youtube.com/watch?v=HED4h00xPPA>
- <https://www.youtube.com/watch?v=jiebOGRPPxg>
- <https://www.youtube.com/watch?v=0wZtfqZ271w>
- <https://www.youtube.com/watch?v=wg49mvZ2V5U>
- <https://www.youtube.com/watch?v=SMSqZckROfA>

- Look at both the class and individual Historical Life and Timeline Concept Maps and discuss critical and pivotal moments in the historical timelines that could help inform their quote.
- In order to gain additional inspiration regarding their quote, have students explore the Canadian Museum for Human Rights' Posters for Freedom online resource. This resource allows students to create their own poster and view some of those created by others. It also features multiple phrases which could help inspire them.
  - <https://postersforfreedom.ca/>
- As students are writing their quotes, conference with them individually to discuss the overarching theme or their narrative and connect it to the themes explored throughout the unit: apartheid, repression, defiance, mobilization and freedom.
- Explore the Canva website together and have the students begin to discuss use of colour, font and media techniques to convey a message.
- Allow students to continue drafting their quote and begin drafting the media message poster using Canva.
- Explain the importance that their media posters have to convey a feeling that supports the struggle for freedom in South Africa.
- Engage in multiple conferences with the students and have the students conference with each other.
- Encourage the students to track their progress using the eight stages in creative process ([Arts Curriculum, pp. 21-22](#)) so they can consciously revise and refine their artistic perspective.
- Once their quote and their accompanying media message posters are complete, print them out in color and post them around the school.
- If parent permission is granted, share the posters on social media with the Canadian Museum for Human Rights.
- Invite the school for a gallery walk and have students stand next to their posters to communicate their message.
- Choose a few students to video document the gallery walk of the posters, and interview students in the school about what their thoughts and feelings are.
- Create a documentary that brings together the interactions of the students in the school and engages the voices of youth in the future of change.

## Learning Experiences – By Dr. Sally Hooper

### CIVICS AND CITIZENSHIP – Grade 10

Following years of liberation struggle and a series of tense negotiations, the first democratic election was held in South Africa on April 27, 1994, a momentous event that changed the history of South Africa and paved the way towards a new democratic dispensation and a new constitution. Twenty years after the first democratic election, South Africa, a middle-income country, has a sophisticated infrastructure, a well-developed private sector, and stable macro economy; however, the majority endure continuing inequalities of income, access to quality education and health care, and employment opportunities.

A case study that used a participatory approach to research is presented, a method that seeks out unheard voices by creating safe spaces where they may be heard.

Participant's comments and stories reflected their historic resilience to hardship, determination to overcome obstacles, and to hope for a better future. All participants - pre-school staff and many parents - believe passionately that education is the way out of poverty and oppression, that knowledge and survival go hand in hand (Dei, 2008). Participants believed that working within existing limits is often necessary to achieve small gains with the hope that these may ripple out to bring wider changes. Long-term optimism and sense of agency appeared to go hand in hand with short-term realism, fostered by largely unchanged daily living conditions.

Students are encouraged to reflect on defenders of democratic rights and then research, plan, and, using a medium of their choice, present a program/activity/plan to defend human rights in their own community.

**Dr. Sally Hooper**, Assistant Professor

Faculty of Education

Brock University

### Reference

Dei, G. J. S. (2008). "Rethinking African education and the African indigenous system of thought." In S. N. Dlamini (Ed.), *New directions in African education: Challenges and possibilities* (pp. 229-249). Calgary, AB: University of Calgary.

# The Promise of Freedom

## Grade Level and Class Suggestions:

Grade 10 Law, Civics and Citizenship

## Time:

120 minutes

## Students will:

- Explain their rights and responsibilities as Canadian citizens.
- Understand the concept of apartheid as an ideology of institutionalized racism.
- Understand the link between apartheid and the denial of human rights.
- Appreciate the jubilation and promise of freedom that came with the first democratic election

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Activate (15 minutes):

- Let the students know that following a series of tense negotiations and years of liberation struggle, the first democratic election was held in South Africa on April 27, 1994. This election changed the history of South Africa and paved the way towards a new democratic dispensation and a new constitution for the country.
- Then, as a class, spend some time viewing online images of the first democratic election in South Africa. Images can be found through the link below.  
- [pictures of the first democratic election in south africa - Google Search](#)

### Reflect (60 minutes):

- In small groups, have students examine the Universal Declaration of Human Rights (simplified version linked below). This declaration was adopted and proclaimed by the United Nations General Assembly on the December 10, 1948.  
- [https://www.amnesty.org.uk/files/udhr\\_simplified\\_0.pdf](https://www.amnesty.org.uk/files/udhr_simplified_0.pdf)
- Have students reflect on the following questions:
  - What was the objective of the Universal Declaration of Human Rights?
  - Do all people globally enjoy the rights embodied in that document?
- As a class, list the main rights outlined in the Universal Declaration of Human Rights on chart paper.
- In small groups, examine the democratic rights enjoyed by Canadian citizens under the Canadian Charter of Rights and Freedoms linked below.  
- <https://laws-lois.justice.gc.ca/eng/Const/page-15.html>

- As a class, discuss the following question:
  - In what ways does the Canadian Charter of Rights and Freedoms protect you?
- Have students reflect on the following question:
  - Are the human rights of all Canadians respected/valued?
- As a class, list the main rights outlined in the Canadian Charter of Rights and freedoms on chart paper.

