Unit 3

Title: Glory and Hope

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.9-10.1, RL.9-10.2, RL.9-10.7; W.9-10.2, W.9-10.4, W.9-10.9; SL.9-10.1, SL.9-10.3, L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.5

Teacher Instructions

**Preparing for Teaching**

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

Big Ideas and Key Understandings

 Freedom comes at a price and must be fostered and supported by all countries and nations.

Synopsis

 Nelson Mandela’s speech (1994) was given to celebrate the first free election and the new policy of majority rule in South

Africa. Mandela thanks those who supported the free election and he presents his hopes for the future of South Africa.

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

**During Teaching**

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

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Who is Mandela addressing in lines 1-6? What is his message? Cite evidence from the text. | He is talking to the world “majesties, royal highnesses, distinguished guests, comrades, and friends.” (lines 1-3) He wants the world to be proud of the progress made in South Africa. |
| According to Mandela, what will “reinforce humanity’s belief in justice, strengthen its confidence in the nobility of the human soul, and sustain all our hopes for a glorious life for all” (p. 445, lines 10-15)? | The “daily deeds of ordinary South Africans” will accomplish these goals.  |
| Who does Mandela address in line 19? What is his purpose in using references to nature as part of his speech? Cite evidence from the text. | He is addressing South Africans. His purpose is to express the unity among the people and he’s using a metaphor to compare nature to the depth of attachment the people have for the country. “each one of us is intimately attached to the country as are the famous jacaranda trees of Pretoria....” (lines 19-23) He is making an emotional appeal to his countrymen, appealing to their patriotic feelings through this reference to nature. |
| In lines 31-39, what is the “depth of the pain” to which Mandela refers? Cite evidence from the text. | The text states “the country was torn apart by terrible conflict…we were spurned, outlawed, isolated by the world and the harmful practice of racism and racial oppression.” This shows Mandela is pained by both Apartheid and because South Africa was isolated from the rest of the world. |
| Mandela states, “We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom.” Who is “humanity”? Explain why South Africa is being taken back.  | Humanity represents democratic nations around the world. South Africa was treated as an “outlaw” because of its practice of Apartheid. Now the world has embraced South Africa because it has changed and now is devoted to “common victory for justice, for peace, and human dignity.” (line 41) |
| Re-read lines 50-53. Explain the challenges that continue to face South Africa.  | Answers will vary. The challenges still facing South Africa would be to continue to build “peace, prosperity, nonsexism (equality between genders, men and women), nonracialism (equality between all races of people), and democracy.” |
| What can be inferred from Mandela’s reference to “bloodthirsty forces which still refuse to see the light?” (lines 60-65) Cite evidence to support your inference. | In the text Mandela wishes to “pay tribute to our security forces,” and alludes to the transition period and the first democratic elections being dangerous. |
| On page 447, Nelson Mandela uses the rhetorical device of parallelism. Cite examples from the text and explain their purpose in his speech.  | “Let there be justice for all.” “Let there be peace for all.” “Let there be work, bread, water and salt for all.” The purpose is to reiterate the unity that must continue to happen in order for the country to heal and perpetuate the dream of hope. |
| What is the purpose of Mandela’s speech? What feeling is he trying to convey? What kind of words does he use to achieve his purpose? Support your response with examples from the text. | Mandela’s main purpose is national reconciliation; he tries to give people a sense of oneness by appealing to a common love of the land. He uses the first-person pronoun “we” extensively, appealing to a sense of common purpose. |
| At the end of the speech, why does Mandela dedicate this day “to heroes and heroines?” Give specific examples to support this dedication.  | Mandela’s dedication to “Heroes and heroines” acknowledges those who gave their lives to bring democracy and racial equality to South Africa. For example, the security forces risked their lives to secure the first elections in the transition to democracy. (lines 60-65) Also, he thanks the people who have been oppressed and imprisoned and those “who have surrendered their lives so that we could be free.” (lines 94-97) |
| Describe Mandela’s vision for South Africa. | Answers may vary. Elimination of poverty, deprivation, suffering, gender discrimination, and racial discrimination. (lines 72-75) Continued commitment to peace, instilling hope and human dignity. (lines 76-79) “We understand that there is no easy road to freedom.” (lines 106-107) Mandela clearly states that the work is not finished and it cannot be done alone: “None of us acting alone can achieve success.” (lines 108-109) Mandela’s final vision is for “national reconciliation, nation building… justice and peace for all … and freedom must reign.” (lines 110-112) |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**(They are concrete or describe an object/event/process/characteristic that is familiar to students) | **These words require more time to learn**(They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 445 – comradesPage 445 – compatriotsPage 445 – exhilarationPage 445 – isolatedPage 445 –humanityPage 447 – chasmsPage 447 – bondagePage 447 – triumphedPage 445 – sustainPage 445 – intimatelyPage 445 – perniciousPage 447 – amnestyPage 447 –reconciliationPage 447 – tribute  | Page 445 – outlawed, outlawsPage 445/447 – liberty, liberatePage 445 – renewalPage 445 – distinguished  |
| **Meaning needs to be provided** | Page 445 – nobilityPage 445 – bosomPage 445 – conferPage 447 – deprivationPage 447 – urgencyPage 447 – bestowed | Page 445 – spurnedPage 445 – ideologyPage 445 – oppressionPage 447 – prosperityPage 447 – relative Page 447 – nonsexismPage 447 – nonracialismPage 447 – democracyPage 447 – inalienablePage 447 – indignityPage 447 – reign |

