

# Mandela Global Human Rights: Peace, Reconciliation and Responsibility



# **MANDELA GLOBAL HUMAN RIGHTS: PEACE, RECONCILIATION AND RESPONSIBILITY**

A Teacher Guide and Lessons for Educators

DOLANA MOGADIME (ED.) PROJECT LEAD



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# CONTENTS

Introduction	1
Acknowledgement	5
Section 1: Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture	vii
Section 2 ARCC: Operationalizing the Learning Experience with An African Epistemology	x
Section 3: Teacher’s Identity as Co-learner	xiii
Section 4: What is Activate, Reflect, Connect and Communicate?	xv
Section 5: Intersectionality and Human Rights Curriculum Design Model	xvi
Section 6: The ‘Universal Declaration of Human Rights’	xix
Section 7: Assessment and Evaluation	xxi

## Lessons

Children Books on Nelson Mandela - Read out loud/ book talk	25
Remembering Nelson Mandela through Children’s Literature	33
District Six Forceful Removals - Investigative Inquiry	40
SAAE South African Artists in Exile	46
Imagery as Cultural History: Creating our own connection to land	52
Helen Sebidi: South African Art (focus on cultural heritage/pre-colonialism) Pointillism assignment	62
Recognizing Canadian Heroes	68
A Case Study - Explore the Reality of Life in a Community Township on the Cape Flats	77
African Folktales – The Cat Who Came Indoors	84
Diefenbaker's Impact on Human Rights	90
Canada's Fight Against Apartheid	95

Learning and Reflecting on the African 'Spirit of Ubuntu'	100
Reflecting and Connecting to Nelson Mandela's Narrative	106
Mandela's Life and Developing a Historical Timeline or Story Map	112
Reference List	119
Version History	120

# INTRODUCTION

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## Background

The lessons in “Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators,” have been written with a human rights lens by Ontario educators and school leaders for primary/ junior and intermediate/ senior divisions and South African Visiting Scholar to Brock University, Dr. Oscar Koopman. Curriculum subject areas that are addressed are the humanities, gender studies, social studies, civics, political science, world studies, geography, history, creative writing, language arts, and visual arts. Contributors are members and collaborators of the Teaching Nelson Mandela Curriculum Project. Their outputs were developed in support of an educational partnership between Brock University and the Canadian Museum for Human Rights. Parts of this publication were made possible through support from the Canadian Museum for Human Rights.

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## Contributors

### Dolana Mogadime, Ph.D., Project Lead

Dolana Mogadime, Ph.D. is the inaugural Canadian Museum for Human Rights (CMHR) Visiting Scholar. During her appointment, she focused on 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.

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Dr. Yvan Brochu (Ed.D.) is a Principal within the Grand Erie District School Board, and long-time equity,

diversity and inclusion advocate. He currently serves on numerous committees, including provincially on the Ontario Principals' Council Professional Learning EDI Sub-Committee, locally as the OPC EDI System Lead, and on the City of Hamilton's Anti-Racism Resource Centre Board of Directors. In 2017 he received the Premier's Award for Accepting Schools for chairing a school vision focused on human rights. His experiences also include five years in an Indigenous community, nearly 20 years as an adjunct instructor with Queen's University, conference presenter, and consultant.

## 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

## Dr Oscar Koopman, Ph.D.

Dr Oscar Koopman, PhD, is a Senior Lecturer in science education at the Cape Peninsula University of Technology, in Cape Town South Africa. As a phenomenological scholar, his work is part of a larger enterprise of understanding the consciousness of teachers, learners, academics and students as an evolving system of thought in science education. He has written two sole-authored books titled, Science education and curriculum in South Africa published with Palgrave Macmillan and Science education and pedagogy in South Africa published with Peter Lang. Additionally, Dr Koopman has also written a co-authored book, with Dr Karen Koopman, titled Phenomenology and educational research: Theory and practice. His latest co-authored book with Dr Karen Koopman, titled The Colonising South African university and the betrayal of learning, that was enthusiastically endorsed by William Pinar for his Curriculum studies worldwide series, is currently under review with Palgrave MacMillan. Dr Koopman has published articles in continental and international journals and chapters in books with both national and international publishers. In 2019 he received the Global Scholar Award from Brock University in Toronto, Canada where he also served as an Advisory Board Member of the Teaching Nelson Mandela Curriculum Project (2018-2020).



## 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.

## Craig Marlatt, OCT, BES, M.Ed.

Craig Marlatt, OCT, BES, M.Ed. has taught and been an administrator in numerous schools in Durham Region at both the elementary and secondary level. He has helped run a human rights-focused committee of staff and students, bringing together wide-ranging initiatives including Gender and Sexuality Alliance, Take Back the Night, White Ribbon Campaign, Harmony Movement Leadership Program, and guest speakers the likes of James Orbinski, James Bartleman, Kim Phuc, Sally Armstrong, and LGen Roméo Dallaire. Craig currently teaches a course in Equity and Social Justice and embeds human rights into all of his courses.

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

Anneke McCabe is a PhD Candidate 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 20 years and has taught all subject areas. As a trained musician, Anneke has contributed to the education sector in arts-based curriculum design, curriculum leadership, and system level leadership in the school board where she teaches. Anneke served as a Senior Advisory member for the Teaching Nelson Mandela Curriculum Project at Brock University.

## Lyn Trudeau, Ph.D. Candidate, Brock University, BA, M.Ed.

Lyn Trudeau is Anishinaabe from Sagamok Anishnawbek First Nation, Eagle Clan. She is a Lecturer cross appointed with Women's and Gender Studies and Sociology Departments at Brock University. She received

her Bachelor of Arts (Honours) in Communications: Media, Culture and Society Stream; her Master of Education: Social and Cultural Contexts of Education. Her M.Ed thesis investigated the role and effects imagery played in curriculum with remote Indigenous adult learners. She is currently a PhD Candidate: Education specializing in Sociocultural Contexts of Education. Her doctoral research esteems storytelling through Indigenous autoethnography and arts-based research. Lyn feels it is important to honour her cultural background; therefore, also embeds Indigenous knowledge and ways of being in her classrooms and research endeavours. Lyn is an artistic scholar who engages the visual presence and representation within her works to support cultural survivance.

# ACKNOWLEDGEMENT

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“Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators,” was developed in response to the demand for human rights educational materials tailored for primary and junior, to intermediate and senior school divisions, that focus on People of African Descent. The Canadian Museum for Human Rights (CMHR) in collaboration with Brock University, commissioned CMHR Inaugural Visiting Scholar, Dr. Dolana Mogadime, Professor, Brock University to lead the curriculum project and advisory. As Chair of the Teaching Nelson Mandela (TNM) Advisory, Professor Mogadime extends gratitude to the members of the TNM Advisory, many of whom, held a common appreciation for Mandela’s memory as the 1993 Nobel Peace Prize Laureate and his contribution toward leading a nation toward democracy.

The project received funding from Ontario Online Learning Consortium, also known as eCampusOntario (“OOLC”), in support of the Province of Ontario’s Virtual Learning Strategy. Project Deliverables are funded by the Province of Ontario and OOLC. Ontario Ministry of Education Curriculum documents for Grades K-12, were utilized and provide entry points for educators throughout Ontario, Canada and internationally for conceptualizing how lessons can be integrated into mandated curriculum while being responsive to Black history, and the contributions of Black people to societies within global contexts. Additionally, the materials provide a gateway to understanding the connections between human rights violations through ‘forced removals’ of Indigenous Peoples from their land on Turtle Island ‘Canada’ and displacement through ‘force removals’ of people living in District 6, an interracial community in South Africa, where Black, white, Coloured and Indian people coexisted, in cosmopolitan communities in Cape Town.

“Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators,” is dedicated to the United Nations International Decade for People of African Descent, 2015-2024 and the January 24, UNESCO World Day for African and Afrodescendant Culture. Parts of this publication were made possible through support from the Canadian Museum for Human Rights and through partial funding from the Faculty of Education, Brock University.

January 24, 2023

Dr. Dolana Mogadime, Professor, Brock University

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Cover image: [A portrait of Mr. Nelson Mandela](#) by [International Labour Organization ILO on Flickr](#). [CC BY-NC-ND 2.0](#)

# SECTION 1: RESPONDING TO READINGS ABOUT APARTHEID – RACISM, OPPRESSION, TRAUMA AND TORTURE

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## Reading and Learning About Oppression, Trauma and Human Rights Abuses

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

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1. Section 1, Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture was first published in 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. ISBN: 978-0-9813127-7-4. Licensed under Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).

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 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>2</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

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2. 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/>

community and conversation with one another. These interactions can lead to action that is intended to better one another's quality of life.

# SECTION 2 ARCC: OPERATIONALIZING THE LEARNING EXPERIENCE WITH AN AFRICAN EPISTEMOLOGY

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## 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

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1. Section 2 ARCC: Operationalizing the Learning Experience with An African Epistemology, is reproduced from, 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. ISBN: 978-0-9813127-7-4. Licensed under Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).



- Sharing

## 4. Communicate

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



“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)

# SECTION 3: TEACHER'S IDENTITY AS CO-LEARNER

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The teacher's identity as co-learner, alongside students is highly valued in Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators. It requires being open to one's vulnerability whilst exploring the desire to know more about South Africa and its history of colonialism, apartheid and struggle for democracy. Additionally, the teacher's own self-aware humility and connectedness to humanity in a global sense is paramount. Curriculum provided in the lessons acknowledge an African Centered Epistemology, and a dedicated focus on exploring a larger sense of self in relation to others through principles of ubuntu<sup>2</sup>. For example, as teachers delve into selections from, "Nelson Mandela's Favorite African Folktales", principles of ubuntu are also gleaned. Indigenous folktales mirror life and are used to convey the ideals about an individual's identity in relation to one another and society. In terms of a sense of responsibility and the individual, the teacher, as a member of society is encouraged to embody an appreciation for an African-centered epistemic that involves: Listening; summarizing; seeking to mold opinion; and steering action (Stengel, p. 81).<sup>3</sup>

Project Lead, Dr. Mogadime, presented The Teaching Nelson Mandela (TNM) Curriculum Project at the CMHR Indigenous Education Working Group (IEDW) Meeting on February 27, 2019. IEDW members reviewed the links between Indigenous knowledge system relevant to the 'Ubuntu Epistemology' and that of Indigenous knowledge system of Turtle Island. Feedback was provided that allowed for greater understanding of the connections in the organization of societies through:

- Communalism
- Interdependence
- Intergenerational knowledge
- Respect for elders as knowledge keepers

These themes can be found in various lessons in "Mandela Global Human Rights: Peace, Reconciliation and

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1. Section 3 was developed by Dr. Dolana Mogadime, Ph.D., Professor, Brock University.

2. For an extended discussion about ubuntu within a South African context, please see the following: Mogadime, D., PJ (Kobus) Mentz, Armstrong, D. E., & Holtam, B. (2010). Constructing self as leader: Case studies of women who are change agents in South Africa. *Urban Education* 45(6), 797-821.

3. Stengel, R. (2010). *Mandela's way lessons on life, love and courage*. New York: Crown Publishers.

Responsibility: A Teacher Guide and Lessons for Educators.” Similarly, in considering the lessons provided by Lyn Trudeau, Ojibway, Eagle Clan alongside an in-depth study of Nelson Mandela’s biography (Mogadime, 2018)<sup>4</sup> sheds a light on Indigenous people’s experiences worldwide regarding colonial, white settler incursion and the resulting confiscation of land and the hostage of people’s lives. Such stark realities run parallel, whether it’s South Africa or Turtle Island. Therefore, human rights abuses are examined in both contexts:

- Forced relocation to the reserves
- Land confiscation
- Pass Laws (South Africa) Pass system (Canada)
- Bantu Education (South Africa)/ Residential Schools (Canada)
- Inadequate housing
- Inadequate water supply
- Denial of voting rights (voting only occurred with the first election in South Africa in 1994) / Only occurred for Indigenous people in 1960 (without losing their Indian Status)

## Ubuntu and the Role of the Teacher

While the Ubuntu philosophy is at the centre of an understanding about all teaching and learning processes, the phases in the ARCC work in consort with the Ubuntu philosophy. In that the value for Ubuntu is relational and weaves in and out of each ARCC phase. It is meant to be indivisible with the ARCC phases. The teacher harnesses a supportive learning environment in and through the lens of Ubuntu. Such a learning environment includes a community of dialogue, consensus making, mutuality, support for one another, and a desire for each person to be heard. The content is investigated and explored in a respectful caring manner, that encourages continues inquiry and learning.

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4. Mogadime, D. (July 2018). Mandela’s Biography a Lens for Studying Life Stories. From the Teaching Nelson Mandela Workshops, Presented at the Canadian Museum for Human Rights (CMHR). Winnipeg, Manitoba.

# SECTION 4: WHAT IS ACTIVATE, REFLECT, CONNECT AND COMMUNICATE?

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The Teaching Nelson Mandela Advisory Developed the ARCC for the operationalization of the lessons and learning experiences, specifically in relation to the African Epistemology. In this section Anneke McCabe reflects on the meaning of the ARCC as a curriculum design model. Furthermore, she discusses the innovative processes it garners for the TNM Project.

## ARCC: A Curriculum Inquiry Design Model

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ARCC, through the four stages of the inquiry, promotes a critical learning stance and positions student experience as central to learning. The process of inquiry is sustained through the four stages of learning, allowing for a responsive approach to teaching that supports community dialogue and conversations. As an arts-based teacher and working musician, I reflected on the process of inquiry from a creative point of view, when I brought the concept of the ARCC to the Teaching Nelson Mandela Advisory Committee.

When learners activate their thinking, an initial reaction sparks conversations and students are invited to approach from a place of curiosity. As students reflect, the learning invites students and teachers to contemplate ideas and provides an opportunity to support and guide emerging inquiry questions. As we bridge to connect, students draw from each other's strengths in order to focus on competencies that draw on new learning. As we prepare to communicate, the voices in the classroom contribute to conversations in a way that is authentic to student learning. As teachers and students learn through the interactive process of activating, reflecting, connecting, and communicating, they experience a continual process of inquiry.

# SECTION 5: INTERSECTIONALITY AND HUMAN RIGHTS CURRICULUM DESIGN MODEL

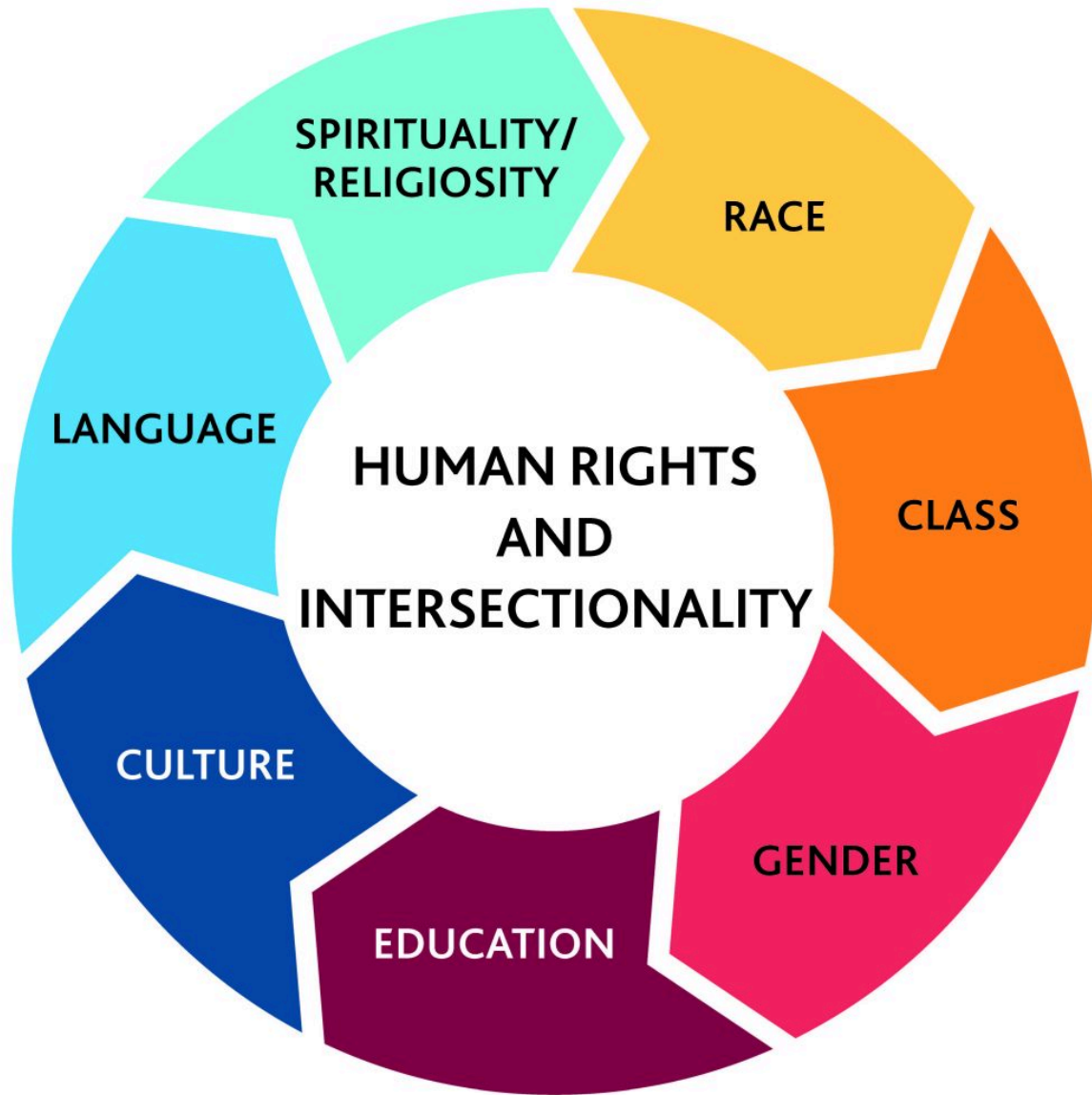
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“Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators,” and the TNM Curriculum Project is not limited to the concept of ARCC, Project lead, Dolana Mogadime believes there are many other design models that can be used alongside ARCC in a parallel manner. One such important curriculum design model is Intersectionality and Human Rights. Several lessons are planned with the parallel curriculum design model approach in mind, that aim to give value to both. Given the notion of “intersectionality” (Crenshaw, 1989, p. 140; 1991, p. 1244) is borne out of Black women’s experiences facing multiple oppressions, and their human rights work on the ground in community action groups and organizations, it is important to give recognition and value to both.