**Connect and Communicate (45 minutes):**

- In small groups, have students look into apartheid legislation in South Africa (1948-1994). This can be done using the link below.  
<http://scnc.ukzn.ac.za/doc/HIST/Apartheid%20Legislation%20in%20South%20Africa.htm>
- In small groups, have students discuss the following questions:
  - What was apartheid?
  - Which groups of people were discriminated against and which groups of people did the discriminating?
  - What do you think the main purpose was for racially classifying every South African?
  - Whose rights were denied during the apartheid years? In what ways were their human rights denied?
- After the small group discussions, continue to discuss these same questions with the entire class.
- During the whole class discussion, list the rights that were denied on chart paper.
- As a class, compare and contrast the lists of the rights and freedoms in the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms, and highlight those that were denied most citizens of South Africa during the apartheid years.
- Before ending the class, have every student choose an image from the first democratic election. Then have them write a reflection regarding the following two questions:
  - What may have been significance of this election for someone whose rights were denied under the apartheid government?
  - What might a person your age have been feeling at this time? Discuss at least three rights and freedom you would be hoping for in the new democracy.

# Victory of the African National Congress

## Grade Level and Class Suggestions:

Grade 10 Law, Civics and Citizenship

## Time:

90 minutes

## Students will:

- Examine the Freedom Charter.
- Articulate Mandela's hopes and dreams for a new South Africa.

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Activate (15 minutes):

- Inform students that the African National Congress won 62% of the votes in the 1994 election. Mandela, as leader of the ANC, was inaugurated on May 10, 1994 as the country's first Black President, with the National Party's F.W. de Klerk as his first deputy and Thabo Mbeki as the second in the Government of National Unity.
- Ask students to reflect on how the citizens of South Africa may have felt on the day of the first democratic election.
- Allow the students to share some of their thoughts with the class.

### Reflect (30 minutes):

- As a class, view Mandela's inaugural speech (linked below).  
- [https://www.youtube.com/watch?v=pJiXu4q\\_VU](https://www.youtube.com/watch?v=pJiXu4q_VU)
- Ask the students to reflect on how the speech made them feel here in the present moment.
- Then ask them to reflect on how the people listening to the speech may have felt while it was being delivered live.

### Connect and Communicate (45 minutes):

- In small groups, have students examine the Freedom Charter (linked below).  
- [African National Congress \(anc1912.org.za\)](http://anc1912.org.za)
- Ask the students to divide a piece of paper into three columns. Then ask them to use this paper to compare Mandela's inaugural speech to the Freedom Charter and the Universal Declaration of Human Rights.

- Mandela's inaugural speech, full text:

<https://www.news24.com/NelsonMandela/Speeches/FULL-TEXT-Cape-Town-Inauguration-Speech-20110124>

- Freedom Charter:

[African National Congress \(anc1912.org.za\)](http://anc1912.org.za)

- Universal Declaration of Human Rights (simplified version)

[https://www.amnesty.org.uk/files/udhr\\_simplified\\_0.pdf](https://www.amnesty.org.uk/files/udhr_simplified_0.pdf)

- Then have each group of students share their findings with the class.
- Afterwards, engage in a class discussion regarding what each group found. Add in anything that the groups may have missed.
- Before ending the class, have students use their journals to reflect on Mandela's hopes and dreams for a new South Africa.

## The Reality, 20 Years Later

### Grade Level and Class Suggestions:

Grade 10 Law, Civics and Citizenship

### Time:

90 minutes

### Students will:

- Discuss what has changed in South Africa and what has not.
- Understand the legacy of apartheid.
- Explore some reasons for continuing inequities.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Begin the class by looking at images that show the ongoing disparity in South Africa. This can be done using the link below or by doing your own Internet search.

<https://www.bing.com/images/search?q=disparity+in+south+africa&form=HDRSC3&first=1&tsc=ImageHoverTitle>

- As a class, discuss what these images reveal about the reality of many South Africans more than twenty years after the first democratic election.
- Ask your class: what inequalities are apparent?

#### Reflect (30 minutes):

- Have students read Marais H. (2011), *South Africa pushed to the limit*. Students only need to read the brief 6-page introduction which begins on page 11.  
- [http://sds.ukzn.ac.za/files/Marais\\_Mar\\_%202011.PDF](http://sds.ukzn.ac.za/files/Marais_Mar_%202011.PDF)
- While they are reading this, have students record their initial thoughts and some key notes in their journals.

#### Connect and Communicate (45 minutes):

- After they have finished their reading, organize students into small groups. In these small groups, have students discuss the following questions. Ask the students to record some of their answers in a manner of their choosing.
  - What are some reasons for continuing inequities?
  - Who is most affected by these inequities? Why?



- From the images and the reading, what challenges appear to be apparent for many South Africans?

- Have the groups of students share some of their answers with the entire class and engage in a full class discussion.
- During this class discussion ask students the following question:
  - Can you make connections to communities in Canada where inequities exist?
- Before ending the class, ask the students to complete the following reflection activity in their journal:
  - Choose a recent image of disparity in South Africa and reflect on its significance for someone who, in 1994, had hoped that the human rights of all people in South Africa would be respected and protected.

