Unit 7

Title: From Long Walk to Freedom

Suggested Time: 5-7days (45 minutes per day)

Common Core ELA Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.10; W.7.2, W.7.4, W.7.9; SL.7.1; L.7.1, L.7.2

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

A person’s life experiences can shape his/her understanding of freedom.

Synopsis

In this essay, Mandela explains his shifting understandings of freedom based on different stages in his life. Mandela explains

how his perceptions of freedom evolved from wanting freedom for just himself to fighting for freedom for others, and

concluding that denying freedom to others robs the oppressors of their own freedom.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| What is the “deep and lasting wound” Mandela mentions in the first paragraph? What created this “wound”? (pg. 847) | The deep and lasting wound refers to “decades of oppression and brutality” suffered by the South African people under “the policy of apartheid”; it will take generations to recover from the “profound hurt” (pg. 847).  Apartheid is racial segregation that existed in South Africa. (Teachers should make themselves familiar with this concept prior to teaching this selection.) pg. 845 |
| What was the unintended effect of apartheid? Why does Mandela call this effect “unintended”? (pg. 847) | It produced leaders or men of extraordinary courage and generosity. (names are listed in the text) Mandela calls this “unintended” because the creation of leaders of a marginalized people was the opposite intention of apartheid. |
| What qualities does Nelson Mandela admire in his fellow freedom fighters? Why do you think he says they are “finer and truer than the purest diamonds”? (pg. 847) | He admires courage, wisdom, and generosity. He says they are “finer and truer” than diamonds he values these qualities more than material wealth. |
| What does Mandela mean by “The brave man is not he who does not feel afraid, but he who conquers that fear”? Cite evidence from the text to support your answer. (pg. 847) | Mandela’s definition of courage or bravery is “not the absence of fear but the triumph over it.” The brave man is not one who does not feel afraid, but who conquers fear. “I have seen men and women give up their lives for an idea…stand up to attacks and torture without breaking, showing a strength…” (pg. 847). |
| What does Mandela say about hate? What “was enough to reassure” Mandela that “man’s goodness is a flame that can be hidden but never extinguished”? (pg. 847 - 848) | Mandela says that it is more natural for humans to love than to hate and that people must be taught to hate. If they can learn to hate, they can be taught to love. He was reassured of man’s goodness in prison “when he would see a glimpse of humanity in one of the guards”. |
| What was the “terrible price” Mandela’s family paid for his “commitment to the struggle”? (pg. 848) | The “terrible price” Mandela’s family paid was being separated from him during the years he spent in prison for supporting the fight for freedom. |
| According to Mandela, what two obligations does every man have? Why was it “almost impossible” for a man of color to meet those obligations in South Africa? (pg. 848) | Mandela states that every man has an obligation to his family and his community. Under apartheid a South African man who tried to fulfill his obligations to his country was punished and inevitably forced to neglect his family because of the secrecy and rebellion involved in the commitment to his country --not serve the current government, but rather, to struggle for freedom. |
| What does Mandela mean by "my commitment to my people…was at the expense of the people I knew best and loved most”? Cite evidence. (pg. 848) | Although he longed to be with his own family, he had to leave them to fight for freedom of the South Africans. It was “as simple and yet as incomprehensible “as the moment a father tells a small child he cannot be with her because “there are other children like you, a great many of them…” |
| Why does Mandela state “and then one’s voice trails off”? (pg. 848) | Mandela is trying to show how saddened and conflicted he felt in trying to fulfill his obligations to both his family and his country. |
| Describe Mandela’s idea of freedom as a child. (pg. 848) | Mandela said he was born free. Free to run in the fields, free to swim in the stream, free to roast mealies (corn) under the stars, and ride the backs of slow moving bulls. As long as I obeyed my father and customs of my tribe, I was not troubled by the laws of man or God. |
| Why does Mandela say that his “boyhood freedom was an illusion”? ( pg. 849) | As a young man, Mandela realized that his freedom had already been taken from him and he began to hunger for it. |
| What kinds of freedom did Mandela want as a student? (pg. 849) | The freedom Mandela wanted as a young man involved only himself. He wanted the freedom to do as he pleased and to establish himself and enjoy success. |
| What “desire” transformed a frightened young man into a bold one…”? (pg. 849) Give evidence of this transformation. | He joined the African National Congress; his desire for his own freedom developed into a desire for freedom for all black South Africans. He was a young attorney at this time in his life. |
| Describe the ways Mandela changed after joining the African National Congress? (pg. 849 – 850) | The desire for the freedom of his people “transformed a frightened young man into a bold one, drove a law-abiding attorney to become a criminal, turned a family loving husband into a man without a home, and forced a life-loving man to live like a monk” (pg. 849-50). |
| What does Mandela mean when he says “the oppressor must be liberated just as surely as the oppressed”? (pg. 850) Cite evidence from the text to support your response. | Mandela means that people cannot be lovers of freedom as long as they are denying freedom to others. He points out that oppressors themselves are prisoners “of prejudice and narrow-mindedness.” He realized that not only the oppressed but the oppressor needed liberation. In other words, they achieved the freedom to be free and the right to not be oppressed. However, to be free is to not just cast off one’s chains but to live in a way that respects and enhances the freedom of others. |
| Why does Mandela end the selection by stating, “my long walk to freedom is not yet ended”? (pg. 850) | Mandela wants people to know that the struggle for freedom must continue: “I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb.” “The truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed…” |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 847 – policy  Page 847 - brutality  Page 847 – profound  Page 847 – generations  Page 847 – grimmest  Page 848 – extinguished  Page 848 – isolated  Page 848 - comrades  Page 849 - abided  Page 849 – yearned  Page 850 - chains  Page 850 – liberated  Page 850 – enhanced | Page 847 – transformations  Page 848 – obligations  Page 848 - civil  Page 848 - commitment  Page 848 – incomprehensible  Page 849 - hunger  Page 849 – potential  Page 849 – obstructed  Page 849 – transformed  Page 850 – prejudice  Page 850 - devotion |
| **Meaning needs to be provided** | Page 847 - apartheid  Page 847 – defies  Page 848 – illusion  Page 850 – monk  Page 850 – falter  Page 850 – vista  Page 850 - linger | Page 847 – oppression  Page 847 – resiliency  Page 848 – inclinations  Page 848 - humane  Page 848 – inevitably  Page 848 – twilight  Page 848 – existence  Page 849 – dignity  Page 849 - animated  Page 850 - liberate  Page 850 - narrow-mindedness  Page 850 – virtuous  Page 850 – self-sacrificing  Page 850 – indivisible  Page 850 – oppressor |