TNM’s Ubuntu Epistemology would not be complete without recognizing the role of Black women in our curriculum design models. In fact, the inclusion of multiple curriculum design models, makes room for acknowledging the contribution of our foremothers, as such has a respectful place in the multiple curriculum design model approach that we utilize. The curriculum design model, “Intersectionality and Human Rights,” has been developed by Dr. Dolana Mogadime, in order to both honour and acknowledge the courageous work of women who exerted agency in the history of the antiapartheid movement. ‘Intersectionality and Human Rights’ are entangled and can also be conveyed as ‘Human Rights and Intersectionality’ due to their interconnectedness.

## Human Rights and Intersectionality

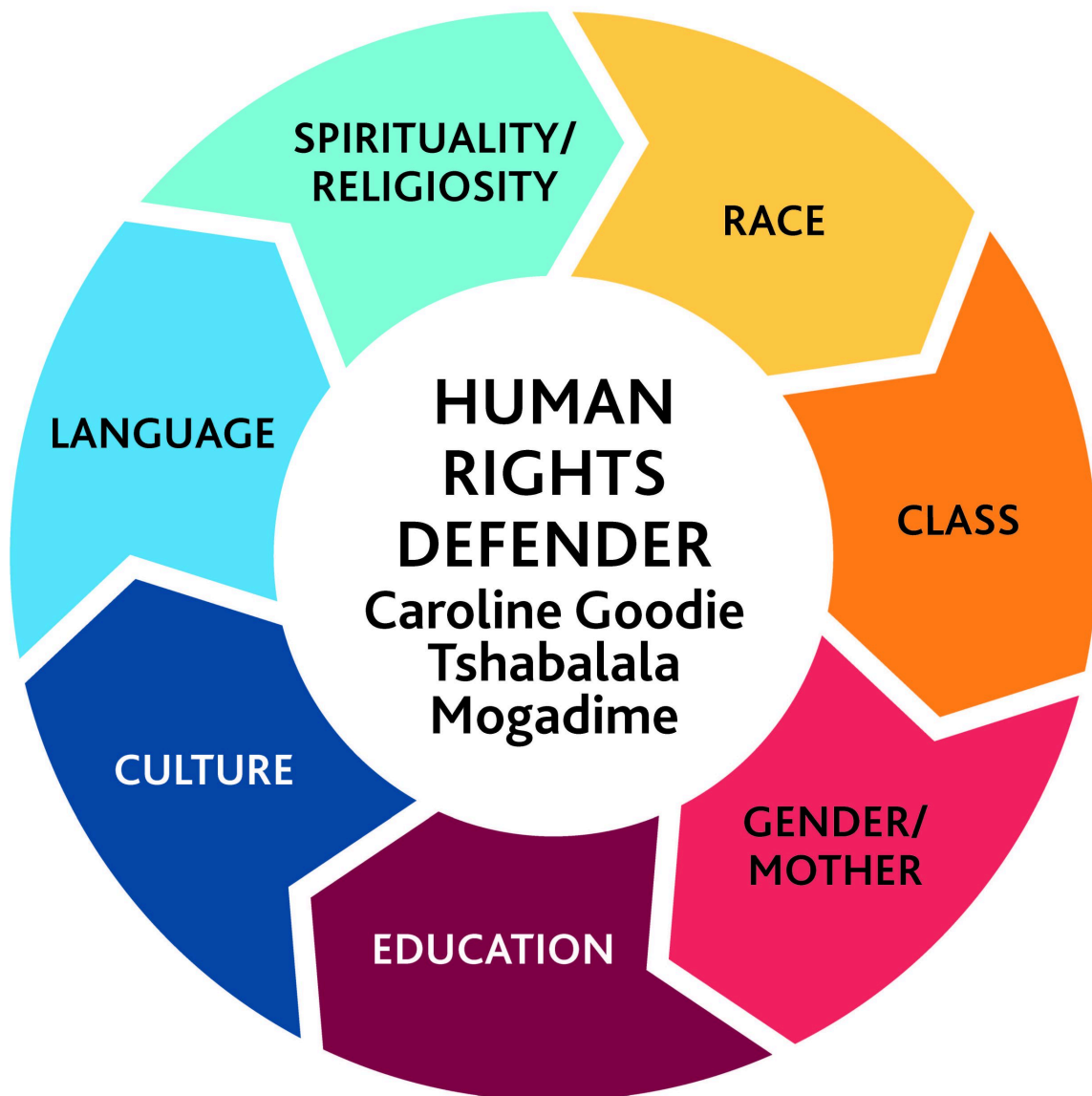


Building awareness on how systematic oppression operates simultaneously is central to learning about Black women’s experiences. The social analysis about intersectionality has been one of Black women’s major contributions to excavating how inequality is not only situated in one social category but occurs within many contexts. It is important for learners to have knowledge about how intersectionality and the advancement of human rights is a direct result of Black women’s lived experiences and activism on the ground in community groups and organizations.

In the lessons that span over 10 days, entitled, “Recognizing Canadian Heroes”: Caroline Goodie Tshabalala Mogadime, Oral history accounts and Self-Representation about a South African Woman’s Contributions to the Anti-Apartheid Movement in Canada, intersectionality is central to understanding the realities of a Black

woman. The Oral History Inquiry: 10-Step Approach assists students in gaining a better understanding about the connection between the individual, civic action, and solidarity movements for social change. Oral histories are a vehicle for raising the voices of individuals and communities – they provide the missing voices and gaps when examining a time period in history. African (Black) women’s role, and agency isn’t often understood well enough, oral history attempts to fill that gap.

## Intersectionality and the Human Rights Defender





# SECTION 6: THE 'UNIVERSAL DECLARATION OF HUMAN RIGHTS'

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Human rights are incorporated into each lesson. Nelson Mandela's struggle for freedom and that of his people galvanized the attention of the UN. In many ways the South African Apartheid government flagrantly disregarded every human rights section of the Universal Declaration of Human Rights (UDHR). No doubt, the deplorable disregard for human life led to South Africa being expelled from the United Nations. The expulsion decision was supported by John Diefenbaker, the Prime Minister of Canada. Dr. Yvan Brochu and Mr. Craig Marlatt address the leadership role Canada took in that regard. The Teaching Nelson Mandela (TNM) UDHR visual featured in Section 6 of this teacher guide, represents the connected approach used by the curriculum developers, between the focus on the people and their struggle, as well as the support of the UN.

The apartheid South African government challenged human rights at its very core and the UN working in consort with UNESCO answered by appealing to member nations moral conscience about the injustices. For example, materials were developed in order to arm international antiapartheid organizers with information that was accurate about the human right abuses on one hand, while the apartheid government attempted to camouflage these realities through propaganda. Dolana Mogadime's lesson, Apartheid as a Social Policy, demonstrates the important work of the UN in disrupting mistruths.<sup>2</sup> The UN Advanced resolutions in the face of the repression experienced by the majority of people who were only asserting their rights to assembly, to protest peacefully against apartheid laws. Instead, the government answered with violent brutality. As a result of the 1960 Sharpeville massacre involving the senseless killing of innocent people and children, the UN declared March 21 as the International Day for the Elimination of Racism and Discrimination.

**Nelson Mandela International Day (July 18)**

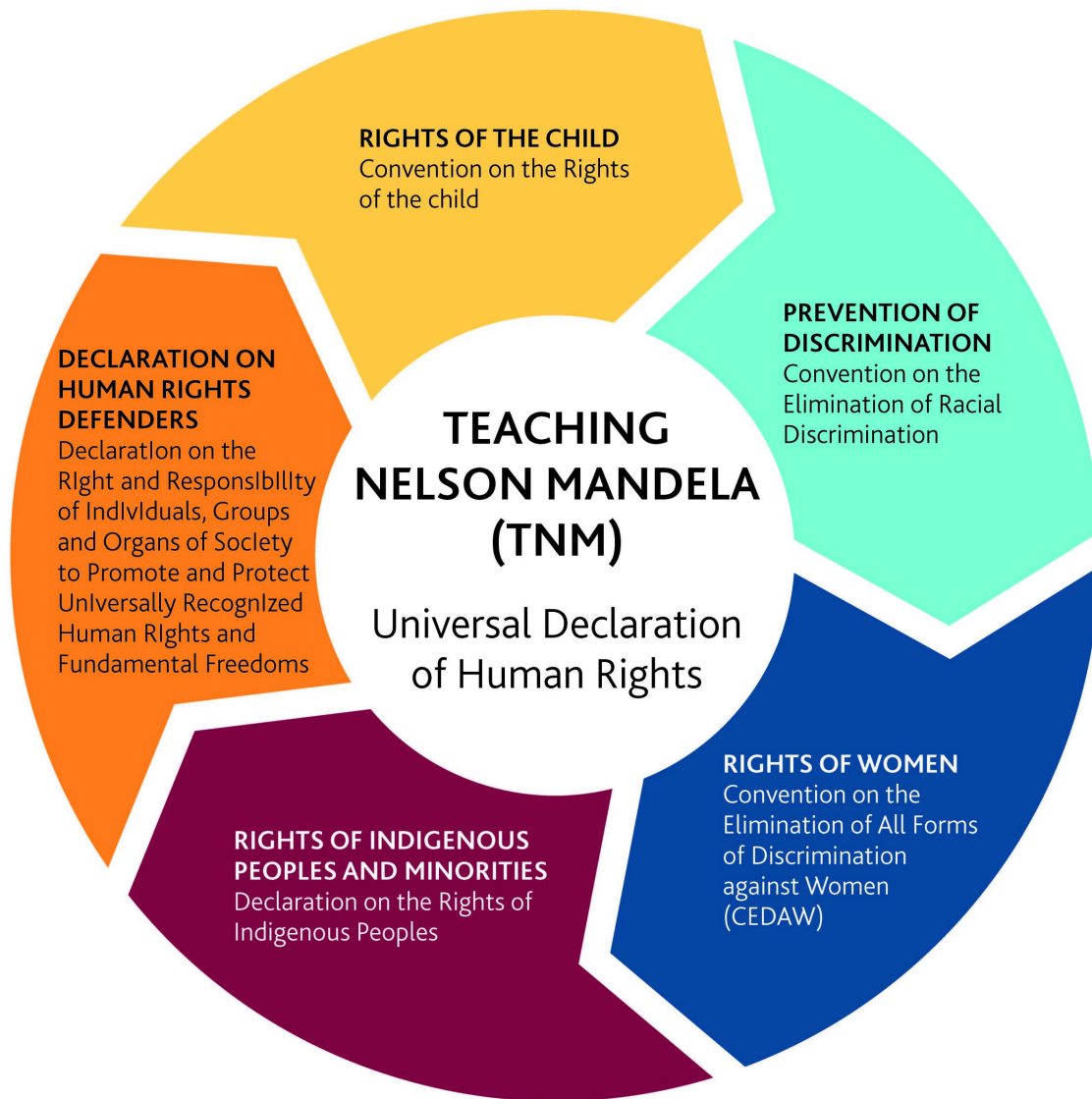
**The Nelson Mandela Decade of Peace (2019 – 2028)**

**The International Decade for People of African Descent (2015 – 2024)**

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1. Section 6 was developed by Dolana Mogadime, Ph.D., Professor, Brock University.

2. See, Mogadime, D. (TNM Advisory Group Chair and Project Lead) with Senior Advisory Members, Anneke McCabe, Sally Hooper and Sheryllyn Lehn. Teaching Nelson Mandela: Learning Experiences and Lessons to Support Grade 7-12 Classrooms. Canadian Museum for Human Rights, EPublication. ISBN: 978-0-9813127-7-4. Licensed under Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).



## Human Rights Instruments

Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators is firmly rooted in the study of Mandela’s life and contributions. In the lessons provided, the human rights instruments test the boundaries relative to broad areas that need further advocacy and support, such as: The Rights of the Child; The Prevention of Discrimination; Rights of Women; Rights of Indigenous Peoples and Minorities; Declaration on Human Rights Defenders (Dolana Mogadime)

# SECTION 7: ASSESSMENT AND EVALUATION

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1

The Ubuntu Epistemology is the Teaching Philosophy at the centre of the TNM Curriculum Project and the “Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators.” From an educator’s perspective, Ubuntu Philosophy can be developed as the classroom culture. All the classroom activities, behaviors, and lessons can be interpreted through the lens of Ubuntu epistemology, just as they can the ARCC. Nelson Mandela defined Ubuntu as “We are human only through the humanity of other human beings.”<sup>2</sup> By applying the Culturally Relevant African philosophy with Caring Theory (Lehn, 2016)<sup>3</sup> students will become more sensitive to the diversity of those in their learning environment. The Intersectionality and Human Rights Curriculum Model is incorporated alongside ARCC. TNM’s Ubuntu Epistemology would not be complete without recognizing the role of Intersectionality as a curriculum design model.

## Contexts Informing Assessment and Evaluation Practices When Teaching Nelson Mandela Curriculum

An Ubuntu philosophical approach to teaching and learning, can assist with developing a classroom culture that promotes recognition of our human interconnectedness, mutual respect, dialogue that challenges all forms of oppression and supports community building. As students learn in a nurturing environment where care, connectedness, and value for one another is appreciated, lessons can extend from the learning environment in the classroom outwards into the community. Students and faculty alike can model this philosophy of inclusion and caring in community projects, and ultimately apply their knowledge to respond to global issues through an Ubuntu lens. By adopting Ubuntu Philosophy, a learning environment nurtures the sense of interconnectedness and value while acknowledging that all voices have merit.

“Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons

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1. Section 7 was developed by, Dolana Mogadime, Ph.D., Professor, Brock University., Sherilyn Lehn, M.Ed., B.Ed., B.F.A., OCT, and Anneke McCabe, Ph.D. Candidate, M.Ed., B.Ed., B.Mus.
  2. The Elders, (2016). Mandela’s vision for a better world. YouTube. <https://www.youtube.com/watch?v=TvVo6z5mG08>
  3. Lehn, S (2016). Investigation of Theories Supporting Engagement of Resistant Learners in Formal Academic Settings and Curriculum. Major Research Paper. St. Catharines: Brock University. <https://pdfs.semanticscholar.org/70ae/f0070122d48d3d22414002fbc8b2f3facd64.pdf>

for Educators,” position the student experience as central to learning. The four phases of the inquiry process (i.e., ARCC) supports a responsive approach to teaching and learning while promoting critical community conversations. An inquiry-based approach allows individual teachers to decide how to scaffold the learning for their students.