## A Case Study

### Grade Level and Class Suggestions:

Grade 10 Law, Civics and Citizenship

### Time:

60 minutes

### Students will:

- Analyze ways in which people can contribute to their community.
- Understand the significance of agency and voice in claiming human and civil rights.
- Discuss the concept of Ubuntu.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Let the students know that this learning experience is based on a case study that used a participatory approach to research. This method emphasizes collective inquiry grounded in experience and social history and seeks out unheard voices by creating safe spaces where they may be heard.
- Then watch the following video of the pre-school where the research study was conducted.  
- [https://www.youtube.com/watch?v=f8NQTIGy8\\_8](https://www.youtube.com/watch?v=f8NQTIGy8_8)
- As a class, discuss some of the students' initial reactions.

#### Reflect (15 minutes):

- As a class, view the slideshow of the research study conducted in a township on the Cape Flats (linked below).  
<https://drive.google.com/file/d/1jV8MqKpoyEwIEcmc2tP076xWcUz572am/view>
- Afterwards, ask students to reflect on the following questions and use their journals to record their initial responses:
  - Whose voices were heard in the research study? How were their ideas/thoughts/opinions sought?
  - Whose voices did you hear in the video?
  - What do you think those who participated in this study gained through active citizenship in a democracy?

- Do you consider some freedoms still a challenge? If so, what are possible reasons?

**Connect and Communicate (30 minutes):**

- Ask some of the students to share their initial thoughts with the class. Then engage in a whole class discussion focusing on each of the reflection questions.
- In small groups ask the students to discuss the following questions. After each question, have them share some of their thoughts with the entire class before moving on to a new question.
  - What is the participants' world view?
  - Can you make links to groups in Canada who have a similar world view?
  - What beliefs/values underpin civic action initiated by citizens (e.g., movements such as Idle No More)?
  - What is the significance of the actions taken by citizens?
  - What do you think is the most important reason for engaging in civic action? Why?
  - What role would civic action have in your ideal community?
  - What would communities be like if people did not engage in such action?
  - What are examples of good citizens in our school, our town, our province, and Canada?
  - Why are activism and community leadership important in a community?
- As the students respond to these questions, try to share some examples from your own experience.
- Before ending the class, have the students use their journals to respond to the following reflection prompt:
  - Reflect on the reasons activism and community leadership are important. Give examples from your own experience.

## The Research Process

### Grade Level and Class Suggestions:

Grade 10 Law, Civics and Citizenship

### Time:

60 minutes

### Students will:

- Understand the use of primary and secondary sources for investigating issues, events and developments of civic importance.
- Brainstorm a list of documents in a variety of categories.
- Consider the advantages and disadvantages of using both primary and secondary sources.
- Explain their findings to the class as part of a class discussion.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (20 minutes):

- Begin by watching the following video which looks at both primary and secondary sources.  
- <https://www.youtube.com/watch?v=cqXHO7bTPnw>
- Afterwards, have students answer the following questions:
  - In research, what is the difference between a primary and a secondary source?
  - Define primary and secondary sources.
- Have the students share some of their answers and make note of their definitions on the board. Then summarize their ideas in order to create a working definition for the class.

#### Reflect (25 minutes):

- Ask students to brainstorm types of documents they think would fit into each category.
- Primary sources might include diaries, letters, eyewitness testimonies, official reports, home videos, or speeches.
- Secondary sources might include textbooks, essays, scholarly articles, biographies, or encyclopedias.
- Afterwards, have students brainstorm the advantages and disadvantages of primary and secondary sources.

### **Connect and Communicate (15 minutes):**

- Divide the students up into small groups.
- Then review slide 7 of the research study that was used in the previous lesson (linked below).  
<https://drive.google.com/file/d/1jV8MqKpoyEwIEcmc2tP076xWcUz572am/view?usp=sharing>
- Ask the students to discuss the following question:
  - In the case study, what sources were used to gather data?
- To conclude the lesson, have students discuss their findings on the advantages and disadvantages of using both primary and secondary sources in the research studies.

# Human Rights Defenders: Engagement and Action

## Grade Level and Class Suggestions:

Grade 10 Law, Civics and Citizenship

## Time:

120 minutes

## Students will:

- Identify people within their community whose rights are violated.
- Identify specific places where people's rights are violated.
- Generate ideas for raising awareness of these violations.

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Activate (10 minutes):

- Let the students know that since citizens have a role to play in building an inclusive democratic society, developing the skills and attitudes of active citizenship is crucial. Active citizens not only know their rights and responsibilities, but they also show solidarity with others and are ready to give back to society.
- Then watch the following video regarding then 13-year-old Autumn Peltier, a Canadian water advocate, addressing the United Nations.  
- <https://www.youtube.com/watch?v=zg60sr38oic>
- Ask the students to share some of their initial reactions.

