CHAPTER: Nelson Mandela, Long Walk to freedom

Grade: **10**
Board: **CBSE**
Book: **First Flight, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Define apartheid.
- Describe the various stages in Mandela's life.
- Interpret Mandela's thoughts on courage and freedom.
- Use information given in the text to answer questions.
- Apply the knowledge of noun forms of verbs, idioms and coordinate clauses.
- Write a paragraph.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. Dignitaries

Meaning: A person considered to be important because of his high rank or office.

Sentence: All the dignitaries were seated on a raised platform for the function.

Synonyms: VIP, luminaries.

No antonyms.

2. Supremacy

Meaning: The state or condition of being superior to all others in authority, power or status.

Sentence: It is foolish to run after supremacy in material wealth.

Synonyms: Predominance, authority, power.

Antonyms: Inferiority, weakness.

3. Pledged

Meaning: Committed by a solemn promise.

Sentence: Friends are pledged to help each other during tough times.

Synonyms: Undertaking, promised.

Antonyms*:* Breached, broken.

4. Bondage

Meaning: The state of being a slave.

Sentence: Life in bondage is oppressive.

Etymology: From the Anglo-Latin word 'bondagium'.

***Synonyms*:** Slavery, subjugation, oppression.

Antonyms: Freedom, independence.

5. Oppression.

Meaning: Prolonged cruel or unjust treatment.

Sentence: Oppression always gives rise to a revolt.

Etymology: From the Latin word 'oppressio'.

Synonyms: Persecution, abuse, tyranny.

Antonyms: Kindness, niceness, democracy.

6. Bedecked

Meaning: Decorated.

Sentence: The house was bedecked with flowers.

Synonyms: Adorned, furnished.

Antonym*: Marred*

7. Overwhelmed

Meaning: Have a strong emotional effect.

Sentence: I felt overwhelmed with gratitude on receiving a scholarship to study abroad.

Synonyms: Overcome, affected.

Antonyms: Surrendered, yielded.

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8. Brutality

Meaning: Savage physical force.

Sentence: The police is known for its brutality on the poor villagers.

Synonyms: Cruelty, savagery, wickedness.

Antonyms: Gentleness, humaneness.

9. Defies

Meaning: Openly resist or refuse.

Sentence: He often defies his father's command.

Etymology: From the old French word 'desfier'.

Synonyms: Flout, challenge.

Antonyms: Aid, respect, obey.

10. Triumph

Meaning: A great victory or achievement.

Sentence: It was a great triumph for our school to have won the inter-school football championship.

Etymology: From the Latin word 'triumphus'.

Synonyms: Win, conquest, success.

Antonyms: Disaster, failure, loss.

11. Grimmest

Meaning: Very serious or gloomy.

Sentence: It is on the grimmest of days that we need the support of family and friends.

Synonyms: Bleak, dismal.

Antonyms: Bright, cheerful, comforting.

12. Glimmer

Meaning: A faint sign of a feeling or quality.

Sentence: A glimmer of hope can help us survive in a tough situation.

Synonyms: Flicker, hint, ray.

Antonym: Dullness.

13. Extinguished

Meaning: Put an end to.

Sentence: The firemen quickly extinguished the fire in the building.

Synonyms: Destroyed, removed, suppressed.

Antonyms: Started, created, lighted.

14. Mealies

Meaning: Maize kernels.

Sentence: The farmer put some mealies in my bag.

No synonyms and antonyms.

15. Abided

Meaning: Accept or act in accordance with.

Sentence: As a student I always abided by the rules of my school.

Synonyms: Obeyed, followed.

Antonyms: Avoided, disagreed.

16. Yearned

Meaning: Have an intense feeling of longing for something.

Sentence: While in college, I yearned for my school friends.

Synonyms: Wanted, craved, desired.

Antonyms: Disliked, hated.

3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' *Freedom* '

Broad instructions :

Discussion Points:

- Ask the students, "What is freedom?"
  Accept the answers:
  To be able to do whatever we want.
  To be able to exercise our rights.
  To be able to choose.
- Was the freedom struggle for our country easy?
- What were the sacrifices involved?
  Accept the answers:
  Family life.
  Personal desires.
  Comforts of life.
- What is common among the freedom fighters?

  Accept the answers:

  Intense love for the country.

  Willingness to do anything for the country.

  Brave and resilient.

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude the discussion with the following sentence:
Let us now read about Nelson Mandela's long walk to freedom.