As Chair of the Teaching Nelson Mandela TNM Advisory and “Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators,” curriculum project team, Dolana Mogadime supported the developers of the lessons to ensure each grade has a **Lesson Description – Overview** to communicate the purpose for the learning. The lesson plans include **Lesson Objectives** and **Relevant Curriculum** so teachers can make connections to their curriculum and adjust if needed. Additionally, **Human Rights Instruments** that are outlined in each lesson, in order to support teachers in integrating human rights into the classroom. Mogadime provided a list of human rights instruments for TNM advisory members, and each lesson plan developer purposefully integrated a selected human rights instrument into their lesson plans. As such, knowledge about human rights are equally important to the teaching, learning processes as they are the assessment and evaluation of students. **Intentionality and Human Rights** will need to be acknowledged as important components during the assessment of lessons as described by Mogadime in Section 7 of the Guide.

Teachers can inform their assessment and evaluation practices by using the lesson description overview, lesson objectives, relevant curriculum, and human rights instruments in order to provide clear communication to the students.

McCabe suggests that co-creating criteria when discussing expectations for the learning allows for a fair, transparent and equitable approach to assessment and evaluation. By co-creating criteria for assessment, teachers can support student learning through feedback that is connected directly to the learning experience. Supporting critical community conversations, providing ongoing feedback, supporting the peer group as they share their experiences, and helping develop students’ self-assessment skills are essential practices associated with all of the Teaching Nelson Mandela, and Mandela Global Human Rights: Peace, Reconciliation and Responsibility: A Teacher Guide and Lessons for Educators, lessons.

## The Seven Fundamental Principles: (Growing Success, Ontario Ministry of Education)

“To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that: are fair, transparent, and equitable for all students; <sup>4</sup>

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4. Ontario Ministry of Education (2010). Growing success. Assessment, Evaluation, and Reporting in Ontario Schools. First Edition. Grades 10 to 12. <https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.” (Growing Success, Ontario Ministry of Education, 2010, p.6)



# CHILDREN BOOKS ON NELSON MANDELA - READ OUT LOUD/ BOOK TALK

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## Developer's Name:

Dolana Mogadime, PhD., M.Ed., B.Ed., OCT

## Audience:

Grades 2-4

## Lesson Description:

Cooper, F. (1996) *Mandela: From the Life of the South African Statesman*. New York : Philomel Books

The book supports critical conversations with young learners. The pictures and images invite conversations. Guiding questions are provided as springboards to facilitate learning experiences. The book can be opened, and pictures can be explored before reading the actual text. During the Ubuntu Activate stage, teachers can ask questions that inspire students' visual imagination about Nelson Mandela's childhood. The book begins with a view into the environment where Mandela spent his childhood. It demonstrates a sense of the play that occupied children's time.

The death of Nelson's father meant his mother took him to live in another village with an uncle that was a chief. Nelson learned a great deal from the elders about the history of his people, especially the wars that had been fought between the Africans and the Europeans for the land. Nelson was sent to a Christian school whereas not all his friends were able to go to school. When he grew into a young man he went to the city of Johannesburg where he became a lawyer and defended African people who were not able to defend their own rights. He joined a group of people that wanted their rights protected. After struggling to be heard he was jailed because he spoke for his people when he was told he could not.

## Lesson Objectives:

- Identify and locate the village in South Africa where Nelson Mandela was born
- Understand that education is the right of all children

- Appreciate that a name is an important part of our identity
- Children will inquiry into how they were named

## Relevant Ontario Curriculum:

### Language – Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Social Studies – Heritage and Identity

A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong (FOCUS ON: Continuity and Change).

#### B. PEOPLE AND ENVIRONMENTS: GLOBAL COMMUNITIES

B1. Application: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (FOCUS ON: Cause and Consequence)

B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live (FOCUS ON: Interrelationships; Patterns and Trends)

B3. Understanding Context: identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities (FOCUS ON: Significance)



## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2006). [The Ontario Curriculum. Grades 1 – 8 Language](#)
- Retrieved from Ontario Ministry of Education. (2018). [The Ontario Social Studies Curriculum. Grades 1 – 6, History Geography Grades Curriculum 7 & 8](#)

## Human Rights Instruments:

### [The Convention on the Rights of the Child](#)

- Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.
- Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- Article 28: (Right to education): All children have the right to a primary education, which should be free.

## Resources:

- [Pictures of Qunu](#)
- [Map of South Africa and Qunu](#)
- [What's in a Name? Everything.](#)
- [Baby Naming: A Global Tradition](#)

## Lesson Plan Details by Stages of African Epistemology:

### **Activate and Reflect**

**Real time in the classroom:** 10 minutes

- Activate prior knowledge – children will identify the open fields where Mandela used to play.

**Links and Resources:**

- [Pictures of Qunu](#)

**Instructions and Lesson Breakdown:**

- Holding up the book for the children to see, the teacher can invite the children into observing what they see in the images by asking the following questions:
  - Where did Rolihlahla play as a young child?
  - Tell me about the environment in which he played?
  - How different is this play from your own? What kind of outdoor play do you do?

**Connect**

**Real time in the classroom:** 10 minutes

- Visually identify the map of South Africa. Be able to recognize where Qunu is located on the map of South Africa.

**Links and Resources:**

- [Map of South Africa and Qunu](#)

**Instructions and Lesson Breakdown:**

- To provide the children with the experience of a map of South Africa, identify the modest village Qunu, and the setting in where Nelson Mandela spent his early childhood years, ask a child to place a pin on the Qunu.

**Reflect and Connect**

**Real time in the classroom:** 20 minutes

- Listening for understanding. Recognize a name of a person from another country. Relate being given a name in another country to being given a name in their own country or culture.

**Links and Resources:**

- Begin reading the text and allow time so that you can pause after or during reading and page and pose critical thinking questions to the children.

### **Instructions and Lesson Breakdown:**

- Naming – Mandela was named Rolihlahla by his family but when he went to school he had to use the name his teacher gave him.
  - Do you have a school name and a home name?
  - Why do you think Mandela had two names?
  - Can you think of a time when you were called a name that was not your own? Did you like that or not?

### **Reflect and Connect**

**Real time in the classroom:** 10 minutes

- Make inferences / Interpreting texts.

### **Links and Resources:**

- [What's in a name?](#) This article can be used to support your own reflections on cultural aspects of naming children.

### **Instructions and Lesson Breakdown:**

- What is in a name? Everything. It's your identity. It tells everyone what you are to be called.
  - Who has the right to name you? How are names given?
  - Mandela's teacher preferred to call him by an English name. Why do you think that happened?
  - How would you feel if you couldn't use your real name at school?

### **Reflect and Connect**

**Real time in the classroom:** 10 minutes

- Make inferences / Interpreting texts.

### **Instructions and Lesson Breakdown:**

- The name Nelson Mandela is very known today because he spoke about the rights of African people. He said they should be respected. He went to jail because of that.
  - How can we show respect for each other in our class?
  - How can we show respect for each other in our homes?

### **Communicate**

**Real time in the classroom:** approximately 60 minutes

- Application – retell their own story about how they were named.
- This is an activity to support parental involvement.

### **Links and Resources:**

- Naming babies happens all over the world. Read aloud experts that you self-select from the article: [Baby Naming: A Global Tradition](#).

### **Instructions and Lesson Breakdown:**

- Ask your parents how you were named.
  - What tradition did they use to name you?
  - Ask them to write a letter to you about your name and why they chose it.

### **Communicate**

**Real time in the classroom:** approximately 60 minutes per day for 1 week

- Application: Children can identify their favourite parts of their naming story.

### **Links and Resources:**

- The teacher can pin the letter on a bulletin board called “My naming story” or “How I was named.”.

### **Instructions and Lesson Breakdown:**

- Invite parents to a literacy circle. Ask them to read the letters to their children.
- If parents cannot visit the class, then they can record their letter to their child and the teacher can play the recording in class.

## Vocabulary and Reading for Meaning

Names: Rolihlahla was the name given to Mandela by the family. Nelson is the name given to him by the teacher. It was not from Mandela's culture. This was a colonial practice forced onto students at school.

Activities: Play, occurs in specific settings such as the outdoor games

Naming: Name given – by family; Name given – at school by a teacher

Chosen: Nelson was 'chosen' to go to school. Are you 'chosen' or does everyone in Canada go to school when they are 13 years old?

Joining the Ancestors: What does joining the ancestors mean? In Canada when someone dies, we say they passed away? It is a custom to believe that people are alone when they die. In South Africa, it is a tradition to believe that when a person dies they join the ancestors.

## Critical Literacy – Critical Reading – Author's intent

What is the hidden message when someone is told not to use the name they were given at birth by their parents? What if the name was given to respect cultural traditions? What does that say to the people that gave the name first? Do you think their language was valued or not? Was it respected or not? What does a child have to give up when they cannot use their real name?

## Make Intertextual Connections with Indigenous Children's Literature

Have students think about children's books about residential schools where Indigenous students were not allowed to use their real names. Instead they were forced to use a number. Names are everything. When your name is taken away your identity is also taken away. How would you feel, if all of a sudden you were told you could not use your real name?

### **Venn Diagram – Identify, Compare and Contrast – What are the Similarities and Difference?**

Naming can be a tradition in many families. Ask the class to investigate naming traditions in their family and culture. The teacher can develop a set of processes that occur when a child is named. For example, they can be named by their mother or father or according to an event that occurred at the time of their birth; or named after a relative. A Venn diagram can be created to visually show what is similar and what is different in how children the class were named.

# REMEMBERING NELSON MANDELA THROUGH CHILDREN'S LITERATURE

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## Developer's Name:

Dolana Mogadime, PhD., M.Ed., B.Ed., OCT

## Audience:

Kindergarten – Grade 1

## Lesson Description:

Machoga, Letta . (n.d.) [I like to read!](#) Storybooks Canada Creative Commons Attribution 3.0 International License.

The children's book "I like to read!" tells the story of a little boy who desperately wants to read to someone. He goes from one family member to another. Each seems too busy to listen to him. Finally, he sits down and discovers that he can read to himself. It's a lovely story about the importance of finding joy in reading to yourself. Nelson Mandela valued reading to himself and kept a bookshelf on Robben Island. Children can appreciate literacy as a human right by learning that Mandela had to challenge the wardens on Robben Island before he was permitted to have his own books. Even then, he and his colleagues were only allowed one levelled shelf each for their bookshelf and these were made of cardboard and paper. In other words, the number of books was limited, and the shelving was made of poor quality.

"I Like to Read?" Is a book that can first be read out loud by the teacher. Who can then invite critical dialogue and questions among students. Critical dialogue serves as bridges to remembering Mandela's fight for the right to read and education. Additionally, the book could easily become a text that children can read online on their own or read to their family member at home. As an extension to this lesson, children can be supported in developing their own children's book about their reading adventures. They can become the characters in their own books seeking spaces to read with different people that they care about.

## Lesson Objectives:

- Appreciate the elements of a story during read out loud: setting, characters, problem events, and solution
- Recognize their own ability and power to choose to become a problem solver by reading to themselves
- Telling their own story of the love of reading for different audiences and different purposes

## Relevant Ontario Curriculum:

### Kindergarten Overall Expectations

#### Oral Communication

OE 1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

Specific Expectations

1.2. listen and respond to others, both verbally and non-verbally;

1.9. describe personal experiences, using vocabulary and details appropriate to the situation;

1.10. retell experiences, events, and familiar stories in proper sequence (e.g., orally; in new and creative ways; using drama, visual arts, non-verbal communication, and representations; in a conversation).

#### Reading

OE 9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts.

Specific Expectation

9.1. use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships).



## Grade 1 Overall Expectations

### Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education (2016). [The Kindergarten Program](#)
- Ontario Ministry of Education. (2006). [The Ontario Curriculum. Grades 1–8 Language](#)

## Human Rights Instruments:

### [The Convention on the Rights of the Child](#)

- Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Article 29 – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
- Article 32 – You have the right to protection from work that harms you and is bad for your health and

education. If you work, you have the right to be safe and paid fairly.

## Resources:

- [Photo of Nelson Mandela's Cell](#)

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 10 minutes

#### Links & Resources:

- [Photo of Nelson Mandela's Cell](#)

The Nelson Mandela Center for Memory provides pictures of the 'Prison Years' –find the one of the bookshelf Mandela had in his prison cell. Review the link above until you find the bookshelf.

#### Instructions and Lesson Breakdown:

- Show the picture of Mandela's prison bookshelf to the children and ask questions to facilitate thinking about Mandela's experiences in prison and fight for the right to read and education:
  - What do you see in this photo? If you see anything that looks like books come and point to it.
  - What activity do you think Nelson Mandela might have done to keep himself busy and preoccupied? Expected answer – read, look at books, listen to stories etc.
  - Did you know that Nelson had to fight for the right to be able to read while he was imprisoned?

### Reflect

**Real time in the classroom:** 10 minutes

#### Links & Resources:

- Read the book: [I like to read!](#)

#### Instructions and Lesson Breakdown:

- The teacher can prepare a graphic organizer that illustrates the Elements of a Story.

**Connect****Real time in the classroom:** 10 minutes**Links & Resources:**

- The students will imagine themselves in the story.

**Instructions and Lesson Breakdown:**

- Where do you like to read?
- Who do you read to?
- When no one can listen to you read what do you do then?
- Is it okay to read to yourself?
- Why?

**Connect****Real time in the classroom:** 20 minutes**Links & Resources:**

- Students will use the Elements of the Story to create their own storyboard

**Instructions and Lesson Breakdown:**

- Create a storyboard about a character who wants to read but no one is listening.
  - What would the person do?
    - Event 1
    - Event 2
    - Event 3
  - How will the person solve the problem?

**Reflect****Real time in the classroom:** 10 minutes**Links & Resources:**

- Read the book: [I like to read!](#)

**Instructions and Lesson Breakdown:**

- The teacher can prepare a graphic organizer that illustrates the Elements of a Story.

**Lesson Extension**

Encouraging Family literary. Children can use their storyboard to create a comic version of their story. See: [Pixton](#). Parents can be invited to the classroom. Students can read their stories to their parents and or in small groups.

Elements of a story	
Character – what is the name?	
Setting – Location in which the events took place	
Problem - What problem did the character have?	
Event	
Event	
Event	
How was the problem resolved?	

After developing a storyboard, students with their teacher and or family member (e.g., parent) can then use it to create their own children's book with graphic images. See: [Pixton](#).

Storyboard	
Character – what is the name?	
Setting – Location in which the events took place	
Problem - What problem did the character have?	
Event	
Event	
Event	
How was the problem resolved?	

# DISTRICT SIX FORCEFUL REMOVALS - INVESTIGATIVE INQUIRY

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## Developer's Name:

Oscar Koopman, Ph.D.

## Audience:

Grades 10 – 12

## Lesson Description:

Before the institutionalization of legal apartheid in South Africa in 1948, District Six was one of the largest cosmopolitan communities in Cape Town. Approximately 60,000 people lived in District Six. The space is often remembered as an interracial community where Black, white, Coloured and Indian people were socially integrated and lived in harmony with each other. Swanson and Harries (2001, p. 80) describes the atmosphere and social experiences of the people in District Six through the memories of its ex-citizens as follows: ‘at times it was a place of violence, but mostly it was a place of love, tolerance and kindness’. The National Party came to power in 1948, and the Group Areas Act was legislated in 1950. This Act resulted in District Six becoming a ‘Whites Only’ neighborhood, leading to the exodus of approximately 60,000 Black and Coloured people being forcefully moved 20-50 km outside the city.

In this lesson, the students will dissect what happened during the forceful removals of the District Six community by focusing on the 5W’s -Who, What, Where, When, Why and the H – How of the event, and; what led to the event. Using their reflections from the 5W’s and H activity, they can expand their understanding of how the violation of people’s human rights can destroy not only the lives of the people that were forcefully removed, but also of the future generation to come.

The students can use this event of the forceful removals that took place in District Six to connect with how the Indigenous and Black people (e.g. Africville Nova Scotia) in Canada had their human rights violated when their land was taken away from them with the arrival of the Europeans.

## Lesson Objectives:

### World Studies

- Students can use the process of historical inquiry and the concepts of historical events when investigating aspects of world history since 1900
- Students investigate the forceful removals of District Six

### Writing

- Use the 5W's and the H as an investigative tool to combine the objective as well as the subjective dimensions of history when write about a topic
- Use the 5W's and the H to provide a critical analysis on the topic of the forceful removals

## Relevant Ontario Curriculum:

### Writing

- Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Using Knowledge of Form and Style: draft and revise their writing using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- Applying Knowledge of Conventions: use editing, proofreading, publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2007). [The Ontario Curriculum, Grades 9 and 10 English](#)

## Human Rights Instruments:

- Declaration of Universal Human Rights

Article 3 – Everyone has the right to life, liberty and security of a person. Article 13 (1) – Everyone has the right to freedom of movement and residence within the borders of each state. Article 17 (1) and (2)

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

- Canadian Charter of Human Rights and Freedoms

Mobility rights – section 6(1) and 6(2)

1. Every citizen of Canada has the right to enter, remain in and leave Canada.
2. Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right:
  - a. to move to and take up residence in any province; and
  - b. to pursue the gaining of a livelihood in any province.