### Reflect (50 minutes):

- Have students draw a map of their town or neighbourhood. Ask them to include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations).
- When the maps are complete, ask students to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? (E.g., a place of worship with freedom of thought, conscience and religion; the school with the right to education; the post office with the right to information, to privacy and to self-expression.) As they identify these rights, have them look up the relevant article(s) in the Universal Declaration of Human Rights (simplified version linked below) and write the article number(s) next to the places they identified on their maps.  
[https://www.amnesty.org.uk/files/udhr\\_simplified\\_0.pdf](https://www.amnesty.org.uk/files/udhr_simplified_0.pdf)

### **Connect and Communicate (60 minutes):**

- Have the students come together in small groups and share their individual maps.
- Ask the groups of students to work together to create a larger group map. Once again, ask the students to identify which articles contained in the Universal Declaration of Human Rights relate to each of the locations they add to the map.
- Once the larger maps are completed. Ask each group to present its map to the entire class and summarize an analysis of human rights exercised in the community.
- Afterwards, ask each group the following questions. After asking each question, provide the small groups some time for discussion before discussing the questions with the entire class.
  - Did any parts of your map have a high concentration of rights? How do you explain this?
  - Did any locations have few or no rights associated with them? How do you explain this?
  - Are there any articles of the UDHR that seem to be especially exercised in this community? How can this be explained?
  - Are there any articles of the UDHR that no group included on their map? How can this be explained?
  - Which of the rights identified are civil and political rights? Which are social, economic and cultural rights? Did one kind of right predominate on the map? Did one kind of right predominate in certain areas (e.g., more civil and political rights associated with the courthouse, city hall, or police station)?
  - Can you see new ways to add rights to your group map?
- Allow each group to add some additional rights to their maps.
- Afterwards, ask each group the following questions. After asking each question, provide the small groups some time for discussion before discussing the questions with the entire class.
  - Are there any places in this community where people's rights are violated?
  - Are there any people in this community whose rights are violated?
  - What happens in this community when someone's human rights are violated?
  - Are there any places in this community where people take action to protect human rights or prevent violations from occurring?

(Source: *Human Rights Here and Now*. "Mapping Human Rights in Our Community." <http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity7.htm>)

- To conclude this lesson, brainstorm ideas on ways to raise awareness of these violations.

### **Follow-up Lesson, Culminating Activity**

In groups or as individuals, ask students to research, plan and, using a medium of their choice, present a program/activity/plan to defend human rights in their own community.



## Learning Experiences

By Sherilyn Lehn, M.Ed., B.Ed., B.F.A., OCT

### Grade 12 Visual Arts

The Nelson Mandela Unit: Defender Street Art unit has been designed based on the Ontario Ministry of Education course: AVI 4M Grade 12 Visual Art – University/College Preparation <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf> (course expectations begin on page 173). This unit has been designed to support learning about Nelson Mandela, human rights, apartheid, oppression, bridging these concepts to the plight of Canadian First Nations human rights through the creativity and visual text of street art as a way to communicate opinions and expression. Students will also be introduced and encouraged to implement formal aspects of post-secondary visual arts study such as research and formal critical discussions, and to create art projects to demonstrate and apply a formal understanding of the elements and principles of design.

# Artist Defenders Lesson 1

## Grade Level and Class Suggestions:

Grade 12 Visual Arts

## Time:

70 minutes

## Students will:

- Have in-class discussions regarding artists as defenders and the impact they can have on society.
- Inquire into who creates defender street art and why (in the context of South African socio-economic, political, cultural and/or spiritual issues).
- Investigate their own bias regarding defender street art and create discourse and debate amongst peers to understand more about their personal identity, values, and perceptions about society.
- Identify the elements and principles of design with examples of street art.

## Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

### Activate (15 minutes):

- Begin by asking your students: what are human rights?
- Allow students to come up with their own definitions.
- Write some of these definitions down on flip chart paper.
- Afterwards, attach this paper to a wall in your classroom. This wall will then become your class's Human Rights Wall, which can be referenced and added to throughout these lessons.
- Then give the full definition according to the Universal Declaration of Human Rights (linked below). Display this definition on your class's Human Rights Wall and read it aloud with your students.  
- <http://www.un.org/en/universal-declaration-human-rights/>

### Reflect (20 minutes):

- Ask your students if they have ever heard of Nelson Mandela and if they can share some information about him. Allow a few students to share their answers with the class. Then share some information about Nelson Mandela's life.
- Watch the following video: Nelson Mandela's Life Story.  
- <https://www.youtube.com/watch?v=jgQBoXsrx8w>
- In journals or sketchbooks, have students write down their initial reactions to this video.

- Ask each student to write down three questions they have regarding the video. These questions should create connections between the video and the Universal Declaration of Human Rights.
- In small groups, have students discuss the video and the questions they created.
- As a class, discuss Article 19, Freedom of Speech. Then ask students the following questions:
  - Who would be silent in South Africa?
  - How does a person voice their opinion when they are made to be silent?
  - How would apartheid make it difficult for people to express their opinions?
- Then post the definition of apartheid on your class's Human Rights Wall.

### **Connect and Communicate (35 minutes):**

- Then ask the students what is graffiti (street art)?
- Write down the students' answers on a word web.
- Read the introduction of the following document together as a class.
  - <https://www.thenatureofcities.com/2016/03/23/graffiti-and-street-art-can-be-controversial-but-can-also-be-a-medium-for-voices-of-social-change-protest-or-expressions-of-community-desire-what-how-and-where-are-examples-of-graffiti-as-a-posi/>
- Then divide students into 9 groups (one group for each scholar in the article). In each group, students should read about one of the scholars and their views on graffiti. Have the students take some notes and prepare a brief presentation for the class regarding their scholar. Their presentations should consist of introducing who the scholar is and 3 relevant points about what they read.
- Afterwards, have each group share what they learned. As they are sharing what they learned, write down some of their points.
- As a class, create the elements/principles of design for this unit.
- The following link can be used to help find your terms and definitions.
  - <https://www.incredibleart.org/files/elements2.htm>
- Look on the Web for graffiti art that will exemplify each term.
- For lower grades, the Visual Arts teacher may have to create the sample graffiti art elements and principles of design charts as reference for work during this unit.
- This should not take students very long to do, but is essential to have a visual reference and discussion with the teacher so the students have a clear understanding of each term.
- This assignment can carry over to next class if needed.
- Before ending the class, review the plight of South Africa and the work that Nelson Mandela did to help with developing human rights.