Culminating Writing Task

* Prompt

On page 447, Mandela states, “The time for the healing of the wounds has come. The moment to bridge the chasms is upon us. The time to build is upon us.” What are the wounds to which Mandela refers? What are the chasms? What does Mandela wish to build? How does Mandela’s use of rhetoric affect his statements? Write an essay that explains and synthesizes your responses to these questions. Use specific examples from the text to support your response.

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

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| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression.” | 445 | The wounds that Mandela is referring to are the practice of racism and racial oppression-apartheid-that was allowed to exist in South Africa for decades. This practice of discrimination tore the country apart as whites and blacks battled each other for basic human rights. |
| “We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discriminations.” | 447 | By liberating all the people of South Africa, the deep divides can begin to be bridged. As blacks are allowed to participate in government, own land and have the same rights as non-blacks healing will take place and suffering will lessen. |
| “We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.” | 445 | This statement also supports Mandela’s idea of reconnecting with the world, since South Africa was isolated and boycotted by the rest of the world because of its ideology of apartheid. South Africa was able to host the “distinguished guest” from all countries and Mandela points that out in his speech. |
| “We commit ourselves to the construction of a complete, just and lasting peace.” “We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity-a rainbow nation at peace with itself and the world.” | 447 | Mandela wishes to build a nation that is committed to peace and justice for all its inhabitants-a rainbow nation where all ethnicities can live together without fear of discrimination, prejudice and physical harm. He wants to restore human dignity to all the people of South Africa, those that were the perpetrators and those that were the vessels of the unjust system. He refers to an agreement, a promise that there will be justice and equality for everyone in South Africa. |
| “To my compatriots, I have no hesitation…”“Each time one of us touches the soil…”“That spiritual and physical oneness we all share…”We would, We have, We pledge, We succeeded, We enter…“Let there be justice for all.”“Let there be peace for all.”“Let there be work, bread, water and salt for all.” | 445 and 447 | Mandela appeals to his listeners’ emotions by creating a sense of patriotism at the beginning of his speech.He uses the first-person “we” extensively, appealing to a sense of common purpose.He also uses parallelism to establish similar goals and emphasize the unending work that needs to be done to ensure a democratic state for all of South Africa. |

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

Nelson Mandela’s speech is meant to heal the country and unify its people. The physical and emotional wounds caused by “racism and racial oppression” have torn South Africa apart and created the “deep chasms” that keep the African people separated from each other (445). Because of the internal racist policies of the South African government the nation was ignored by the rest of the world, therefore deepening its wounds not only between and among its people, but from the external global community as the nation was “spurned, outlawed, and isolated from the peoples of the world” (445). In Mandela’s speech he calls for an end to all racist policies and then he shares his vision of healing for South Africa. This healing would be both internal and external. Internal healing would occur as “people pledged to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender, and other discriminations” (447). Mandela believed that once South Africa’s policies of discrimination are ended and the people begin to work together united against oppression, then the nations of the world would begin to accept South Africa once again. Mandela believed the ending of the racist policies would show the global community that it was time to take “us back into its bosom” (445). It is this internal end to oppression and external acceptance by the global community that Mandela believes will lead to “a just and lasting peace” (447).

Mandela uses this speech to rally the South African people to begin the healing process. He uses emotional appeals to help make his point. Mandela wishes to build a nation that is committed to peace and justice for all its inhabitants: “We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity-a rainbow nation at peace with itself and the world” (447). He feels that as the South African people lead the way in ending oppression that other nations of the world will then recognize South Africa and champion its cause.

It is through the “we” that Mandela believes his ultimate goal of a “just and lasting peace” will be achieved (447). He uses repetitively the first person “we” to appeal to a common purpose of reuniting the country and all of the many ethnicities that live in South Africa. Mandela uses parallelism to establish similar goals, “Let there be justice for all. Let there be peace for all” (445). Mandela’s use of parallelism also emphasizes the unending work that needs to be done to ensure a democratic state for all of South Africa: “Let there be work, bread, water and salt for all” (447). Mandela shares in his dream for South Africa. He envisions a South Africa that will regain its dignity and place in a global democracy and that it will be a nation that fosters prosperity and equity for all.