- Human Rights in Education

- Respect for human rights and fundamental freedoms
- To value human dignity and develop individual self-respect and respect for others
- To promote respect, understanding and appreciation of diversity, particularly towards different national, ethnic, religious, linguistic and other minorities and communities
- To promote democracy, development, social justice, communal harmony, solidarity and friendship among people and nations



## Resources:

### Universal Declaration of Human Rights

- [United Nations website](#)
- [United Nations pdf booklet](#)

### Guide to the Canadian Charter of Rights and Freedoms

- [Government of Canada Guide](#)
- [South Africa under apartheid – City Vision University](#)
- [Classification and its Consequences](#)
- [Remembering District Six: Forced Removals, Demolition, and Apartheid Activism \(9:12\)](#)
- [Canada’s cultural genocide of Indigenous Peoples \(3:58\)](#)
- [Cape Town District Six – Worlds of English \(4/4\) – The Open University \(11:55\)](#)
- Swanson, F & Harries, J. (2001). ‘Ja! So was District Six! But it was a beautiful place’: Oral histories, memories and identity. In Field S (ed.). *Lost Communities, Living Memories: Remembering Forced Removals in Cape Town*. Cape Town: David Philip.
- [Lesson Appendix](#)

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 10 minutes

#### Links and Resources:

- Introduction: Apartheid in South Africa.

#### Instructions and Lesson Breakdown:

- Open the links on apartheid in SA from [City Vision University](#) and [Classification and its Consequences](#)
- Talk about the long legacy and history of apartheid in South Africa and the devastating impact it had on peoples’ human rights, leading to the total destruction of many families and communities.

### Activate

**Real time in the classroom:** 15 minutes

**Links and Resources:**

- Watch the videos on District Six: [The end of their world](#) and [Cape Town District Six – Worlds of English](#)
- Briefly explain the 5W's and the H.

**Instructions and Lesson Breakdown:**

- The YouTube video that the students are about to watch focuses on the forceful removals that took place in District 6 in 1966, when District 6 was declared a 'Whites Only' neighbourhood.
- Allow students to fill in the 5W's and the H as they watch the video.

**Reflect**

**Real time in the classroom:** 20 minutes

**Instructions and Lesson Breakdown:**

- Divide the class into groups of 4 students per group, and allow them to discuss the impact of apartheid.
- Identify the struggles that the people of District Six went through. For example,
  - What human rights were violated?
  - How do they feel about the violations of these people's rights?
  - Do they think the people of District Six will ever get justice for what they were subjected to?

**Connect**

**Real time in the classroom:** 10 minutes

**Links and Resources:**

- Watch the video on [forceful removal of the Indigenous people in Canada \(3:58\)](#).

**Instructions and Lesson Breakdown:**

- Discuss in your group how the experiences of the Indigenous peoples in Canada resonates with the lived realities of the people in District Six. Focus on how human rights violations -such racial discrimination – influenced/shaped the spatial and economic stratification in both South Africa and Canada.

## Research Project

Do an investigation into the following question:

- Compensation for the ex-citizens (and their descendants) of District Six is not only about the restitution of land and houses, but it is also about the restoration of their human dignity, cultures and all other human rights that were violated. Use the events of what happened in District Six to write an essay on: *What can be done to create better futures for the historically marginalized to empower them for better futures?*

# SAAE SOUTH AFRICAN ARTISTS IN EXILE

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## Developer's Name:

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

## Audience:

Grades 9 – 12

## Lesson Description:

This Art lesson, for grade 9 – 12, is day one lesson. While a visual arts focus, students will be introduced to Nelson Mandela and his struggle to end Apartheid. Teachers will be encouraged to apply South African Ubuntu Epistemology: Activate, Reflect, Connect, and Communicate.

After learning about South African history regarding Nelson Mandela, the struggle to end Apartheid, students will then focus on the topic of South African Artists in Exile. In these three lessons, students will be introduced to Pitika Ntuli. Students will be encouraged to reflect and make connections Pitika's experiences with Apartheid and being exiled through reflecting, communicating connections with social, cultural, and community based issues as they compare and contrast his story to the UN Universal Declaration of Human Rights. Specifically, students shall identify and describe some of the ways in which Pitika Ntuli created sculptures to make a statement about Human Rights.

Students will observe images of Pitika Ntuli's sculptures and then create a Human Rights themed soap sculpture. Students will be focusing on identifying the elements and principles of design in form, shape, texture, pattern, size, space, and balance. The sculpture must communicate a message about current Canadian Human Rights issues through visual imagery.

## Lesson Objectives:

- Become aware of Nelson Mandela and the struggle to end Apartheid
- Critically view works of art based on traditional culture and heritage
- Apply learning to make connections of Human Rights issues to social, cultural and community contexts

## Relevant Ontario Curriculum:

- Visual Arts
- History
- English

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2007). [The Ontario Curriculum. Grades 9 and 10 English](#)
- Ontario Ministry of Education. (2010). [The Ontario Curriculum. Grades 9 and 10 Arts](#)
- Ontario Ministry of Education. (2010). [The Ontario Curriculum. Grades 11 and 12 Arts](#)
- Ontario Ministry of Education. (2015). [The Ontario Curriculum. Grade 12 Canadian and International Politics; in Grades 11 and 12 Canadian and World Studies](#)
- Ontario Ministry of Education. (2018). [The Ontario Curriculum. Grades 9 and 10 Canadian and World Studies Geography, History, Civics \(Politics\)](#)

## Human Rights Instruments:

### [The Convention on the Rights of the Child](#)

- Article 1 – All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
- Article 28 – Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

## Resources:

- [History Channel: Biography of Nelson Mandela](#)
- [Apartheid: History for Kids](#)
- [UN Universal Declaration of Human Rights](#)
- [Video: RR8036B Pitika Ntuli Artist in Exile](#)
- [Biography: Pitika Ntuli](#)
- [Article: Pitika Ntuli's Organic Baggage](#)
- [Article: Art That Condemned Apartheid Will End Its Exile](#)
- [Article: Censorship: Apartheid Era](#)
- [Facilitator's Guide for the Adolescent Literacy Guide](#)
- [Google Search of Pitika Ntuli Sculptures](#)

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 5 minutes

#### **Instructions and Lesson Breakdown:**

- On Boardroom paper write the word “Exile” and draw a circle around it. Together as a class allow students to brainstorm ideas and definitions around the word.
- Ask students if they think people live in exile in our recent history? This is an exercise to create dialogue and allow the teacher to gauge how much students know about this topic.

### Activate

**Real time in the classroom:** 3 minutes

#### **Instructions and Lesson Breakdown:**

- Today we will learn about Nelson Mandela and his struggle defend human rights. He struggled against Apartheid. We will learn about Apartheid and then be introduced to an exiled South African artist who also was working as a defender of human rights. His name is Pitika Ntuli.

### Activate

**Real time in the classroom:** 7 minutes

#### **Resources:**

- [History Channel: Biography of Nelson Mandela](#)

### **Instructions and Lesson Breakdown:**

- Introduce the video: A Biography of Nelson Mandela.

### **Activate**

**Real time in the classroom:** 5 minutes

**Resources:**

- [UN Universal Declaration of Human Rights](#)

### **Instructions and Lesson Breakdown:**

- Read the Universal Declaration of Human Rights aloud with the class. Specifically focus on Articles 1, 2, 9, 18, 19 & 28.
- Allow time for clarification if students need it. Make sure they have a copy on hand to be able to apply to the next few days of lessons.

### **Activate**

**Real time in the classroom:** 5 minutes

**Resources:**

- [UN Universal Declaration of Human Rights](#)

### **Instructions and Lesson Breakdown:**

- Read the Universal Declaration of Human Rights aloud with the class. Specifically focus on Articles 1, 2, 9, 18, 19 & 28.
- Allow time for clarification if students need it. Make sure they have a copy on hand to be able to apply to the next few days of lessons.

### **Activate**

**Real time in the classroom:** 7 minutes

**Resources:**

- [Apartheid: History for Kids](#)

**Instructions and Lesson Breakdown:**

- Read aloud and discuss connections to the Universal Declaration of Human Rights. Create a word web as students describe their interpretations, connections, and responses to Apartheid.

**Connect**

**Real time in the classroom:** 5 minutes

**Resources:**

- [Article: CENSORSHIP: APARTHEID ERA](#)

**Instructions and Lesson Breakdown:**

- As a class, read this article aloud. Allow for students to ask for clarification or discussion.

**Connect and Reflect**

**Real time in the classroom:** 5 minutes

**Resources:**

- [Facilitator's Guide for the Adolescent Literacy Guide](#)

**Instructions and Lesson Breakdown:**

- Pair and Share:
  - Using the Facilitator's Guide for the Adolescent Literacy Guide, have students discuss the Connections, Points, & Questions Protocol. Ask students to try to make some connections to the Universal Declaration of Human Rights.

**Communicate**

**Real time in the classroom:** 5 minutes

**Instructions and Lesson Breakdown:**

- Allow students to share/discuss as a class.



## Connect

**Real time in the classroom:** 5 minutes

**Resources:**

- [Biography: Pitika Ntuli](#)

**Instructions and Lesson Breakdown:**

- Read Pitika Ntuli's Biography together as a class.

## Reflect and Connect

**Real time in the classroom:** 20 minutes

**Instructions and Lesson Breakdown:**

- Students will write:
  - Important Biographical information
  - His experiences with Apartheid.
  - Connections to the Universal Declaration of Human Rights. Which articles are relevant and why?
  - Student opinions/responses to Pitika Ntuli's biography

## Reflect and Connect

**Real time in the classroom:** 5 minutes

**Instructions and Lesson Breakdown:**

- Reflect on what was learned this class. Any questions or clarifications? Written reflections should be completed for next class.

# IMAGERY AS CULTURAL HISTORY: CREATING OUR OWN CONNECTION TO LAND

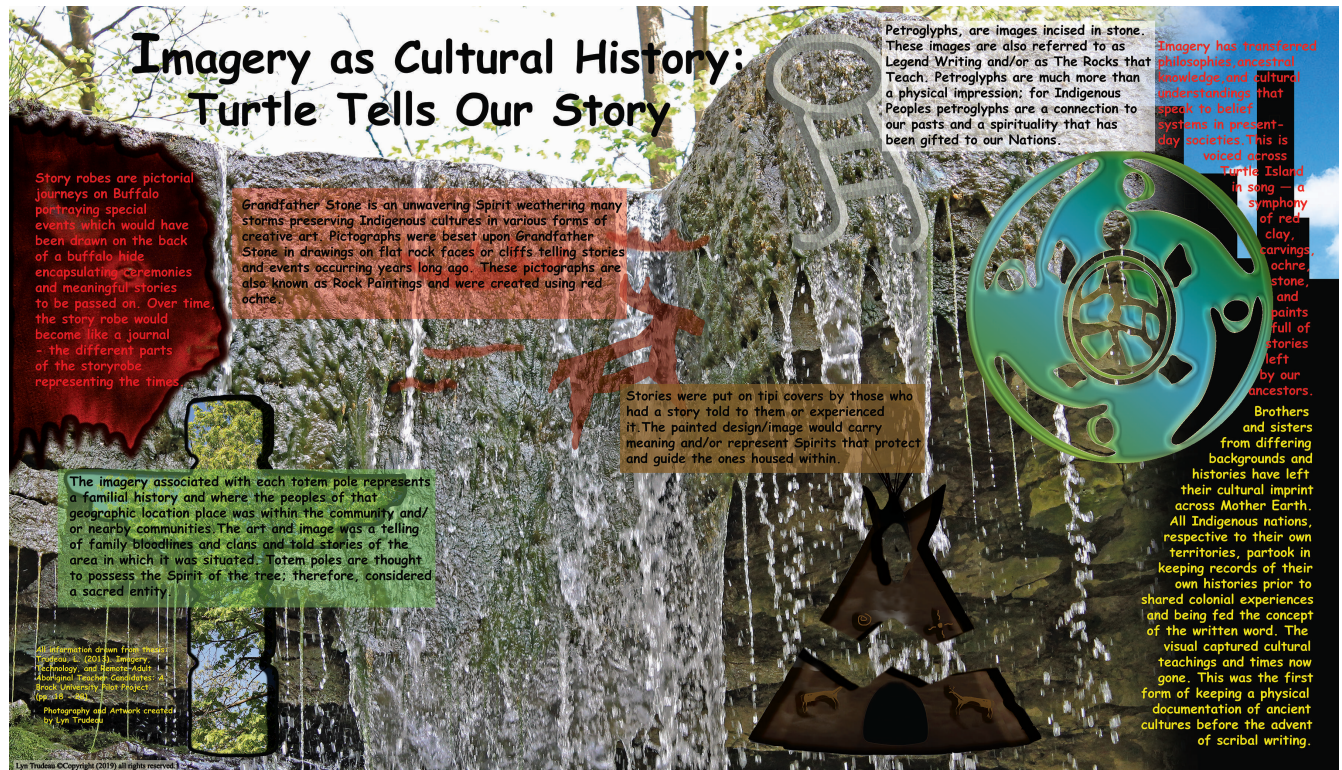
## Developer's Name:

Lyn Trudeau, Ph.D. Candidate, Brock University, BA, M.Ed.

## Audience:

Grades 9 – 12

## Poster:



[Text-based description of poster.](#)

## Lesson Description:

The poster emphasizes different knowledge systems and ways of transferring information and histories. Indigenous People of Canada have always had our own distinctive ways of documenting and sharing stories, passing along ceremonies and traditional teachings on to future generations. We expressed and told of events that were of significance to our ways of life through various natural elements. These natural elements consist of all creation that exists without the intervention of humankind: Land, stone, water, sky, animal and plant life, flyers, crawlers and swimmers – each distinct entity is valued, believed equal, and considered of great importance. Thus, engaging student learners with this lesson, called Imagery as Cultural History: Creating our own connection to land, provokes thoughtful reflection of personal identities and connection to land and artistic expression. In this lesson, Indigenous heritage, the importance of land/place and art to Indigenous peoples across Canada is also explored; thereby, making connections to Nelson Mandela and his dedication, sense of belonging and deep connection to his home and land in South Africa.

The poster “Imagery as Cultural History: Creating our own connection to land” (Lyn Trudeau, 2013) provides a space to open crucial dialogue into Indigenous history, art, environmental and overall human rights issues. The student will take on both reflective and responsive actions to engage their ideas regarding the importance of; the connection to land; and what the concept of being dispossessed from their own respective place of living would mean to them on a personal level.

## Lesson Objectives:

- Understand the Indigenous Peoples of Canada connection to Land
- Appreciate another culture’s history and transference of knowledge
- Emphasize the relationship to environmental matters and the human connection
- Examine what our connection is to land and place
- Relate the dispossession of land in Canada to Nelson Mandela’s people in South Africa

## Relevant Ontario Curriculum:

### Arts

- Stress the value and importance in the arts through inviting critical analysis (both individually and as a group) and cultural interaction.
- Engage students with their own creative processes.
- Explore how an Indigenous artist represents their own history as opposed to text-laden pedagogies.

### History

- Interact with another culture's history. Opening and supporting conversations that examine Indigenous peoples before and after colonialism.

### Social Studies (Equity and Diversity)

- Cultural identity by accentuating the importance of maintaining and possessing your inherent identity. Further, exploring how this fits within greater societies and other cultures; thereby, advocating compassion, inclusion and recognition of all nations.

### Environmental Studies

- Presenting the natural elements as the focal point acknowledges how these natural forces and beings had always, and still provides and sustains the human populace with various means to survive. Students recognize the disconnect from land in modern societies as we do not even have to wonder where food comes from (grocery stores). However, this can initiate critical conversations about climate change and the dire needs of other countries/nations. The land does not need us, we need the land.