- Review with students ways that oppressed people use to create a voice when otherwise not allowed to express themselves. (Freedom of speech – opinion and expression)

## Artist Defenders Lesson 2

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

70 minutes

### Students will:

- Begin to research and create their own graffiti fonts based on their brainstorming exercises.
- Use a selection of various media when creating their graffiti practice words (with the fonts they develop): markers, pencil crayons, spray paint or spray paint from a misting bottle.
- Be encouraged to create fonts along with colour to emphasize emotion.
- Create their practice fonts/words based on the social issues presented with the past two lessons on Nelson Mandela and human rights.
- Create fonts and be able to recognize and verbalize how the elements and principles of design help to formulate their work.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Play the following video: Mandela's Vision of a Better World.  
- <https://www.youtube.com/watch?v=TvVo6z5mG08>
- Afterwards, allow students to share their initial responses and any questions they may have.
- Ask the students the following questions and have them respond in their journals before discussing the questions with the class.
  - Why Elders? What are your opinions of Elders offering leadership?
  - How does this video connect to the Universal Declaration of Human Rights?
- Then replay a portion of the video. The portion you should replay is at the 9-minute mark where Ubuntu is discussed.
- As a class, discuss the following question:
  - What does Nelson Mandela mean when he says Ubuntu?
- Write Mandela's direct quote ("Ubuntu: We are human ONLY through the humanity of other human beings") on the board.
- Then ask the students, how does Ubuntu relate to the philosophy of apartheid?

- Before ending the discussion, work with your class to create a word web. This web should include the word Ubuntu and Mandela's definition. After the web is created, add it to the Human Rights Wall which you began creating in the previous lesson.

### **Reflect (40 minutes):**

- In their journals or sketch books, have students create mind maps and drawings of images that come to mind that represent human rights and freedom of speech.
- Ask the students to choose a word that they feel is at the core of Ubuntu.
- Students will then practice the fonts from some graffiti templates or make their own. They can research graffiti fonts online. (Make sure they save the link for future reference.)
- The link below contains some sample graffiti style fonts:  
- <http://www.1001fonts.com/graffiti-fonts.html>
- Ensure the fonts students choose to practice replicate graffiti style writing.
- Have students rough sketch in their journals or sketchbooks, then transfer their work to bristol board.
- Students will use blending techniques using pencil crayon.
- Students will use colour, line, etc. to create mood. Students must be able to list on the bristol board the different elements and principles of design they are using and how it helps create mood or evoke an emotion in the viewer.

### **Connect and Communicate (15 minutes):**

- Before the end of class, engage in a class-wide discussion regarding your students' interpretations of human rights and the value of being a defender.
- Then review your students' thoughts regarding Elders taking leadership in promoting human rights and becoming a voice for the voiceless.
- End the class with one last discussion regarding the significance of Ubuntu.

## Artist Defenders Lesson 3 (Day 1)

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

70 minutes

### Students will:

- Recognize the universality in Nelson Mandela's role as defender of human rights issues surrounding his work with eliminating apartheid.
- Consider the role that defender art has in Canada with regards to communicating human rights and promoting change.
- Revise their work based on functionality and design considerations.
- Use a multi-layer stencil (similar to wood block printing or silk screening).
- Consider the impact of the space they will be using to display their work in the school.
- Identify and document each stage of this art-making process.
- Identify the ethics related to graffiti art.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Share the following article with your students in a manner of your choosing, smart board, individual devices, print, etc.  
- <https://www.thenation.com/article/nelson-mandelas-universal-declaration-human-rights/>
- Then engage in a class discussion regarding the following question:  
- Do we see any of these issues in Canada?
- Then share the following article with your class.  
- <https://www.thespec.com/news-story/7581335-anti-poverty-plan-includes-reducing-racism-sexism-duclos-says/>
- Engage in a class discussion regarding connections between these two articles and the Universal Declaration of Human Rights.

#### Reflect (15 minutes):

- In their journals have students reflect on the following two questions:  
- How can defender art help communicate human rights?  
- How can defender art influence change?

## Connect and Communicate (40 minutes):

- Share the following articles with your students. Ask your students to go over the articles in small groups. As they do this, have them discern between the 3 styles of defender street art presented in the articles.

- <https://www.widewalls.ch/feature-african-graffiti-raising-awareness-2015/>

- <https://www.brandsouthafrica.com/people-culture/mandela/global-street-art-celebrates-nelson-mandela>

- Have your students take notes on each style of defender street art.
- Afterwards, the following notes can be shared with the class to ensure that everyone has a strong understanding of what was shared in the articles.
- 3 Main Types of Street Art:

### 1. Quick, usually illegal street art

- Not approved of by law/city/government
- Is usually completed quickly (simple images and words)
- Free hand-writing – usually scrawled or tagged
- Stencils with simple words or phrases
- Voice of the voiceless – people who are usually not allowed freedom of speech or are oppressed in some way

### 2. Graffiti style street art

- Not always pre-approved images
- More effort and detail
- More thought in designing the artistic elements and principles of design
- Usually on a larger scale than the quick illegal street art

### 3. Murals as activist art

- Usually commissioned pieces (someone hired the artist)
  - Planned and approved prior to creation
  - Is usually placed for a particular audience (setting is important)
  - Artist has time and materials to create a long-lasting and esthetically developed piece
- Afterwards, as a class go through both articles and discuss the distinguishing differences of each style. Allow students to verbalize and identify them as well.
  - Then move into the art project.