II. READING THE CHAPTER

While teaching this chapter, the teacher may employ the following methods:

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Questions should be asked frequently to test their understanding of the text.
- The teacher may ask the following questions:
  Who was keeping Mandela busy?
  What did Mandela call himself and his newly elected government?
  Who all took part in the air show?
  How does Mandela describe the government in the first decade?
  How does Mandela see himself?
  What did the policy of apartheid do?
  What according to Mandela is the greatest wealth of his nation?
  What is man's goodness compared to?
  Who was punished and isolated?
  Mandela was not troubled by the law of man or God as long as he did what?
  When did he join the African National Congress?
- Use simple vocabulary and also introduce students to new words listed above.
- Discuss the idiomatic translation of the following phrases:
  A rainbow gathering of different colors and nations.
  The seat of white supremacy.
  Be overwhelmed with a sense of history.
  Resilience that defies the imagination.
  A glimmer of humanity.
  A twilight existence.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher must highlight the important points of the chapter such as:

1. The details of the inauguration ceremony.
2. Mandela's speech.
3. Mandela's understanding of courage.
4. Various phases of his life.
5. His understanding of freedom.
6. Mandela's thoughts on 'the oppressor'.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to prepare a chart on Nelson Mandela.

Guidelines for the teachers:

- Divide the students into groups of three or four.
- Explain to the students that they have to prepare a chart on the **life and facts about Nelson Mandela.**
- Since there is lack of time in senior classes, don't allow the task to become too elaborate. It can be given as a home task or to be done in any free period during school hours.
- The chart should be made with the available resources.
- It should have pictures.
- The students must gather interesting facts about his life.
- They should try and make it more pictorial and less textual.
- The students must discuss among themselves and not quarrel.
- Ensure that in a group every student has a task and the degree of difficulty is evenly distributed.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- The charts can be displayed in the class.

Conclusion:

Sum up the activity by discussing the various charts. Point out the ones made really well while appreciating the effort put in others.
Discuss the fact that while making the charts they have learnt so much about Nelson Mandela and that they should emulate his good habits.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Reference to context:

Q.1. On that lovely autumn day I was accompanied by my daughter Zenani.
a. Who is 'I'?
b. What was the date on that day?
c. Where were they going?

Q.2. I was not unmindful of the fact that not so many years before they would not have saluted but arrested me.
a. Who is 'I' and 'they'?
b. Why would they have arrested 'I'?
c. Why do they salute him now?

Q.3. It is from these comrades in the struggle that I have learned the meaning of courage.
a. Name any two comrades.
b. Which struggle is being talked about here?
c. What does Mandela say about courage?

Short answer questions:

Q.1. What was unique about the inauguration?
Q.2. What did the new government pledge the most to?
Q.3. What did the policy of apartheid do to the country?
Q.4. What reassured Mandela during the grimmest time in prison?
Q.5. What is man's goodness compared to by Mandela?
Q.6. What happened to a man if he tried to fulfill his duties to his people?
Q.7. What led to the transformation of Mandela's personality?

Brain teaser:

Q.1. Draw a parallel between Mandela and Gandhiji.

WORKSHEET 2: GRAMMAR

Q.1. Fill in the blanks with the Noun form of the Verb given in the bracket.
a. Take whichever you like. It's your_____. (choose)
b. Their _____ came as a big surprise. (refuse)
c. They offer free _____ to this area. (deliver)
d. The _____ took place at around midnight. (rob)
e. Book early to avoid _____. (disappoint)

Q.2. Fill in the blanks with appropriate coordinate conjunctions to combine the coordinate clauses.
a. This is a useful tip ___ it is difficult to remember.
b. Shelly has a pleasant personality ____ Shayne is very intelligent.
c. I have not done the work ___ has he done his work.
d. I have not gone to the club since a few weeks ____ have I visited my friends since long.
e. He thinks he can get through the interview ____ his father knows the board of directors well.

Q.3. Given below are some idioms. Choose the correct meaning.
1. He has the gift of the gab.
a. He is gifted.
b. He is a chatterbox.
c. He is a good conversationalist.

WORKSHEET 2: GRAMMAR

2. Once in a blue moon, we meet each other.
   - Frequently.
   - Sometimes.
   - Very seldom indeed.

3. In the end, he had to eat the humble pie.
   - Apologize humbly.
   - Defend himself vigorously.
   - Adopt an aggressive attitude.