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2010). [The Ontario Curriculum. Grades 9 and 10 Arts](#)
- Ontario Ministry of Education. (2010). [The Ontario Curriculum. Grades 11 and 12 Arts](#)
- Ontario Ministry of Education. (2013). [The Ontario Curriculum. Grades 9 to 12 Social Sciences and Humanities](#)
- Ontario Ministry of Education. (2017). [The Ontario Curriculum. Grades 9 – 12 Environmental Education Scope and Sequence of Expectations](#)
- Ontario Ministry of Education. (2018). [The Ontario Curriculum. Grades 9 and 10 Canadian and World Studies Geography, History, Civics \(Politics\)](#)
- Ontario Ministry of Education. (2019). [The Ontario Curriculum. Grades 9 – 12 First Nations, Métis, and Inuit Studies](#)

## Human Rights Instruments:

### [Ontario First Nation, Metis and Inuit Education Policy Framework](#)

- Policy Statement

“provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; (p. 7)

- Strategy 1.1. Schools will strive to
  - c. incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction;
  - e. implement strategies for developing critical and creative thinking. (p. 13)

### [United Nations Declaration on Rights of Indigenous Peoples \(UNDRIP\)](#)

- Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the

right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

This poster will support efforts to build capacity to foster identity building – opening up conversations where all students are inherently from (through the connection to land) welcoming inclusivity into the classroom.

- Article 8

2. States shall provide effective mechanisms for prevention of, and redress for:

- (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;

- Article 11

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.

- Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

## Resources:

- The poster “[Imagery as Cultural History: Creating our own connection to land](#)” (Lyn Trudeau, 2013)
- [Four reflective responses](#)

## Lesson Plan Details by Stages of African Epistemology:

### Activate

### Real time in the classroom:

- Include knowledge about the connection and significance of land and Indigenous Peoples of Canada.

**Links and Resources:**

- [Learning with the Natural World](#)

**Instructions and Lesson Breakdown:**

- How do Indigenous People of Canada connect to land? Cover and stress the value, respect and interconnectivity Indigenous people have with land and place.

**Activate****Real time in the classroom:**

- Allow the students to take in and be immersed in the visual.

**Links and Resources:**

- Inquire: How does mainstream society pass on history? Are there visual representations? What are they?
- What is [Turtle Island](#) and why is “Turtle” telling the story?

**Instructions and Lesson Breakdown:**

- Show the poster entitled: “Imagery as Cultural History: Creating our own connection to land” to the class. Allow time for students to fully observe. Invite critical and creative thinking.
- Pose the following questions:
  - What is your first reaction and/or emotion? What elements are being depicted? Is there an underlying message(s) happening here, from the artist’s view point?
  - To facilitate thinking and reflection on the issues discussed please see the series of worksheets called “[Four reflective responses](#)”
  - Students are invited to work on Reflection Sheet #1.
  - To expand upon this line of inquiry, students can research on Indigenous stories of Creation.

**Reflect****Real time in the classroom:**

- Discussion and open conversation.

### **Links and Resources:**

- Ask: How do you express your connection to land or safe place?
- How does where you live or where you are from inform your identity?

### **Instructions and Lesson Breakdown:**

- What do you see? How are you interpreting the poster? Why do you think this artwork was created?
- Do you feel a connection to land/place – Canada, city, home?
- Students continue to write in Reflective Sheet #1 about their answers to the questions / or the teacher poses some additional questions.

### **Reflect and Connect**

#### **Real time in the classroom:**

- Continue with exploring the magnitude of connection to place and land and the consequences of forced removal and assimilation.

### **Links and Resources:**

- [Signs of Your Identity: Forced Assimilation Education for Indigenous Youth](#)

### **Instructions and Lesson Breakdown:**

- How would you feel if you had to leave your home, city, country? What are some consequences if you were forcibly taken from your place of residence? Indigenous people of Canada and Nelson Mandela's people had this happen to them.
- For example, imagine when you went home today, what would happen if the government or police told you, you had 24 hours to pack and leave? You didn't know where you were going and what laid ahead of you, what would you do? What would you take? What would you leave behind?
- Use Reflective Sheet #2.

### **Connect**

#### **Real time in the classroom:**

- Application: Using various resources and own representation articulating and adding to the subject



matter. Provide a quiet space for reflection.

### **Links and Resources:**

- A reflection sheet will help with the first portion wherein students can write down key words, short sentences to explore feelings and emotions before assigning a visual. Brainstorm all the various ways you connect to land or home. Use Reflective Sheet #3 (part 1).

### **Instructions and Lesson Breakdown:**

- How would you visually display your history/family?
- Think of how and what you can put into your collage. How are you feeling? Name your emotions and visualize these feelings. Make a collage or picture representing these emotions and feelings.
- Collect imagery – draw, add words, photos, sketches (pencil, crayon, marker etc.) print images from internet to help tell your story.
- Use Reflective Sheet #3 (part 2).

### **Communicate**

#### **Real time in the classroom:**

- Physically engaging with content and investing time with being the creator and owning the artistic outcome will have a lasting effect. Have a gallery showing of all students work where they can share and speak to their reflective artwork.

### **Links and Resources:**

- Freedom and power to create and self-express your own relationship to where you live is empowering and incorporates critical and creative thinking.
- [Self-expression through Art](#)
- Sharing your own story as it relates to your own intimate reflection to land and place draws a correlation to Indigenous people and Mandela's experience.

### **Instructions and Lesson Breakdown:**

- Does this help you understand your place within greater society? Debrief the exercise and discuss the experience allowing each student a chance to speak – everyone must be allowed to participate and share their artwork; thus, supporting and embracing inclusivity. We all have a history and story to share.

- Reiterate the question: “How would you feel if you had to leave your home, city, country?” and make the connection of the Indigenous Peoples of Canada and Nelson Mandela in South Africa as associated with dispossession of land and removal from their homes.
- Use Reflection #4 Sheet.

### **Art as expression/communication**

The arts help to engage students in their learning environments. Often words cannot express what a visual can represent.

### **Identity Formation**

Learning and understanding the significance of connection to land/place and the impact this has on each person’s identity.

### **Art and Literacy/Overall Success**

Research has shown that students engaging in various art forms analyze, read and have overall higher levels of success in and outside the classroom.

## **Connecting Land in a Canadian context and South Africa**

Indigenous people in Canada have been forcibly removed from their traditional lands. This is significant through residential schools. There are similarities to Mandela's people's experience in South Africa.

## **Inclusive Education**

Inviting all students in the class to tell their story and history is inclusive and appreciates diversity within classrooms.

# HELEN SEBIDI: SOUTH AFRICAN ART (FOCUS ON CULTURAL HERITAGE/ PRE-COLONIALISM) POINTILLISM ASSIGNMENT

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## Developer's Name:

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

## Audience:

Grades 9 – 12

## 75 Minute Lesson Description – Overview of Lesson:

This Art lesson, for grade 9 – 12. While a visual arts focus, students will be introduced to Nelson Mandela and his struggle to end Apartheid. Teachers will be encouraged to apply South African Ubuntu Epistemology: Activate, Reflect, Connect, and Communicate.

They will be encouraged to reflect and make connections to the Struggle for the people of South Africa to maintain their cultural heritage in the face of colonialism and Apartheid. Students will connect the efforts of Helen Sebidi with that of Mandela's struggle by focusing on connecting and communicating social, cultural, and community based contexts of power and resistance for freedom through images. The art historical aspect of studying Helen Sebidi will explore traditional heritage and culture of South Africa which she communicates through her artwork. Specifically, students shall identify and investigate signs & symbols of pre-colonialism through her work. Students identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of the culture and society of South Africa during the time of Nelson Mandela and the nation's struggle to end Apartheid. In art making, students will practice grid method of enlarging an image. Then as a painting project, students will learn and apply pointillism techniques.

## Lesson Objectives:

- Become aware of Nelson Mandela and the struggle to end Apartheid
- Learn about Helen Sebidi as a South African Artist and her work to maintain and revive South African culture and heritage
- Critically view works of art based on traditional culture and heritage
- Apply learning to make connections of Human Rights issues to social, cultural and community contexts
- Technically: use grid method to enlarge an image
- Technically: learn about pointillism and practice the methods in art-making

## Relevant Ontario Curriculum:

- Visual Arts
- History
- English

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2007). [The Ontario Curriculum Grades 9 and 10 English](#)
- Ontario Ministry of Education. (2010). [The Ontario Curriculum Grades 9 and 10 Arts](#)
- Ontario Ministry of Education. (2010). [The Ontario Curriculum Grades 11 and 12 Arts](#)
- Ontario Ministry of Education. (2015). [The Ontario Curriculum. Grade 12 Canadian and International Politics](#)
- Ontario Ministry of Education. (2018). [The Ontario Curriculum. Grades 9 and 10 Canadian and World Studies Geography, History, Civics \(Politics\)](#)

## Human Rights Instruments:

### [The Convention on the Rights of the Child](#)

- Article 1 – All human beings are born free and equal in dignity and rights. They are endowed with

reason and conscience and should act towards one another in a spirit of brotherhood.

- Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
- Article 27
  - 1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
  - 2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author

## Resources:

- Teacher: computer or tablet
- Students: computer or tablet

## Links:

- [Artwork Images of Helen Sebidi](#)
- [History Channel: Biography of Nelson Mandela](#)
- [Apartheid: History for Kids](#)
- [UN Universal Declaration of Human Rights](#)
- [Biography: Mmapula Mmakgoba “Helen” Sebidi](#)
- [I Am Woman Episode 1, Season 3 – Mmagkabo Helen Sebidi](#)
- [‘They Are Greeting.’ Helen Sebidi at Everard Read, Johannesburg](#)
- [Helen Sebidi explores her ancestry & matriarchal strength through art](#)
- [African Traditional Religion](#)

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 5 minutes

**Instructions and Lesson Breakdown:** Review with students:

- Nelson Mandela
- Apartheid
- Articles 1, 2, & 27

### **Activate**

**Real time in the classroom:** 3 minutes

**Links and Resources:**

- Handout for Video: I am Woman – Helen Sibidi

### **Instructions and Lesson Breakdown:**

- Helen Sibidi is an artist working to revive the traditional ways of the South African people prior to colonization. Her artwork is based on legends and stories she collected from elderly members of her community. Please watch the movie and keep in mind that she developed under the domination of Apartheid.  
Read through the handout with students then ask them to watch and write critically based on the prompts in the handout.

### **Activate and Connect**

**Real time in the classroom:** 48 minutes

**Links and Resources:**

- [I Am Woman Episode 1, Season 3 – Mmagkabo Helen Sebidi](#)

### **Reflect and Communicate**

**Real time in the classroom:** 7 minutes

**Instructions and Lesson Breakdown:**

- Pair and Share: Students will discuss each of the topics on the handout. On the wall: Set up word webs on boardroom paper with each of the questions. Let students go around the room and write some of their responses with coloured markers. Discuss each wordweb as a class.

### **Activate**

**Real time in the classroom:** 10 minutes

### Links and Resources:

- [Artwork Images of Helen Sebidi](#)

### Instructions and Lesson Breakdown:

- Students have the remainder of class to choose a Helen Sebidi artwork that they will be replicating using the grid method. Their chosen image should be copied and pasted onto Microsoft Office word document large enough to fill an 8.5”x11” page.

### Looking Ahead

**Real time in the classroom:** 2 minutes

#### Instructions and Lesson Breakdown:

- Tomorrow’s class we will be learning more about Helen Sebidi, and you will be assigned your essay. We will then start our studio work and study the art, styles, and painting techniques of Helen Sebidi.

## Video Response for in class discussions:

### [I Am Woman Episode 1, Season 3 – Mmagkabo Helen Sebidi](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/teachingnelsonmandela/?p=151#oembed-1>

1. What are some ways that Helen responded to Apartheid?
2. Describe the relationship between Heidi and Helen.
3. What were some of the early lessons that Helen’s grandmother taught her?
4. Who was Helen’s artist mentor?
5. Describe Helen’s relationship with her grandmother.
6. Describe how Helen captured the stories and people of her community.
7. Describe Helen’s attitude about love.
8. “Leap of Faith” is discussed throughout the whole video. Describe what is meant by this term.
9. What were some of the criticisms or hurdles Helen had to overcome to become an artist?



10. List 2 awards Helen received for her artwork.
11. How does Helen see herself in the role of 'artist'?
12. Describe some of the differences between Christian colonial traditions and old pre-colonial ways.

# RECOGNIZING CANADIAN HEROES

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## Developer's Name:

Dr. Dolana Mogadime, PhD., M.Ed., B.Ed., OCT

## Audience:

Grade 10 Civics, Grade 11 Civics Open, Grade 11 History Open

## Lesson Description – Overview:

The lessons will take place over 10 days. Students are introduced to oral history as a historical inquiry that is useful across disciplines. Oral histories support essay writing in history, the social sciences, humanities (e.g., gender studies, women's studies) social justice and human rights. Oral histories are considered 'primary sources.' Typically, additional sources are used to expand on and confirm an oral history interview. For example, additional interviews provided by people who experienced the same phenomena can be included. Secondary sources may be incorporated, for example, newspaper articles, editorial opinion pieces, research articles and books that have been published on the topic.

After reading excerpts from the oral history interviews provided by Caroline Goodie Tshabalala Mogadime, students will conduct searches for the topics she raised, such as: 'boycott of Bata Shoes during apartheid' and/or; 'boycott of Canadian companies and disinvestment in apartheid'; 'contributions of churches and NGOs in the anti-apartheid coalition building in Canada.' Students will examine the connections between the human rights defender and intersectionality. In terms of future careers, learning how to conduct and analyze oral history interviews can be very useful for the journalist, "aid worker, archivist, curator, educator, film maker, game designer, policy analyst, politician, researcher, social worker."<sup>1</sup>

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1. The current publication includes the reproduction of the following: Mogadime, D. (2021, December). "Recognizing Canadian Heroes": Caroline Goodie Tshabalala Mogadime, Oral history accounts and Self-Representation about a South African Woman's Contributions to the Anti-Apartheid Movement in Canada. CC BY-NC-ND <https://secure3.ed.brocku.ca/dolanamogadime/activisteducator/>

## Lesson Objectives:

- To appreciate the contributions of South African Canadians to the anti-apartheid movement in Canada
- To be introduced to oral history as an inquiry for a variety of content areas such as: history; social sciences; humanities (e.g., gender studies, women’s studies) social justice and human rights
- To understand the usefulness in doing oral histories
- To recognize that oral history creates and contributes to knowledge about history and the contribution of people who would not otherwise be included
- To cultivate respect for the person providing the oral history through a cultural relevant approach identified as ubuntu
- To appreciate and respect people who agree to be interviewed and provide their oral history narrative and know what the validity process is and what member checking involves
- To examine the connections between the human rights defender and intersectionality

## Relevant Ontario Curriculum:

- C1 Civic Contributions: analyze a variety of contributions and ways in which people can contribute to the common good (Focus on Significance, Stability and Change)
- C1.1 Assess the significance, both in Canada and internationally of some individuals (involvement in social action groups)
- A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT OVERALL EXPECTATIONS  
Throughout this course, students will:
  - A1. Use the historical inquiry process and the concepts of historical thinking when investigating the history of the selected ethnic group.
  - A1.2 Select and organize relevant evidence and information on aspects of the history of the selected ethnic group from a variety of primary and secondary sources (e.g., primary: artefacts, oral histories, period newspapers, photographs, secondary: books and/or articles from the library, classroom text-books, documentaries or other films, current newspapers, websites), ensuring that their sources reflect different perspectives.
  - A1.3 Assess the credibility of sources and information relevant to their investigations

(e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author).