- For this project, students will create a street-art style portrait of Nelson Mandela using stencils.
- Beforehand, create a sample drawing for students to refer to.
- As a class, discuss the elements and principles of design (shape, form, contrast, repetition, colour, line, etc.).
- In their sketchbook, have students create a design incorporating Nelson Mandela's portrait similar to the starburst portrait (as seen in the links above).
- The image should be distinguished between 3 separate colours/tones to create the stencil.
- This image should be completed (or close to completion) by the end of this period.
- Before concluding the class, ask students to complete the following task in their journals.
  - Write a page or so about how defender art connects to UDHR Articles 19 and 27. Choose one form of street art of the 3 discussed today and argue why that form is most effective.

## Artist Defenders Lesson 3 (Day 2)

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

70 minutes

### Students will:

- Recognize the universality in Nelson Mandela's role as defender of human rights issues surrounding his work with eliminating apartheid.
- Consider the role that defender art has in Canada with regards to communicating human rights and promoting positive social change.
- Revise their work based on functionality and design considerations.
- Use a multi-layer stencil (similar to wood block printing or silk screening).
- Consider the impact of the space they will be using to display their work in the school.
- Have a clear understanding of each stage of this art-making process.
- Identify the ethics related to graffiti art.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Begin the class by discussing the assignment that students completed at the end of last class.
  - Write a page or so about how defender art connects to UDHR Articles 19 and 27. Choose one form of street art of the 3 discussed today and argue why that form is most effective.
- Afterwards, hand out coloured cards and markers to every student.
- Have students write the type of street art they are most drawn to and ONE sentence that describes why they are drawn to this form of street art.
- Afterwards, have students post their responses on the Human Rights Wall.
- Allow the students to look at some of the other responses while they do this.
- As a class, discuss some of what was posted on the Human Rights Wall.

#### Reflect (15 minutes):

- Allow the students to spend some time individually reviewing the links from last class.
  - <https://www.widewalls.ch/feature-african-graffiti-raising-awareness-2015/>

- <https://www.brandsouthafrica.com/people-culture/mandela/global-street-art-celebrates-nelson-mandela>

- As they do this, ask your students to reflect on the impact they want their art to have and record their thoughts in their journals.

### **Connect and Communicate (40 minutes):**

- As a class or in small groups, discuss the elements and principles of design (shape, form, contrast, repetition, colour, line, etc.).
- Then show your students how to use stencils in order to create their artwork.
- Each part of the stencil must be planned – students should begin with a drawing of Nelson Mandela. Then they should design 3 layers by including contrast from shadows and either shading or colours for clothing, etc.
- The links below can be used to see examples of 3-layer stencils:
  - <https://www.pinterest.ca/pin/3025924729811095/>
  - [https://www.flickr.com/photos/erick\\_erock/5226203452/in/photolist-8XPEd5-iMinXv-aQoqs-5v2zNe-FnMDAf-bxzi7y-nVcc3w-borVJA-bDTW2h-74gBo3-qLCJ4g-ER2i2S-9cPrev-cB3iBC-aeSd3H-97Yjvq-f4RQQ9-ysXsYm-S87kZS-d3A951-68eT5-4r86SU-auJkgH-7e33Ya-apzoGT-7G12Zt-25oD52M-fpMsoQ-5qoVpE-9H3CRJ-8GMog6-74cGuF-9y8EEU-9MqLHk-aDaUai-jbSZwf-3BbMEy-95PqL8-nqYacD-8CFEoS-csonQY-52uabL-46ZBpA-9vrkuP-ecxWDs-8EMLFF-6f6Gin-aSfQka-91oWxb-5VP3wy](https://www.flickr.com/photos/erick_erock/5226203452/in/photolist-8XPEd5-iMinXv-aQoqs-5v2zNe-FnMDAf-bxzi7y-nVcc3w-borVJA-bDTW2h-74gBo3-qLCJ4g-ER2i2S-9cPrev-cB3iBC-aeSd3H-97Yjvq-f4RQQ9-ysXsYm-S87kZS-d3A951-68eT5-4r86SU-auJkgH-7e33Ya-apzoGT-7G12Zt-25oD52M-fpMsoQ-5qoVpE-9H3CRJ-8GMog6-74cGuF-9y8EEU-9MqLHk-aDaUai-jbSZwf-3BbMEy-95PqL8-nqYacD-8CFEoS-csonQY-52uabL-46ZBpA-9vrkuP-ecxWDs-8EMLFF-6f6Gin-aSfQka-91oWxb-5VP3wy)
- There can be a 4<sup>th</sup> layer if students so choose. The 4<sup>th</sup> layer would be the background color.
- Before starting the stencil, students should have a plan in their sketchbook. The plan with the layers all in one image should be pre-approved by the teacher before moving on to the next step.
- Before allowing the students to create their stencils, demonstrate how this is done.
  - From a plan in the sketch book, the shapes of each of the three colours should be drawn separately on each of the 3 pieces of bristol board.
  - The bristol board should be taped onto a table to avoid slipping. Then parchment should be lightly taped over it.
  - Afterwards, begin tracing with a rather dull pencil over the parchment to create indented lines on the bristol board.
  - Then pull the parchment off the bristol board and draw the lines so they are easily seen.
  - When all 3 separate stencils are drawn, use an exacto knife to cut the openings of each stencil.