Culminating Writing Task

* Prompt

In Nelson Mandela’s *Long Walk to Freedom*, Mandela describes his understandings of freedom during his lifetime. Write an essay explaining how Nelson Mandela’s point of view, at different times in his life, affected his understanding freedom.

* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “I was not born with a hunger to be free. I was born free - free in every way that I could know. Free to run in the fields…, free to swim in the clear stream…, free to roast mealies… and ride the broad backs of slow –moving bulls.” | 848 | As a child, Mandela did not hunger for freedom because he was free in every way he knew. As long as he “obeyed his father and abided by the customs of his tribe, he was not troubled by the laws of man or God.” |
| “It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. …as student, I wanted freedom only for myself, … being able to stay out at night, read what I pleased, and go where I chose.” | 849 | Mandela realized as a student that he was not free in some ways. The freedom he wanted involved only himself, to do as he pleased, and to establish himself and enjoy success. |
| “But then I slowly saw that not only was I not free, but my brothers and sisters were not free….that is when the hunger for my own freedom became the greater hunger for the freedom of my people.” | 849 | As he joined the African National Congress, he gained a desire for the freedom of his people to live with dignity and self-respect. He could not enjoy what freedoms he had knowing that his fellow South Africans were not free. |
| “…transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk.” | 849-850 | He realized he could not enjoy the poor and limited freedoms he was allowed when he knew his people were not free. He wanted freedom for all people and came to believe that oppressors are in need of liberation along with the oppressed. |
| “When I walked out of prison, that was my mission, to liberate the oppressed and the oppressor both.” | 850 | Mandela believes that the struggle for freedom cannot end until people live in such a way that other people’s right to freedom is respected. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

In an excerpt from his memoir, *Long Walk to Freedom*, Nelson Mandela explains his shifting understandings of freedom based on different stages in his life. His perceptions of freedom evolved from wanting freedom for just himself to fighting for freedom for others. He concludes that denying freedom to others robs the oppressors of their own freedoms.

As a child, Mandela “was not born with a hunger to be free. I was born free – in every way that I could know” (pg. 848). Clearly, Mandela did not hunger for freedom because he was free in every way that he knew. He was “Free to run in the fields…, free to swim in the clear stream…, free to roast mealies…, and ride the broad backs of slow-moving bulls” (pg. 848). These are all things that young children might associate with the simple freedoms in life. As long as he “obeyed his father” (pg. 848) and “abided by the customs of his tribe” (pg. 849), Mandela viewed himself as totally free.