- A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation and identify careers in which these skills might be useful.
- A2.4 Identify some careers in which the skills learned in history background might be useful (e.g., aid worker, archivist, curator, educator, film maker, game designer, policy analyst, politician, researcher, social worker)

### Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2015). [The Ontario Curriculum. Grades 11 and 12 Canadian and World Studies, Economics, Geography, History, Law, Politics](#)
- Ontario Ministry of Education. (2018). [The Ontario Curriculum. Grades 9 and 10 Canadian and World Studies, Geography, History, Civics \(Politics\)](#)

### Keywords:

Apartheid; oppression; boycotts; disinvestment; civic participation; intersectionality and Black women; ubuntu a culturally relevant approach to honoring the oral history interviewee; human rights; human rights abuses; racism; racial oppression; white supremacy; white supremacy as oppressive

### Human Rights Instruments:

- [1973 UN Convention on Apartheid as a Crime Against Humanity](#)
- [United Nations Conventions on the Rights of the Child \(9:00\)](#)

### Resources:

- Too many Canadians suffering from apartheid amnesia:  
[Rabble.ca Gerry Caplan December 17, 2013](#)
- The real Canadian heroes of the anti-apartheid struggle  
[Haroon Siddiqui, Special to the Star, Sat., Dec. 14, 2013](#)
- Linda Freeman, Ottawa Special to the Globe and Mail. Published December 5, 2013 Updated May 11,

2018. [Nelson Mandela, The honorary Canadian](#)
- 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. Accessed October 18, 2022.
  - Office of the United Nations High Commissioner on Human Rights(OHCHR 1996-2021) [About human rights defenders. OHCHR](#)
  - Pratt, R., & Canadian Corporation for Studies in Religion. (1997). *In good faith*. Published for the Canadian Corporation for Studies in Religion = Corporation canadienne des sciences religieuses by Wilfrid Laurier University Press.
  - Wintle, Colin (2016). *The Human Rights Movement Against Apartheid South Africa: The Impact of Boycotts, Divestment, and Sanctions*. [Waterloo Historical Review. Vol 8 pp. 1 – 17.](#)
  - [Caroline Goodie Tshabalala Mogadime Biography](#)
  - [Lesson handouts](#)

## Lesson Plan Details by Stages of African Epistemology:

### Day 1

#### Activate

**Real time in the classroom:** 12-15 minutes

#### Links and Resources and student’s roles:

- [Apartheid: The rise and fall of South Africa’s ‘apartness’ laws \(6:16\)](#)

#### Instructions and Lesson Breakdown:

- The 6-minute clip provides an overview for students on the struggle of the people in South Africa against violence and oppression from 1948 – 1990 and the release of Nelson Mandela from prison.
- The lesson focuses on the participation of a Canadian hero of the Anti-apartheid movement.
- [Haroon Siddiqui](#) acknowledges the South African community that ‘joined the anti-apartheid struggle in an article entitled: “Recognizing Canadian Heroes of Mandela’s Rainbow” *Toronto Star*(December 19, 2013)
- However, what’s missing is the mention of Black South African people and their contribution to social action in Canada. The only Black person mentioned is [Caroline Goodie Tshabalala Mogadime](#). This is important to mention and will be discussed as we proceed in this lesson.
- Distribute [Handout #1](#), “**Oral History Inquiry: The 10-Step Approach**,” and describe the process

to students.

## Reflect

**Real time in the classroom:** 15 minutes

### Links and Resources and student's roles:

After students have read [Handout #2](#), brainstorm answers to such questions as:

- Do you think Black women's contribution to social action in Canada is well known? Or little known?
- If the history is little known, how do you think the oral history methods may help to counteract that concern?
- The uses of oral history interviews are to uncover the contributions of people that are hidden (silenced or marginalized) from historical accounts. What does the oral history method do to include people?

### Instructions and Lesson Breakdown:

- Oral histories are a vehicle for raising the voices of individuals and communities – they provide the missing voices and gaps when examining a period of time in history.
- African (Black) women's role, and agency isn't often understood well enough, oral history attempts to fill that gap.
- Provide students with the [Handout #2](#) entitled: "What are Oral Histories?"

## Activate, Reflect, Connect, Communicate

**Real time in the classroom:** 40 minutes

### Links and Resources and student's roles:

- Students take jot notes (using the ubuntu response sheet) [Handout #3](#).
- Students record how they are feeling, thinking and responding as they listen (or read) to the interviewee transcripts.
- In small groups students will discuss their responses to [Handout #3](#).
- Students report back to the class.

### Instructions and Lesson Breakdown:

- Distribute [Handout #3](#).
- Before the interview is read, the teacher will ask students to honour the interviewee by using a culturally relevant approach ([Handout #3](#)) to listen to the interviewee.

- **Either listen or read:**

The interview transcription, [Handout #4](#), will be distributed. Students will watch the digital version (if available) and follow along with the transcript as it is read. If the teacher reads the oral history interview out loud, individual students can be invited (by the teacher) to continue to read the oral history interview until the end.

## Day 2

### Connect, Communicate

**Real time in the classroom:** 40 minutes

**Links and Resources and student’s roles:**

- Students brainstorm their thoughts and impressions of what is meant by the term human rights defender.
- [Office of the United Nations High Commissioner on Human Rights \(OHCHR\) About human rights defenders.](#)
- Students will develop an understanding about how intersectionality informed CG’s decision to advocate for children as a human rights defender.

### Instructions and Lesson Breakdown:

- The teacher will begin with the question: What do you think a human rights defender is? What you think human rights defenders do?
- After listening to students’ responses, discuss and review the “About Human Rights Defenders,” available at the OHCHR website.
- Using [Handout #5](#), The Human Rights Defender and Intersectionality, the teacher will:
  - Either brainstorm with students or fill in the Human Rights
  - Intersectionality visual:
    - Race – Black
    - Class – Middle Class
    - Gender – Mother
    - Education – Credentialed (higher education)
    - Culture/ Language – Zulu
    - Spirituality – Christian

### Connect, Communicate

**Real time in the classroom:** 30 minutes

**Links and Resources and student's roles:**

- Keywords are identified by students.
- Words are compiled into lists and posted in the class.

**Instructions and Lesson Breakdown:**

- Ask students to examine and use their [Handouts #3 – #5](#).
- In small groups, students identify keywords used by the interviewee as well as any issues they identified. They will use the information to develop lists that are posted in the classroom.

## Day 3

### Connect, Communicate

**Real time in the classroom:** 30 minutes

**Links and Resources and student's roles:**

- Students can discuss how the key words and themes they identified are similar or different from those identified by Dr. Dolana Mogadime.

**Instructions and Lesson Breakdown:**

- Distribute [Handout #6](#). “Finding themes from an oral history interview with Caroline Goodie (CG) Tshabalala Mogadime and reflecting on what they mean.”
- Dr. Dolana Mogadime identifies themes in [Handout #6](#). What key words are important for the themes Dr. Mogadime provides? For example, keywords like racism can be used under the theme, ‘despised.’

### Connect, Communicate

**Real time in the classroom:** 40 minutes

**Links and Resources and student's roles:**

- In small groups select 1-3 questions that Dr. Mogadime suggests for oral historians to consider.

**Instructions and Lesson Breakdown:**



- Discuss the questions for student oral historians to consider.

## Day 4

### Connect

**Real time in the classroom:** 70 minutes

**Links and Resources and student's roles:**

- Read and discuss the [Handout #7a and 7b](#) as a class.
- Identify the key issues regarding the impact of apartheid on children. How were children denied basic human rights during apartheid? Students can work as individuals or as peers.

**Instructions and Lesson Breakdown:**

- Distribute [Handout #7a and #7b](#).
- Discuss the importance of using primary sources to provide context and fact check an oral history narrative (as mentioned in Handout #6).
- Investigate to find further information and primary sources about the role of international churches in combatting apartheid.
- Especially see the following: [Multi-Faith Action](#)

## Day 5-7

### Connect

**Real time in the classroom:** 70 minutes

**Links and Resources and student's roles:**

- Conduct searches for newspaper articles, articles etc.

**Instructions and Lesson Breakdown:**

- Distribute [Handout #8](#).
- Students can begin to do a preliminary searches for newspaper articles, online sources (chapters in books, journal articles) to find information on the topics identified in CG's oral history interview. Just like the oral historian, they are investigating to find additional information on the topic.

## Reflect

**Real time in the classroom:** 140 minutes over days 6 and 7.

- Students will write a short narrative essay based on the research findings on the topic of inquiry. Additionally, students who need extra time can be assigned the task as homework.

## Links and Resources and student's roles:

The following writing tools may be helpful:

- [OWL Purdue](#)
- [Nova Southeastern University](#)

## Instructions and Lesson Breakdown:

- Distribute [Handout #9](#): Write a short narrative essay.
- Based on the findings from steps 1-9, students can answer such questions as:
  - How did oral history help you to fill in the gaps that were missing from the newspaper articles, research articles?
  - Why is it important to use additional primary sources to do fact checking about the oral history narrative?

## Day 8-10

### Communicate

**Real time in the classroom:** 140 – 210 minutes (2 – 3 days)

#### Links and Resources and student's roles:

- See [Handout #10](#)

## Instructions and Lesson Breakdown:

- Give students choices about how they will communicate their learning about the oral history inquiry (role play the oral history interview process through story drama or include additional creative scenes and ideas); create a monologue about CG and her human rights work.

# A CASE STUDY - EXPLORE THE REALITY OF LIFE IN A COMMUNITY TOWNSHIP ON THE CAPE FLATS

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## Developer's Name:

Sally Hooper, Ph.D.

## Lesson Description – Overview

“We’ve got a voice. We’ve got that right.”

This lesson 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.

## Lesson Objectives:

- 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

## Relevant Ontario Curriculum:

Civics and Citizenship Grade 10

A: Political Inquiry and Skill Development

- A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
- A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset
- B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: Political Significance; Political Perspective)
- B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: Political Significance; Objectives and Results)

#### C: Civic Engagement, Service, and Action

- C1. Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada (FOCUS ON: Political Significance; Stability and Change; Political Perspective)
- C2. Engaged Citizenship and Creating Change: analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community (FOCUS ON: Political Significance; Objectives and Results; Political Perspective)

## English Grade 9 and 10

### Writing

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing

process.

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2007). [The Ontario Curriculum, Grades 9 and 10 English](#)
- Ontario Ministry of Education. (2013). [The Ontario Curriculum, Grades 9 and 10 Canadian and World Studies](#)
- Ontario Ministry of Education. (2022). [The Ontario Curriculum, Grade 10 Civics and Citizenship \(revised\)](#)

## Human Rights Instruments:

### Article 1

- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### Article 2

- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### 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.

### Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

#### Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

## Resources:

- The research study featured in this lesson plan is an excerpt from: Hooper, S. A. (2013). *Small Space for Meaningful Participation in Democratic Life? A Community's Perspectives of Their Involvement in an Early Childhood Education and Care Program*. (Unpublished doctoral dissertation). University of Toronto: Toronto, Ontario, Canada.
- The information at the PowerPoint link below is by Sally Hooper © 2013 all rights reserved:
  - [South Africa: Realities of a New Democracy](#).

## Preface to the YouTube Video:

The video produced by eNCA (eNews Channel Africa), a 24-hour television news broadcaster, focuses on South African and African stories.

In the series South African Heroes, the featured teachers describe how a preschool in a township on the Cape Flats, a community oppressed and subjugated during Apartheid, became a place of hope, “a place of healing” for all participants – parents, teachers, young children, and members of the larger community – after 1994. Through the teachers’ commitment to their own professional development and dedication to improving their community, the preschool won a Western Cape Education Department award for excellence in grade R (kindergarten) education. The preschool went on to win an award from the national Department of Education.

## Materials and Resources:

- [SA HEROES | Team Umnqophiso: From Domestic Workers to Teachers \(2:00\)](#)

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 15 minutes

#### Links and Resources:

- [SA HEROES | Team Umnqophiso: From Domestic Workers to Teachers \(2:00\)](#)

### Instructions and Lesson Breakdown:

- Watch the following video, from the pre-school where the research study was conducted.
- Ask students for their thoughts/emotions.

### Connect

**Real time in the classroom:** 45 minutes

#### Links and Resources:

- [South Africa: Realities of a New Democracy.](#)

### **Instructions and Lesson Breakdown:**

- View the slideshow of the research study conducted in a township on the Cape Flats.
- Small group discussion

### **Reflect and Communicate**

#### **Instructions and Lesson Breakdown:**

- Whose voices were heard in the research study? How were their ideas/thoughts/opinion sought?
- Whose voices did you hear in the video?
- What do you think have people in this study gained through active citizenship in a democracy?
- Do you consider some freedoms still a challenge? If so, what are the possible reasons?
- As a class share discussion

**Reflection:** What is the participants' world view? Can you make links to groups in Canada who have similar world-view?

- Discuss and reflect further on the following more general questions about civic action:
  - 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? Give examples from your own experience.

### **Reflect and Communicate**

**Real time in the classroom:** 15 minutes

#### **Instructions and Lesson Breakdown:**

- In your journal, reflect on the reasons activism and community leadership are important in a community.
- Give examples from your own experience.



## Lesson Extension

Research and write a report on an individual or group in South Africa that contributed to improving their community and enhancing democracy.

# AFRICAN FOLKTALES – THE CAT WHO CAME INDOORS

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## Developer's Name:

Sally Hooper, Ph.D.

## Audience:

Grade 2

## Lesson Description – Overview:

Read out loud/ book study/writing/art and drama.

Mandela, N. (Ed.) 2002. The cat who came indoors. In Favorite African Folktales (pp.21-23). W.W. Norton & Company, New York, London.

A folktale is a story passed down by word of mouth from generation to generation with each storyteller adding something new to make the stories more interesting. Often, at the end of the day, as Nelson Mandela was growing up in the Eastern Cape, the adults would gather the children together around a village fire and tell stories, passing down knowledge, history, and experiences from one generation to the next.

African folktales help interpret the universe, resolve natural and physical phenomena, teach morals, maintain cultural values, and pass on ways of survival. The stories reflect a culture that values the diverse types of animals that abound in the natural environment. The animals and birds are often accorded human attributes, so it is not uncommon to find animals talking, singing or demonstrating other human characteristics, such as greed, jealousy, and honesty.

## Lesson Objectives:

- understand story elements (character, setting, and plot), vocabulary, and characters' actions
- describe the characters in the story and how their actions, motivations, or traits contribute to the plot of the story
- determine the lesson or moral of the story

- participate in classroom discussions where they stay on topic, ask questions about information presented in the texts, and use the texts to support their explanations
- express ideas, experiences, and feelings through the process of art making
- express ideas and feelings through drama and role play

## Relevant Ontario Curriculum:

### Language – Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes:
  - 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details
  - 1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
  - 1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
  - 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns

### Language – Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning:
  - 1.1 read some different literary texts
  - 1.4 demonstrate understanding of a text by

retelling the story or restating information from the text, with the inclusion of a few interesting details

- 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 1.7 identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method)
- 1.8 express personal thoughts and feelings about what has been read
- 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives

## The Arts – Drama

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories
- B2. Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
- B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

## The Arts – Visual Arts

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
- D2. Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## Relevant Ontario Curriculum

- Ontario Ministry of Education. (2006). [The Ontario Curriculum, Grades 1-8 Language](#)
- Ontario Ministry of Education. (2009). [The Ontario Curriculum Grades 1-8 Arts](#)

## Human Rights Instruments:

### [The Convention on the Rights of the Child](#)

Article 13 – You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 29 – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31 – You have the right to play and rest.

## Lesson Plan Details by Stages of African Epistemology:

### Activate and Reflect

#### Real time in the classroom (20 minutes):

- Activate prior knowledge – ask children whether they have a pet cat and if they do, to tell you about the cat.
- Ask children what they know about wild African animals, particularly those of the cat family.

### Links and Resources:

- Photographs of domestic and African wild cats.

### Instructions and Lesson Breakdown:

1. Do you or someone in your family have a pet cat? Give children turns to tell their stories about their pet cats.
2. Do you know about other cats – wild cats? If slow to respond, prompt children by showing photographs.

## Connect

### Real time in the classroom (20 minutes):

- Show children the picture on the cover of the book and the illustration of the story.
- Read the folktale

### Links and Resources:

- The cat who came indoors. In *Nelson Mandela's Favourite African Folktales* (pp. 21-23).

### Instructions and Lesson Breakdown:

Can you predict what and who you think the story is about?

1. Who are the main characters?
2. Where does the story take place?
3. When does the story take place?

## Reflect and Connect

### Real time in the classroom (20 minutes):

- Making inferences / Interpreting texts

### Links and Resources:

- Chart paper or board

### Instructions and Lesson Breakdown:

Group Activity

- In a table, with the headings – **What happens** and **Why does this happen** – identify the major events and why they happened.

e.g.

- **What happens:** the wild cat goes and lives with another cat.
- **Why does this happen:** The wild cat is lonely.

**Reflect and Connect****Real time in the classroom (60 minutes):**

- Expressing ideas, experiences, and feelings through the process of art making.

**Links and Resources:**

- Photographs of domestic cats and African wild cats
- Art supplies: sturdy paper plates – medium size, Bristol board, poster paints, assorted brushes, elastic for ties

**Instructions and Lesson Breakdown:**

- Discuss the physical characteristics of domestic cats, lions, leopards, elephant.
- Each child creates a mask to represent one of the characters in the folktale.

**Communicate****Real time in the classroom (60 minutes):**

- Express ideas and feelings through drama and role play.
- As students' role play the story, support them in developing an African female understanding about how gender is embraced as empowering.

**Instructions and Lesson Breakdown:**

- Discuss how the cat chooses each human.
- There is a strong Indigenous feminist theme in this folktale. Though the story is about a cat, the cat makes choices about who it feels in the strongest human. Why do you think the cat ends up choosing a female as the strongest?
- In groups, children practice re-enacting the folktale.
- For an audience of children and teachers from other classes, children enact the folktale.

# DIEFENBAKER'S IMPACT ON HUMAN RIGHTS

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## Developers' Names:

Yvan Brochu, Ed.D. & Craig Marlatt, OCT, BES, M.Ed.