- Each stencil should be taped down on a surface for safety reasons (no slippage) and also because it will help with creating an exact cut in the stencil.

- Instead of spray paint, students will use sponges and acrylic paint and stipple the surface of the bristol board.

- Students are encouraged to use a word or short phrase that connects to Mandela in their work.
- Completed artworks will be displayed around the school – each student will make 6 copies of their stencil street art so they get the feeling of what it would be like to be a street artist spreading an image around public spaces.
- Permission from the administration will be required before posting the images throughout the school
- This project will need a full studio day (next class) to complete.
- At the end of class, let students know that they will have one more full day to complete this project.
- Remind students that they need to choose a site (or sites) to display their artwork and that the site must be authorized by a teacher.

## Artist Defenders Lesson 3 (Day 3)

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

70 minutes

### Students will:

- Recognize the universality in Nelson Mandela's role as defender of human rights issues surrounding his work with eliminating apartheid.
- Consider the role that defender art has in Canada with regards to communicating human rights and promoting change.
- Revise their work based on functionality and design considerations.
- Use a multi-layer stencil (similar to wood block printing or silk screening).
- Consider the impact of the space they will be using to display their work in the school.
- Have a clear understanding of each stage of this art-making process.
- Identify the ethics related to graffiti art.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Using two sheets of flip chart paper, begin creating a word web.
- Each sheet of paper should have one of the two statements written on it:
  - How can defender art help communicate human rights?
  - How can defender art influence change?
- Have students get up and write their viewpoint on each word web.
- As they do this, they should refer to their notes in their journals and make new insights if possible.
- Afterwards, have a class discussion regarding how or if their viewpoints have changed since this unit was first introduced.

#### Reflect (40 minutes):

- As today is the final day for students to create their artwork, allow them as much class time as possible to complete their projects.
- As they do this, remind them to keep in mind what impact they want their art to have.

- Once students are done creating their artwork, allow them to go display it throughout the school in the areas they received permission to use.

**Connect and Communicate (15 minutes):**

- Before ending the class, encourage students to take a quick walk around the school and look at some of the art pieces their peers have created.
- Then, as a class or in small groups, discuss the following questions:
  - What impact has this project had on you?
  - How do you feel about defender art? Does it make a difference?
  - Does art create a voice for people?
- Have students reflect on the following question in their journals.
  - How do you think the artworks created by you and your classmates will be received by the student body?

## Artist Defenders Lesson 4 (Day 1)

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

70 minutes

### Students will:

- Draw connections between activist art and social issues in Canada (and First Nations) after reading and analyzing the Universal Declaration of Human Rights.
- Become more cognizant of the process defender artists take in developing their artwork.
- Become immersed in an issue and think critically about the impact of the issue before moving forward with the art making.
- Be aware of different drawing styles.
- Verbalize how different drawing styles affect the overall experience of viewing artwork.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Hand out paper copies of the Universal Declaration of Human Rights and the Convention on the Rights of the Child. These documents are available through the links below:
  - <http://www.un.org/en/universal-declaration-human-rights/>
  - <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- As a class, read through these documents.
- Afterwards, watch the following video:
  - <https://www.youtube.com/watch?v=bq4dgVmtYMo&t=130s>
- While watching the video, ask your students to write down some notes in their journals.

#### Reflect (15 minutes):

- Have the students read through the following article. You may use it in place of the video as an in-class reading/discussion activity.
  - <https://www.ryerson.ca/chair-indigenous-governance/research-projects/ongoing/first-nations-poverty-in-canada/>

- Afterwards, have students reflect on their reading and record three key elements that stood out to them when reading the article.
- Ask the students to use their journals and start making connections between this article and the Universal Declaration of Human Rights and Convention on the Rights of the Child.

### **Connect and Communicate (15 minutes):**

- Use the “Pick Three Protocol” described in Appendix xii of the document linked below. The protocol is also briefly described below.  
[http://www.edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG\\_FacilitatorsGuide.pdf](http://www.edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG_FacilitatorsGuide.pdf)
- Using this protocol, students will discuss with a partner what they observed as bridging to the human rights/children’s rights articles. For each numbered point, students will write their answers in pairs on recipe cards.
  - 1) How is the community different from yours? What is extra? What is missing?
  - 2) How is the home different from yours? What is extra? What is missing?
  - 3) How is the school different from yours? What is extra? What is missing?
  - 4) Do you think there are any jobs in these communities? What is extra? What is missing?
  - 5) What do you think nutrition is like there? What is extra? What is missing?
- Afterwards, engage in a class discussion and collect the students’ responses.
- Create a graph and write student responses on boardroom paper – then add it to the Human Rights Wall.
- Then as defender artists, have students research Canadian defenders of human rights. The defender must defend an issue the student is concerned about in Canada or in First Nations communities.
- Once chosen, the defender should be noted along with a short biography in the student journal/sketchbook.
- Students will draw this defender’s portrait in their sketchbook. They should draw a contour line drawing to familiarize themselves with the defender using a pencil or fine-tipped black marker.
- Then have students brainstorm objects that could symbolize the defender and a connection to the human rights they are defending. They should make a list of objects they already own and could easily bring into class.
- Ask students to bring this or these object(s) to class tomorrow. Be sure to have a few objects readily available for students who are unable to do so.
- Some examples of objects students could use are listed below.
  - Pile of books, bottle of clean water, university calendars, decorative food or play food, stack of pencils, etc.