4. To be a good orator, you don't have to play to the galleries.
   - Make a fool of yourself.
   - Offend the audience.
   - Appeal to the lower taste.

5. The officer took him to task.
   - Praised him.
   - Reprimanded him severely.
   - Dismissed him.

WORKSHEET 3:VOCABULARY

Best used: Class work at the end or as a home work.

Q.1. Here are some words that you have read in the chapter. Pick out their synonyms.

a. Reign.
i. Dynasty ii. Incapacity iii. Inferiority iv. Weakness

b. Awe.
i. Disregard ii. Disrespect iii. Reverence iv. Expectation

c.Despised.
i. Accepted ii. Loathed iii. Admired iv. Liked

d.Wrought.
i. Moulded ii. Broken iii. Split iv. Shattered

e.Comrades.
i. Enemies ii. Opponents iii. Rivals iv. Colleagues

f.Inevitably.
i. Unlikely ii. Inescapably iii. Avoidable iv. Uncertainty

g.Bold.
i. Fearless ii. Cautious iii. Meek iv. Shy

WORKSHEET 3:VOCABULARY

Q.2. Here is a list of words related to democracy. Match them with their meaning.

a. Amendment.	The national legislative body of a nation, especially a republic.
b. Ballot.	The process of formally altering or adding to a document or record, such as the constitution.
c. Congress.	It is the form of government, the set of rules, cultural or social norms etc. that regulate the operation of government and its interactions with society.
d. Oligarchy.	The act, process or method of voting, especially in secret.
e. Regime.	It is a form of power structure in which power effectively rests with a small number of people.

WORKSHEET 4: WRITING SKILLS

Best used: Home work.

Q.1. Do you think you lack freedom in certain areas? Write a paragraph expressing your opinion.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context:

Q.1. a. Nelson Mandela.
b. 10th May 1994.
c. Inauguration ceremony.

Q.2. a. Nelson Mandela and highest generals of South African defense force and police.
b. Because he was considered an outlaw.
c. Because he was the President of the newly elected democratic government.

Q.3. a. Oliver Tambos, Walter Sisulus, Chief Lulhulis, Yusuf Dadoos, Bram Fischers, Robert Sobukwes.
b. The struggle for independence from the three centuries of white rule.
c. Was not the absence of fear, but the triumph over it.

Short answer questions:

Q.1. Largest gathering ever of international leaders on South African soil.
Q.2. Liberate all their people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.
Q.3. Created a deep and everlasting wound. Decades of brutality and oppression produced men of extraordinary courage, wisdom and generosity.
Q.4. A glimmer of humanity in one of the guards.
Q.5. A flame that can be hidden but never extinguished.
Q.6. Inevitably ripped from his family and his home, was forced to live a life apart, a twilight existence of secrecy and rebellion.
Q.7. Desire for the freedom of his people to live their lives with dignity and self-respect.

Brain teaser.

Q.1. Both lawyers, humble origins, followed same method, sacrificed family life, were imprisoned for long durations, left a deep impact on countrymen as well as the world.

WORKSHEET 2: GRAMMAR

Q.1. a. choice
b. refusal
c. delivery
d. robbery
e. disappointment

Q.2. a. but
b. but
c. nor
d. nor
e. for

Q.3. 1.c. He is a good conversationalist.
2.c. Very seldom indeed.
3.a. Apologize humbly.
4.c. Appeal to the lower taste.
5.b. Reprimanded him severely.

WORKSHEET 3: VOCABULARY

Q.1.a. i. Dynasty.
b. iii. Reverence.
c. ii. Loathed.
d. i. Molded.
e. iv. Colleagues.
f. ii. Inescapably.
g. i. Fearless.

Q.2.a. The process of formally altering or adding to a document or record, such as the constitution.
b. The act, process or method of voting, especially in secret.
c. The national legislative body of a nation, especially a republic.
d. It is a form of power structure in which power effectively rests with a small number of people.
e. It is the form of government, the set of rules, cultural or social norms, etc. that regulate the operation of government and its interactions with society.

WORKSHEET 3: WRITTING

Q.1. The answer may have the following points:

Yes, to choose subjects to study, career, what to wear, gender restrictions.

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5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

The following websites can be used :

- www.grammarbook.com/noun-verb-adjective-adverb.html
- www.gingersoftware.com>grammar-rules

Youtube Video:

- htttps://www.youtube.com/watch?v=T5esFX01llw