## Audience:

Grade 6 Social Studies

## Lesson Description – Overview:

This lesson provides the opportunity for students to explore and gain a deeper understanding of human rights related to the system of apartheid in South Africa and Canada's leading role as a voice of conscience in the early 1960s. Through the use of a Four Corners, Think/Pair/Share, and Learning Stations, students will explore four key themes: 1) apartheid – system of racial segregation in South Africa from 1948 – 1990s; 2) the Canadian Bill of Rights; 3) Commonwealth of Nations; and 4) John Diefenbaker's role in the anti-apartheid statement which led to South Africa's departure from the Commonwealth in 1961.

## Lesson Objectives:

- Use of learning stations to get students moving and engaged in a cooperative, higher order thinking and learning exercise.
- Summarize and discuss the evolution of human rights, including the anti-apartheid movement, and the Canadian Bill of Rights
- Understand the rights and responsibilities of citizens in taking a stand
- Analyze Canada's leading role as a voice of conscience abroad, while moving forward to address human rights issues within Canada



## Relevant Ontario Curriculum:

- B1.1 explain why Canada participates in specific international accords and organizations and assess the influence of some significant accords and/or organizations in which Canada participates
- B1.2 analyze responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance
- B3.2 describe Canada's participation in different international accords, organizations, and/or programs
- B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2013). [The Ontario Curriculum Grades 1-6, Social Studies and History](#)
- Ontario Ministry of Education. (2018). [The Ontario Social Studies Curriculum Grades 1 – 6, History Geography Grades Curriculum 7 and 8](#)

## Human Rights Instruments:

### [Universal Declaration of Human Rights](#)

Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 13 (1) – Everyone has the right to freedom of movement and residence within the borders of each state.

### **Canadian Bill of Rights**

Article 1 – It is hereby recognized and declared that in Canada there have existed and shall continue to exist without discrimination by reason of race, national origin, colour, religion or sex, the following human rights and fundamental freedoms, namely, (a) the right of the individual to life, liberty, security of the person and enjoyment of property, and the right not to be deprived thereof except by due process of law; (b) the right of the individual to equality before the law and the protection of the law

## **Lesson Plan Details by Stages of African Epistemology:**

### **Activate and Reflect**

#### **Real time in the classroom:**

- Activate prior knowledge as students will share their understanding of key lesson topics

#### **Links and Resources:**

- [Four Corners Organizer](#)

#### **Instructions and Lesson Breakdown:**

- Diagnostic: Using the Four Corners Organizer, identify for each of items below the historical significance, how it connects to human rights, how it connects to Canada, and how it connects to you: Apartheid, John Diefenbaker, Canadian Bill of Rights, Commonwealth of Nations

### **Activate**

#### **Real time in the classroom:**

- Listen for understanding through collaborative discussions

#### **Links and Resources:**

- 4 Post-It notes each placed on the desks of each student
- [John Diefenbaker interviewed before 1961 conference](#)

#### **Instructions and Lesson Breakdown:**

- View the video: [Diefenbaker interviewed before 1961 conference](#) on CBC Television News, March 8, 1961. Having provided students with 4 Post-It notes each, use a Think/Pair/Share and have students review their thoughts on the video, and then create and place questions they still have on each of the Four Corners topics.

## Reflect and Connect

### Real time in the classroom:

- Group work, interpreting texts

### Links and Resources:

- Technology is recommended for each Learning Stations (e.g., iPad or Chromebook)
- Chart paper
- [South Africa racial map, 1979](#)
- [A history of Apartheid in South Africa](#)
- [Canadian Bill of Rights](#)
- [Map of the Commonwealth of Nations](#)
- [Sixty years later, Diefenbaker has lessons for both Tories and Grits](#)

### Instructions and Lesson Breakdown:

- Intrapersonal/connecting to others using Learning Stations (using images, documents, etc...)
- Divide the class into groups of 3 – 4 students. Depending on the size of the class, you may opt to have two sets of tables for each of the following below. Teachers may opt to have groups become authorities on their station (collecting their research on the Experts Organizer) and present their findings to the class (using chart paper). The resources for each of the learning stations is to be provided. Each Learning Station is also to be provided with the Think/Pair/Share questions developed earlier, and one of the goals is for groups to answer the questions.
  - Table 1: Apartheid in South Africa – include the map of South Africa, Apartheid (various samples, photos), online sites
  - Table 2: Canadian Bill of Rights, 1960 enfranchisement of voting rights for Aboriginals, Universal Declaration of Human Rights, online sites
  - Table 3: Commonwealth of Nations (map circa 1961 and/or present), articles, online sites
  - Table 4: John Diefenbaker photo, years as Prime Ministers (photos, articles, text), online sites

## Communicate

**Real time in the classroom:**

Group work presentation

**Links and Resources:**

- Handout: Summary of Learning Stations

**Instructions and Lesson Breakdown:**

- Summative: Post-Activity: Each Group is to present their findings on poster sheets. Students are to be provided with the handout
- *Summary of Learning Stations:* As they listen to each presentation, they are to write down three new things they learned from each.

**Reflect and Connect**

**Real time in the classroom:**

- Students individually reflect and complete an exit card

**Links and Resources:**

- [John Diefenbaker: Staring down South Africa](#)
- [John Diefenbaker reflects on South Africa leaving Commonwealth](#)

**Instructions and Lesson Breakdown:**

- View the video and/or the following audio:
  - [John Diefenbaker: Staring down South Africa](#) on CBC's The National, March 17, 1961.
  - [John Diefenbaker reflects on South Africa leaving Commonwealth](#) in CBC's Cross Country Checkup, January 10, 1971.
- Have students complete an Exit Card: *How do you feel John Diefenbaker impacted the society we live in today?*

**Appendix:**

- [Teacher Background Information – Appendix I](#) (4 hours)

# CANADA'S FIGHT AGAINST APARTHEID

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## Developer's Name:

Yvan Brochu, Ed.D.

## Audience:

Grades 10 – 12 History

## Lesson Description – Overview:

On September 17, 1984, Brian Mulroney began serving as Canada's 18th Prime Minister. During his years in office, he was an outspoken critic of the racist apartheid system which had existed in South Africa since 1948, and made opposition to it one of the highest priorities in Canada's international affairs. As John Diefenbaker did decades ago, Brian Mulroney lobbied leaders of the Commonwealth of Nations and beyond to take a bold stand, this time in the form of placing economic sanctions against the nation. Although Britain's Prime Minister Margret Thatcher, and the United States' President Ronald Reagan were vocal critiques of this move, other nations joined in, ultimately helping to bring an end to apartheid. For his leadership, Brian Mulroney was lauded by Nelson Mandela when he was released from prison in 1990, and eventually by South Africa itself in 2015, being awarded one of the nation's highest honours.

This lesson explores the role of Brian Mulroney, and Canada as a nation, in supporting the fight for human rights in South Africa.

## Lesson Objectives:

Using an inquiry-based approach, students will leverage technology to access both primary and secondary sources of information to research both the system of apartheid and Canada's response from 1984 and into the 1990's. Work will be carried out both individually, and collaboratively with peers.

- Analyze Canada's leading role as a voice of conscience abroad, including the use of political and economic means to exert influence
- Understand the rights and responsibilities of citizens in taking a stand, including the challenges and

rewards incumbent

- Self-reflect upon the lens we choose to view our world, and efforts to move forward in addressing human rights issues

## Relevant Ontario Curriculum:

- CHV20: B3.4: analyze rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions
- CHC2D: E2.5 describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict and Canadians' cooperation in humanitarian work, and explain some key factors that have affected this participation.
- CPW4U: C1.3 identify strategies used by individual countries or groups of countries to influence the internal policies of others in the international community
- CPW4U: E3.1 analyze some violations of human rights in Canada as well as the Canadian government's responses to violations of human rights, humanitarian crises, and genocides internationally.

## Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2018). [The Ontario Curriculum Grade 12 Canadian and International Politics; in Grades 11 and 12 Canadian and World Studies](#)
- Ontario Ministry of Education. (2015). [The Ontario Curriculum Grades 9 and 10 Canadian and World Studies: Geography, History, and Civics \(Politics\)](#)

## Human Rights Instruments:

### [Universal Declaration of Human Rights](#)

- Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national

or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

- Article 7 – All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
- Article 13 (1) – Everyone has the right to freedom of movement and residence within the borders of each state.

## Lesson Plan Details by Stages of African Epistemology:

### Activate

#### Real time in the classroom:

- Activate prior knowledge – students will reflect on and discuss human rights

#### Links and Resources:

- [The Story of Human Rights](#)

#### Instructions and Lesson Breakdown:

- View the video “The Story of Human Rights”. Have students reflect on strategies which can be used to exert influence for positive change, and list instances of both negative and positive examples of leadership on the issue of human rights from Canada.

### Reflect and Connect

#### Real time in the classroom:

- Have students research the topic and reflect on political power and influence

#### Links and Resources:

- [Handout](#)
- Technology

**Instructions and Lesson Breakdown:**

- Using group work (jigsaw, gallery walk, or learning stations) launch an inquiry research into the topic of Canada's fight against apartheid in the 1980's – 90's. The research question(s) can include: role of Brian Mulroney or Canada in ending apartheid; the role of international diplomacy or economic sanctions in ending apartheid; the similarities/ differences between the fight for human rights in South Africa and that of Indigenous Peoples within Canada.

**Reflect and Connect**

**Real time in the classroom:**

- Interpreting texts. Foster critical thinking.

**Links and Resources:**

- [Handout](#)
- Technology

**Instructions and Lesson Breakdown:**

- Have students reflect and share their learning with one another. Have students complete section 1 individually, followed by section 2 and/or 3 with peers (collaboratively).

**Communicate**

**Real time in the classroom:**

- Make inferences / interpret texts. How similar are the contexts for human right struggles in differing areas of the world (similarities/ differences?)

**Links and Resources:**

- [Handout](#)
- Technology

**Instructions and Lesson Breakdown:**



- As a group, have students discuss what they learned and create a summary statement on their inquiry research.
- Consider a K/W/L Chart: 3 Things I Learned, One Question I have. Next, consider the extension activity.

## Appendix:

- [Teacher Background Information – Appendix II](#) (5 hours)

# LEARNING AND REFLECTING ON THE AFRICAN 'SPIRIT OF UBUNTU'

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## Developer's Name:

Anneke McCabe, Ph.D. Candidate, M.Ed., B.Ed., B.Mus.

## Audience:

Grades 7 & 8

## Lesson Description:

This lesson is anchored in the “spirit of Ubuntu” (Tutu, 2012, 0. 28) and calls on students to activate by sharing their point of view, as they watch a variety of videos that discuss and teach Ubuntu (Tutu, 2013). By working together through “critical community conversations” (Mogadime, 2021, p. 10) in learning about Ubuntu, students are supported as they reflect on how the Universal Declaration of Human Rights is connected to an African way of knowing. “Ubuntu is an African epistemology (way of thinking) and ontology (way of being) in the world that is based on knowledge about human relations and relationships” (Mogadime, 2021, p. 10). The learning experiences will guide students to connect through a process that calls on tight support from the teacher and the peer group during conferences as well allowing for students to communicate their individual voice, as a defender of Human Rights. According to Mogadime (2021, p. 10), an “Ubuntu teaching and learning process is holistic in that it integrates spirituality, interdependence and unity.” Through a gradual release of the knowledge shared, students will slowly unpack a realization that change is possible when learning about culturally relevant narratives centred around Ubuntu.

## Lesson Objectives:

- Students will activate and connect initial reactions when learning about Ubuntu through watching videos, and sketch responses that identify facts as compared to emotions: Efferent reading and aesthetic reading.
- Students will be encouraged to see the “interconnected and interdependent nature of self, belonging and

community. “Ubuntu is an African epistemology (way of thinking) and ontology (way of being) in the world that is based on knowledge about human relations and relationships” (Mogadime, 2021, p. 10).

- Collaboratively students will share their learning and create a place of reflection where all their thinking is consolidated and communicated together.

## Relevant Ontario Curriculum:

### Critical Literacy: Reading, Writing, Media, and Oral Communication

- Students will extend understanding, analyze texts, respond, and evaluate texts and develop individual points of view.
- Students will reflect on reading skills and strategies used while reading and listening and decide what learning is communicated as a whole group.
- Students will organize ideas using media sources, respond and evaluate texts and discuss audience responses, making inferences and interpreting messages.

### Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2015). [The Ontario Curriculum Grades 1 – 8 Language](#)

## Human Rights Instruments:

Universal Declaration of Human Rights. United Nations, 1948

- Article I – All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## Resources:

- [Nelson Mandela Website](#)
- [The Life of Nelson Mandela](#)
- The Desmond Tutu Peace Foundation. [Ubuntu: A Brief Description](#)
- [Obama: Empathy, Nelson Mandela and Ubuntu](#)
- Templeton Prize (2013) Desmond Tutu. [Who We Are: Human uniqueness and the African spirit of Ubuntu. Desmond Tutu](#)
- Reverend Mpho Tutu, episcopal priest and the executive director of the Desmond & Leah Legacy Foundation, explains the concept of “ubuntu”.  
[Ubuntu: Told by Nelson Mandela](#)
- [Ubuntu: Banks Gwaxula](#)

Please review Teaching Nelson Mandela Teacher Tools:

1. [Definition of Terms & Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture](#) (Mogadime, 2021)
2. Teaching Nelson Mandela: African Epistemology Stages of Learning – ARCC
3. Teaching Nelson Mandela’s Biography: A Lens for Studying Life Stories  
\*Consult with your School Board for permission to use websites

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 20 minutes

#### **Links & Resources:**

- [Ubuntu: A Brief Description](#)

### **Instructions and Lesson Breakdown:**

- Activate student’s understanding of the “spirit of Ubuntu” (Tutu, 2012, 0. 28) through watching this video. Have students reflect on Desmond Tutu’s words, “Be who you are” (Desmond Tutu Peace Foundation, 2012, 1. 23), and also on Desmond Tutu as he explains that “we are human through our relationships” (Tutu, 2013, 0. 22). Separate a paper into two sections for reflective writing; on one side have students write the facts that they hear, on the other side have the students write the emotions they

are connecting to while they listen to Desmond Tutu.

## Reflect

**Real time in the classroom:** 1st day = 25 minutes. 2nd day = 50 minutes.

### Links & Resources:

- [Ubuntu Reflection Guide](#)

### Instructions and Lesson Breakdown:

- When the video ends have the students share both the facts and emotions that they have recorded on either side of the paper. Students reflect in a turn-and-talk. Welcome shared offerings to the whole group for a discussion.
- Extend discussions during a second period, or the next day.

## Connect

**Real time in the classroom:** 50 minutes

### Links & Resources:

- [Obama: Empathy, Nelson Mandela and Ubuntu](#)
- Templeton Prize (2013) Desmond Tutu. [Who We Are: Human uniqueness and the African spirit of Ubuntu. Desmond Tutu](#)
- Reverend Mpho Tutu, episcopal priest and the executive director of the Desmond & Leah Legacy Foundation, explains the concept of “ubuntu”.  
[Ubuntu: Told by Nelson Mandela](#)
- [Ubuntu: Banks Gwaxula](#)

### Instructions and Lesson Breakdown:

- In groups, or as a whole group continue with the process of recording information and emotional responses in different sides or columns of a paper. Watch the other suggested resource videos.
- Co-Create Success Criteria with the class about what an initial reaction is about the Ubuntu teaching and learning process. According to Desmond Tutu, “there are various aspects to describe Ubuntu” (Tutu, 2012, 0. 54). Students should share intrapersonal responses and interpersonal responses guided by their teacher.
- 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.

- Identify, connect, and discuss Human Rights Articles 1-2 as they share and respond to the resources. (United Nations, 1948)
- Share their thoughts and feelings, making interpersonal connections, and responses to learning about Ubuntu.
- Record connections and key learning from your class on a large scale creative graffiti board, digitally in a slideshow, on a [Padlet](#), or organize in a large-scale mural of index cards that share thinking.

## Communicate

**Real time in the classroom:** 50 minutes

### Links & Resources:

- Digital Learning Support:
- [Canva](#)
- Google Slides or Speech to Text in a doc
- [Thinglink](#)
- [wevideo](#) or iMovie

### Instructions and Lesson Breakdown:

- Document ideas shared in a jam board or in a shared doc. In partners have students present their own short 1–2-minute summaries of what they have learned about Ubuntu, students can use a digital space to record learning, or write reflectively in a doc (speech to text). Encourage students to record personal ideas in a Journal to connect to the next lesson: Connecting to Nelson Mandela’s Narrative.