As a young man, Mandela realized that his freedom had already been taken from him, and he then began to hunger for it. As a student, he longed for freedom only for himself such as “being able to stay out at night, read what I pleased, and go where I chose” (pg. 849). Mandela reacted to freedom as many young people might at this stage of his life. He was totally self-centered, focused on how he could establish himself and enjoy his own success. Others’ freedoms were not of paramount concern to him at this time.

Later he longed for “the freedom not to be obstructed in a lawful life” (pg. 849). At this point in his life, Mandela realized that not only was he not free, but his brothers and sisters were also not free. He joined the African National Congress which stimulated his desire for his own freedom into a desire for freedom for all black South Africans. This desire “transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live life like a monk” (pg. 849-50). Mandela realized that he could not enjoy the limited freedoms he was allowed when he knew his own people were not free. At this stage, he realized “the oppressor must be liberated just as surely as the oppressed” (pg. 850). He became even bolder and more determined that he would never be satisfied until all his people were free.

Following his years in prison, Mandela believed that the struggle for freedom cannot end until people live in such a way that other people’s right to freedom is respected. He continues to live in a way that respects and enhances others’ freedom. Although Mandela’s journey for freedom has been long, he knows that rest can only be brief “for with freedom comes responsibilities: I dare not linger, for my long walk is not yet ended” (pg. 850).

Additional Tasks

1. *Individually or with a partner, pick a person you think displays heroic characteristics such as those depicted by Nelson Mandela. This can be someone you know or someone you read about. Gather as much information as you can about this person, and present it to the class, making explicit connections between the person and Nelson Mandela. If possible, add a multimedia component to your presentation: photos, slides, and video or audio clips can help make your character come alive for your audience.*

Answer: Answers will vary.

1. *Have students read about another prominent figure who fought for freedom such as Martin Luther King, Jr. or Aung San Suu Kyi. Ask students to compare facts they learn about the person with facts about Nelson Mandela that are presented in this selection. Using a graphic organizer such as a Venn diagram, students should chart similarities and differences in the circumstances of the two figures and the ways they responded to the challenges they faced.*

Answer: Answers will vary.

Note to Teacher

Due to the high level of vocabulary in this text, make sure to assess students’ levels of understanding. Use various vocabulary strategies to enhance/teach word meanings: Gallery Walk, Word Walls, Frayer’s model, etc.

**Additional Vocabulary Activity:**

**Vocabulary on the Move Activity (Headbands)**

**This activity is designed to reinforce vocabulary from the selection.**

* Teacher provides words with definitions in matching columns when folded, definitions will be on front and words will be on back. This sheet is for study purposes.
* Students line up and choose a prepared vocabulary word strip (headband). Without showing the word to the person in front of them, they wrap it around the person’s head.
* Students then form a circle.
* The first student is allowed to look at the list of words only. The other students look at the definitions and give one word clues to that student until he/she guesses the word on his/her head.
* Once guessed, the crown is removed and slipped on his/her arm until the game is over.
* Variations to this activity can be made as needed.

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***Long Walk to Freedom***

1. What is the “deep and lasting wound” Mandela mentions in the first paragraph? What created this “wound”? (pg. 847)
2. What was the unintended effect of apartheid? Why does Mandela call this effect “unintended”? (pg. 847)
3. What qualities does Nelson Mandela admire in his fellow freedom fighters? Why do you think he says they are “finer and truer than the purest diamonds”? (pg. 847)
4. What does Mandela mean by “The brave man is not he who does not feel afraid, but he who conquers that fear”? Cite evidence from the text to support your answer. (pg. 847)
5. What does Mandela say about hate? What “was enough to reassure” Mandela that “man’s goodness is a flame that can be hidden but never extinguished”? (pg. 847 - 848)
6. What was the “terrible price” Mandela’s family paid for his “commitment to the struggle”? (pg. 848)
7. According to Mandela, what two obligations does every man have? Why was it “almost impossible” for a man of color to meet those obligations in South Africa? (pg. 848)
8. What does Mandela mean by "my commitment to my people…was at the expense of the people I knew best and loved most”? Cite evidence. (pg. 848)
9. Why does Mandela state “and then one’s voice trails off”? (pg. 848)
10. Describe Mandela’s idea of freedom as a child. (pg. 848)
11. Why does Mandela say that his “boyhood freedom was an illusion”? (pg. 849)
12. What kinds of freedom did Mandela want as a student? (pg. 849)
13. What “desire” transformed a frightened young man into a bold one…”? (pg. 849) Give evidence of this transformation.
14. Describe the ways Mandela changed after joining the African National Congress? (pg. 849 – 850)
15. What does Mandela mean when he says “the oppressor must be liberated just as surely as the oppressed”? (pg. 850)
16. Why does Mandela end the selection by stating, “my long walk to freedom is not yet ended”? (pg. 850)

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.