## Artist Defenders Lesson 4 (Day 2)

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

70 minutes

### Students will:

- Develop connections between activist art and social issues in Canada (and First Nations) after reading and analyzing the Universal Declaration of Human Rights.
- Become more cognizant of the process defender artists take in developing their artwork.
- Become immersed in an issue and think critically about the impact of the issue before moving forward with the art making.
- Be aware of different drawing styles.
- Verbalize how different drawing styles affect the overall experience of viewing artwork.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (10 minutes):

- Begin by reviewing the graph that was created last class. Allow the students to add any additional reflections about what was discussed.
- As a class, quickly re-read the article from *The Nation*: “Nelson Mandela Declaration of Human Rights.”  
- <https://www.thenation.com/article/archive/nelson-mandelas-universal-declaration-human-rights/>
- Then discuss with students the importance of art bringing new perspectives to the public.

#### Reflect (10):

- On a smartboard or other projection device, pull up the following website:  
- <https://fineartamerica.com/featured/nelson-mandela--6-gideon-schutte.html>
- Briefly discuss what students saw on the website.
- Then using their journals, have students reflect on the following questions:
  - Why is this drawing so powerful?
  - How will the viewers interact with drawings?
  - Could some people be shocked or upset about art? Why?

- How will you incorporate your found object into the portrait of the defender you chose? What effect do you hope this will have?

**Connect and Communicate (50 minutes):**

- Afterwards, students may use the remainder of the period to create their activist artwork.
- Their artwork should consist of the portrait of their chosen defender. The portrait should in some way incorporate their found object. This object should be connected to the rights which this defender is working on protecting.
- If students choose multiple objects, such as a stack of books or a pile of pencils, make sure they are glued together so they remain in one piece while the students are drawing.
- Students may use pencils, markers or acrylic paints to create their portrait.
- Along with their art piece, students must include the name of the defender and a short biography/explanation of the work they did to defend human rights.
- After students have submitted their work, it should be displayed in the school.
- After all of the pieces have been submitted, encourage students to walk around and see what their classmates have created.
- Have a group discussion about some reactions to experiencing each other's work.
- Ask the students how they felt looking at objects with a defender's portrait incorporated with it.

## Artist Defenders Lesson 5

### Grade Level and Class Suggestions:

Grade 12 Visual Arts

### Time:

5 x 70 minutes

### Students will:

- Become artists who defend human rights in this culminating assignment.
- Research Mandela-supported organizations and identify the relevance of these organizations to the Universal Declaration of Human Rights.
- Research defender art positions within these organizations and discover employment possibilities.
- Plan and create art within the constructs of the elements and principles of design.
- Consider the impact of the space they will be using to display their work in the school or community.
- Have a clear understanding of each stage of this art-making process.
- Identify the ethics related to graffiti art.
- Become familiar with health and safety standards with regards to using art tools and mediums.

### Lesson Plan (following the African Ubuntu Epistemology/ARCC Stages):

#### Activate (15 minutes):

- Have your students imagine what would it be like to be an artist commissioned to make art for human rights.
- Create a word web with students regarding the sorts of art they might create and the reasons why they may create it.
- As a class, read the following article, then watch the accompanying video.  
- <https://www.brandsouthafrica.com/people-culture/mandela/mandela-tapestry-171215>
- Discuss the following questions with your students:
  - Why would someone commission a piece of artwork for an airport?
  - Who is the audience?
  - How does the artwork impact the space?

#### Reflect (multiple classes):

- Have students look at the following website and choose one charity that they would like to work for as a commissioned artist to defend human rights.

- <https://www.nelsonmandela.org/news/entry/46664-concert-a-huge-success>

- Afterwards, have students complete the following steps:
  - 1) Choose the charity or organization you will be working for. Describe the charity and make connections to the Universal Declaration of Human Rights or the Convention on the Rights of the Child.

- <http://www.un.org/en/universal-declaration-human-rights/>

- <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

2) Describe the type of artwork you will be making and what the motivation behind it is.

3) Design a rough draft of your artwork.

4) Create your artwork – Students may create on plywood, paper or other materials. Since this is a culminating piece, the 2D/3D medium is at the teacher's discretion. Students may want to make a sculpture or use some other medium.

5) Write an artist statement. This statement should include the elements and principles of design, how the art will be displayed, where it will be displayed, who the audience will be, and how this artwork will support the mission of the charity/organization.

- This is a 5-day, or more, culminating project. Therefore, students will have multiple class periods to work on their projects.
- Students should have 2-3 days for the writing aspect of this assignment, and then another 3-5 days for studio work.

### **Connect and Communicate (final day of the unit):**

- On the last day of the unit, students should be involved in a critique. Before peers critique the work, each student will give a presentation and explain the background of the artwork, referring to the written portion of the assignment.
- This project should be displayed in a public space, preferably in the community, to showcase the artistic ability of the students and get some exhibition experience. Look to public libraries, local public galleries, coffee houses, city hall, etc.