## References:

- Educomm, S. (2012, March 6). Ubuntu told by Nelson Mandela. [Video]. YouTube. <https://www.youtube.com/watch?v=HED4h00xPPA&t=68s>
- 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.
- Nations, U. (1948). Universal Declaration of Human Rights by United Nations. *United Nations General Assembly*.

- Ontario Ministry of Education. (2006). Ontario Curriculum Grades 1 – 8 Language. [revised]. Retrieved from <https://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>
- Templeton Prize. (2013, April 4). *Who we are: Human uniqueness and the African Spirit of Ubuntu. Desmond Tutu, Templeton Prize, 2013.* [Video]. YouTube. <https://www.youtube.com/watch?v=0wZtfqZ271w>
- The Desmond Tutu Peace Foundation. (2012, December 15). *Ubuntu: A Brief Description.* [Video]. YouTube. <https://www.youtube.com/watch?v=wg49mvZ2V5U>

# REFLECTING AND CONNECTING TO NELSON MANDELA'S NARRATIVE

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## Developer's Name:

Anneke McCabe, Ph.D. Candidate, M.Ed., B.Ed., B.Mus.

## Audience:

Grades 7 & 8

## Lesson Description:

This lesson will begin by activating previous learning about “Ubuntu” (Tutu, 2013, 0. 22), allowing students to reflect on significant events and pivotal moments that contribute to the narrative of South Africa and Apartheid. As you discuss significant events of Nelson Mandela’s narrative reflect on courage, character, resilience, and “spirit of Ubuntu” (Tutu, 2012, 0. 28). Guide discussions, supported by “critical community conversations” (Mogadime, 2021, p. 10), in teacher-peer conferences, as well as class wide discussions that helps to support students in connecting to learning about South Africa to life in Canada and the student’s individual identities. Encourage students to communicate through oral storytelling as the class pulls together a consolidated timeline of significant events of Nelson Mandela’s narrative. Choose a timeline application that best suits the needs of your classroom and your school board’s privacy policy.

## Lesson Objectives:

- Lead reflective discussions about equal rights, protest, and racism, 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 as you construct a shared class timeline.
- Reflect on Global Economic Development in South Africa and quality of life, through Nelson Mandela’s life’s work.



## Relevant Ontario Curriculum:

### Geography and Critical Literacy: Reading and Writing

- Gather and organize information from a variety of sources that investigate apartheid and significant events in Nelson Mandela's life.
- Formulate questions to guide investigations into issues related to the global development and quality of life from a geographic perspective.
- Evaluate evidence and draw conclusions about issues related to the struggle in South Africa according to what you are learning through reflective class discussions on Apartheid, protest, racism, equal rights, racial segregation, and the strength of people.
- Analyze how various factors, have affected colonial legacy and the economy of South Africa.

### Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2006). [The Ontario Curriculum Grades 1 – 8 Language](#)
- Ontario Ministry of Education (2018). [The Ontario Curriculum Grades 1 – 6 Social Studies, 7 & 8 History and Geography](#)

## Human Rights Instruments:

Universal Declaration of Human Rights. United Nations, 1948

- Article 1 – All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
- Article 3 – Everyone has the right to life, liberty and security of person.

- Article 4 – No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
- Article 5 – No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## Resources:

- [Nelson Mandela Website](#)
- [The Life of Nelson Mandela](#)
- Video: [Apartheid Explained](#)
- [Online Learners Biography: Nelson Mandela Foundation](#)
- [Online Learning: National Geographic Kids](#)
- Book: National Geographic Kids Nelson Mandela By: Barbara Kramer
- Book: Nelson Mandela: “No Easy Walk to Freedom” Biography by: Barry Denenberg (Complete Life Story: 1918-2013)
- Book: Biography – Nelson Mandela By: Laaren Brown and Lenny Hort
- Ubuntu Video: [Ubuntu – a person is a person through other persons: Getrude Matshe at TEDxTeAro](#)

## Please review Teaching Nelson Mandela Teacher Tools:

1. Definition of Terms & Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture (Mogadime, 2021)
  2. Teaching Nelson Mandela: African Epistemology Stages of Learning – ARCC
  3. Teaching Nelson Mandela’s Biography: A Lens for Studying Life Stories
- \*Consult with your School Board for permission to use websites

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 25 minutes

#### Links & Resources:

- Ubuntu Video: [Ubuntu – a person is a person through other persons: Getrude Matshe at TEDxTeAro](#)

### Instructions and Lesson Breakdown:

- Consolidate learning from the previous lesson by activating schema with Getrude Matshe's TEDx on Ubuntu.

## Reflect

**Real time in the classroom:** 20 minutes

### Links & Resources:

- [Padlet](#)

### Instructions and Lesson Breakdown:

- Share and reflect on highlights and key learning from the Ted Talk by using [Padlet](#) as a shared thinking space. Create a jam board that highlights important events and aspects in the learning

## Connect

**Real time in the classroom:** 45 minutes

### Links & Resources:

- [Online Learners Biography: Nelson Mandela Foundation](#)
- [The Life of Nelson Mandela](#)
- Book: Biography – Nelson Mandela By: Laaren Brown and Lenny Hort

### Instructions and Lesson Breakdown:

- Connect to Nelson Mandela's Narrative by using the Learner's Biography. Have the students organize taking key notes in the following 4 Chapters: Childhood, The Big City, The Prisoner, The Statesman. Compare, contrast, and connect to Brown and Hort's biography of Mandela. Discuss critical events in Mandela's life and build a class-consolidated timeline. Consolidate learning on a timeline application that is appropriate and fits the privacy policy for your school board.
- Teacher and student conference during while learning about Nelson Mandela's life. While in conference with the students, it is an ideal time to co-create success criteria for what the historical timelines should look like. Use the co-created success criteria to help direct students with what the look-fors are for this learning.

## Communicate

**Real time in the classroom:** 100 minutes

**Links & Resources:**

- Book: Nelson Mandela: “No Easy Walk to Freedom” Biography by: Barry Denenberg (Complete Life Story: 1918-2013)
- [Online Learners Biography: Nelson Mandela Foundation](#)
- [The Life of Nelson Mandela](#)

**Instructions and Lesson Breakdown:**

- Working in groups have students begin to build the events of Mandela’s life and the history of South Africa into a timeline that could be communicated as a story. Use Denenberg’s book as an additional resource to support the timeline. Encourage the students to communicate in groups through oral storytelling. Have the students work in pairs to explore sharing the narrative they are learning about.
- Begin to prepare students to consolidate their learning so it can be transferred into a historical timeline in the next lesson: Mandela’s Life and Developing a Historical Timeline or Story Map.

## References:

- Educomm, S. (2012, March 6). Ubuntu told by Nelson Mandela. [Video]. YouTube. <https://www.youtube.com/watch?v=HED4h00xPPA&t=68s>
- 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.
- Nations, U. (1948). Universal Declaration of Human Rights by United Nations. *United Nations General Assembly*.
- Ontario Ministry of Education. (2006). Ontario Curriculum Grades 1 – 8 Language. [revised]. Retrieved from <https://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>
- Ontario Ministry of Education. (2018). Social Studies Curriculum Grades 1 – 6, History Geography Grades Curriculum 7 & 8. [revised]. Retrieved from <https://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>
- Templeton Prize. (2013, April 4). *Who we are: Human uniqueness and the African Spirit of Ubuntu. Desmond Tutu, Templeton Prize, 2013*. [Video]. YouTube. <https://www.youtube.com/watch?v=0wZtfqZ271w>
- The Desmond Tutu Peace Foundation. (2012, December 15). *Ubuntu: A Brief Description*. [Video].

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

# MANDELA'S LIFE AND DEVELOPING A HISTORICAL TIMELINE OR STORY MAP

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## Developer's Name:

Anneke McCabe, Ph.D. Candidate, M.Ed., B.Ed., B.Mus.

## Audience:

Grades 7 & 8

## Lesson Description:

This lesson activates and responds to “sensitive issues of race, how they were directly upheld by racism, oppression, dominance, and segregation” (Mogadime, 2021, p. 10). The learning in this lesson is scaffolded when you engage with reflecting on the oral story telling of Nelson Mandela’s narrative and historical events in the previous lesson. Students can use a digital timeline story mapping tool (such as ESRI) to aid in reflecting and connecting to significant events in Nelson Mandela’s life. As students construct a historical timeline individually or in partners, they will learn how to communicate the Struggle for Freedom in South Africa. By creating, sharing, and presenting a narrative timeline that focuses on critical historical events, students will have the opportunity to express “the lack of fairness and oppression that was suffered by human beings because of Apartheid” (Mogadime, 2021, p. 10). ESRI story mapping tool is used as a suggested example. If this specific digital timeline/story mapping tool does not work for your learners, choose a tool that best suits the needs of your classroom and your school board’s privacy policy.

## Lesson Objectives:

- Develop historical timelines that document significant events in Nelson Mandela’s life focusing on equal rights, protest, and racism, racial segregation by learning about Apartheid (Mogadime, 2019).
- Students will create historical individual timelines or story map that communicate the history of South Africa while representing a reflection of each student’s learning concerning the realities of lives lived under apartheid, therefore timelines may include the acts of racial violence, and the pain of trauma.

- Students will reflect on Global Economic Development in South Africa and quality of life, through Nelson Mandela's life's work and story.

## Relevant Ontario Curriculum:

### Critical Literacy: Reading, Writing, Media, and Oral Communication

- Create historical timelines or story maps individually or working in pairs and compare quality of life with respect to South Africa and other countries, compare Nelson Mandela's life to your own, reflect on the narrative of South Africa.
- Through conference and discussions reflect on reading skills and strategies used while reading decide what events are most significant for the historical timeline / story map.
- Gather and organize information for the timeline or story map from a variety of sources that investigate apartheid and significant events in Nelson Mandela's life.
- Evaluate evidence and draw conclusions about issues related to the struggle in South Africa according to what you are learning by constructing the timeline, through reflective class discussions on Apartheid (Mogadime, 2019), protest, racism, equal rights, racial segregation, and the strength of people and analyze how various factors, including Apartheid, have affected colonial legacy and the economy of South Africa.

### Relevant Ontario Curriculum Documents

- Ontario Ministry of Education. (2006). [The Ontario Curriculum Grades 1– 8 Language](#)
- Ontario Ministry of Education. (2018). [The Ontario Curriculum Grades 1– 6 Social Studies, 7 & 8 History and Geography](#)

## Human Rights Instruments:

Universal Declaration of Human Rights. United Nations, 1948

- Article 3 – Everyone has the right to life, liberty, and security of person.

- Article 4 – No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
- Article 5 – No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## Resources:

- [Nelson Mandela Website](#)
- [The Life of Nelson Mandela](#)
- [ESRI Story Maps](#)
- [Online Learners Biography: Nelson Mandela Foundation](#)
- [Online Nelson Mandela Foundation, Timeline](#)
- [Online Nelson Mandela's Life Story](#)
- [Online Learning: National Geographic Kids](#)
- Book: National Geographic Kids Nelson Mandela By: Barbara Kramer
- Book: Nelson Mandela: “No Easy Walk to Freedom” Biography by: Barry Denenberg (Complete Life Story: 1918-2013)
- Book: Biography – Nelson Mandela By: Laaren Brown and Lenny Hort

## Please review Teaching Nelson Mandela Teacher Tools:

1. Definition of Terms & Responding to Readings about Apartheid – Racism, Oppression, Trauma and Torture (Mogadime, 2021)
  2. Teaching Nelson Mandela: African Epistemology Stages of Learning – ARCC
  3. Teaching Nelson Mandela's Biography: A Lens for Studying Life Stories
- \*Consult with your School Board for permission to use websites

## Lesson Plan Details by Stages of African Epistemology:

### Activate

**Real time in the classroom:** 50 minutes

#### **Links & Resources:**

- [Online Learners Biography: Nelson Mandela Foundation](#)
- [Online Nelson Mandela Foundation, Timeline](#)



- [Online Nelson Mandela's Life Story](#)
- [Online Learning: National Geographic Kids](#)

### **Instructions and Lesson Breakdown:**

- Reviewing resources (video, books, websites, digital consolidation done by the students during the previous lesson.
- Model a think aloud and record initial reactions to learning about the timeline of Nelson Mandela's Life. 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.

### **Reflect**

**Real time in the classroom:** 50 minutes

#### **Links & Resources:**

- Book: Nelson Mandela: "No Easy Walk to Freedom" Biography by: Barry Denenberg (Complete Life Story: 1918-2013)
- Explore digital tools such as [ESRI Story Maps](#) to support students connecting and communicating their thinking.

### **Instructions and Lesson Breakdown:**

- Engage in a discussion of highlighting Human Rights Articles 1-5 (United Nations, 1948) and discuss appropriate placement that can reflect how the students choose to defend these human rights through their narrative, and development of a timeline or story map. Discuss with the students' various ways in which they can embed acting as a defender of human rights in the historical timelines. Share ideas about integrating the Human Rights Articles as actions for change.
- Co-Create Success Criteria with the class around peer group interaction and appropriate class discussions.
- Co-Create criteria for expectations for the historical timelines and story mapping that they will create – tangibly on paper or using digital tools.
- Co-Create Success Criteria for what the look-fors are for a historical timeline / story map that meets the expectations for your class.

### **Connect**

**Real time in the classroom:** 50 minutes

**Links & Resources:**

- Explore digital tools such as [ESRI Story Maps](#) to support students connecting and communicating their thinking.

**Instructions and Lesson Breakdown:**

- Run a ‘workshop’ with your class modelling how to communicate a narrative/ or a story as a historical timeline and how to consolidate their reflections as part of the narrative in the timeline.
- Discuss and share ideas about how to embed actions as a defender of Human Rights in the historical timeline they are creating.
- During a ‘workshop’ the teacher models and example of what they are looking for, and slowly breaks down the learning in a way that is inclusive for all. Separate important aspects of the learning and model for the students how to make some connections. It is important for the teacher to model how to create a historical timeline using the digital timeline/ story mapping tool of choice.
- Invite students to participate in a Gallery Walk, and review how to best offer critical feedback to one another. During this time establish what peer supported learning looks like in your classroom, you may choose to develop criteria with the students, so expectations are clear.

**Communicate**

**Real time in the classroom:** 50 minutes

**Links & Resources:**

- Explore digital tools such as [ESRI Story Maps](#) to support students connecting and communicating their thinking.

**Instructions and Lesson Breakdown:**

- Consolidate with a class discussion guided by the teacher that highlights and allows for reflections on Apartheid (Mogadime, 2019), equal rights, social justice, racism, human rights, activism, inequality on a global scale as students continue to explore the placement of significant events in their timelines.
- Allow for ample time for the students to create their historical timeline/ or story map, on the Narrative of Nelson Mandela and South Africa’s Struggle for Freedom. Conference with the students through this process so they understand how to best embed their position as a defender of Human Rights, and help the students see where they can embed their action for change within the timelines they make.

### Anneke's Lesson 3 Extension: Zoom in – Zoom Out – Zoom About

Continue to support discussions through guided exploration in student-teacher conferences. Students will begin to arrive at a better understanding through the “Critical Community Conversations” (Mogadime, 2021, p. 10).

**Zoom-In** to the student's historical timelines and/ or story maps and continue to share significant and important events that contribute to the narrative of South Africa and Apartheid (Mogadime, 2019) with the whole class. As you discuss significant events of the timeline reflect on courage, character, resilience, and spirit.

**Zoom-Out** of the student's historical timelines and/ or story maps and guide discussions centered on identity in conferences with teacher and peers, as well as class wide discussions. Discuss how we connect what we are learning about South Africa to life in Canada and individual identities. Keep Ubuntu at the forefront of the discussions. According to Mogadime an “Ubuntu teaching and learning process is holistic in that it integrates spirituality, interdependence and unity.” (Mogadime, 2021, p. 10). Use student reflections about Ubuntu to deepen conversations as students develop a moral conscience in conversation with one another.

**Zoom About**, as the peer group interacts during guided discussions this can lead to action and responses about Human Rights and quality of life. Use the feedback you have received from the conferences to help next steps as students may want to take their learning to impact a greater change within the school community, and Global community. Think globally and act locally. Encourage students to defend Human Rights embracing a *glocal* perspective.

## References:

- 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.
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# REFERENCE LIST

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*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/teachingnelsonmandela/?p=506#h5p-4>

# VERSION HISTORY

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This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change	Affected Web Page
1.0	06 March 2023	First Publication	N/A
1.1	27 July 2023	Additions made to a lesson to expand use to kindergarten. Created Version History section. Updated Reference List.	<a href="#">Remembering Nelson Mandela Through Children's Literature</a> <a href="#">Reference List</a>