Additional Tasks

* Analyze the structures of Martin Luther King’s speech *I Have a Dream* and Nelson Mandela’s speech *Glory and Hope.* Create a chart that lists purpose, main idea and rhetorical devices used. Students should use their responses to text-dependent questions to assist them with Mandela’s speech. (Teachers, refer to Notes to Teacher section for brief explanations of rhetorical devices).

Answer: Martin Luther King, Jr.’s speech concerns the civil freedoms of African Americans in 1963. He urges non-violence and protest with dignity. He hopes for a future in which all races and religions can be “free at last.” He needed the support of the entire country. He uses repetition to emphasize his argument, and his speech has a strong introduction and conclusion. King has a strong introduction because of the resonance of the opening phrase; his reference to President Abraham Lincoln will resonate with all Americans because of his role in the ultimate liberation of slaves in the United States. King reinforces this powerful introduction with his effective use of metaphors: "beacon light," "seared in the flames," and "joyous daybreak." King has a strong conclusion because of his use of repetition "I have a dream today!" "I have a dream that one day every valley will be exalted." He offers a solution for the problems outlined at the beginning of the speech. He encourages the continued fight for equality through non-violent protest and repeats, “I have a dream” to emphasize his dream of equality for all.

Mandela’s speech concerns the reunification of South Africa after apartheid, He uses the land as a unifying symbol. He was speaking to the entire world letting them know Africa was changing. His structure is a series of thank you statements using repeated words. He also has a strong introduction and emotional conclusion. Mandela's introduction uses the plural "we" as he creates a sense of unity among African people. HIs conclusion uses parallelism as he states, "let there be justice for all." "Let there be peace for all." "Let there be work, bread, water, and salt for all."

* Nelson Mandela’s speech celebrates South Africa’s first democratic election and acknowledges the country’s struggle for freedom. Write a short response explaining the challenges endured by the people of South Africa in their quest for democracy, and the hopes Mandela has for South Africa’s future. Cite evidence to support your response.

Answer: Answers will vary. The people of South Africa experienced decades of apartheid where, "we saw our country tear itself apart in terrible conflict, and as we saw it spurned outlawed and isolated by the peoples of the world." This terrible conflict included the challenges of racism, poverty, sexism, and lack of religious freedom. Mandela's hope for the future is that the "time for the healing of wounds has come." The world has accepted South Africa and South Africa is ready to "bridge the chasms that divide." Mandela vision for the future includes justice for all, peace for all, work, food and water for all. He wants the oppression and suffering of the past to be extinguished and for the people to embrace one another as they build a democratic country.

Notes to Teacher

* **Provide Instruction on Rhetoric**-
	+ Logical Appeals-provide rational arguments to support writer’s claim and are supported with objective evidence.
	+ Emotional Appeals-provide emotional arguments and are often based on specific examples of suffering or potential threats.
	+ Ethical Appeals-provide arguments based on shared moral values, and call forth the audience’s sense of right, justice and virtue.
	+ Elevated Language-formal words and phrases that lend a serious tone to the writing or speech.
	+ Rhetorical Questions-questions that do not require an answer, posed to show the argument makes the answers obvious.
	+ Repetition-repeating a point that is especially important.
	+ Parallelism-repeating a form of expression using a common grammatical structure tells the audience that the ideas expressed are related.

McDougal Littell *Language of Literature, American Literature*, Pages 260-261

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**“Glory and Hope”**

1. Who is Mandela addressing in lines 1-6? What is his message? Cite evidence from the text.
2. According to Mandela, what will “reinforce humanity’s belief in justice, strengthen its confidence in the nobility of the human soul, and sustain all our hopes for a glorious life for all”? (p. 445, lines 10-15)
3. Who does Mandela address in line 19? What is his purpose in using references to nature as part of his speech? Cite evidence from the text.
4. In lines 31-39, what is the “depth of the pain” to which Mandela refers? Cite evidence from the text.
5. Mandela states, “We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom.” Who is “humanity”? Explain why South Africa is being taken back.
6. Re-read lines 50-53. Explain the challenges that continue to face South Africa.
7. What can be inferred from Mandela’s reference to “bloodthirsty forces which still refuse to see the light?” (lines 60-65) Cite evidence to support your inference.
8. On page 447, Nelson Mandela uses the rhetorical device of parallelism. Cite examples from the text and explain their purpose in his speech.
9. What is the purpose of Mandela’s speech? What feeling is he trying to convey? What kind of words does he use to achieve his purpose? Support your response with examples from the text.
10. At the end of the speech, why does Mandela dedicate this day “to heroes and heroines?” Give specific examples to support this dedication.
11. Describe Mandela’s vision for South Africa.

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

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

**Before reading:**

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

**Examples of Activities:**

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

**Examples of Activities:**

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

**During reading:**

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

**Examples of Activities:**

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

**Examples of Activities:**

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

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

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

**Examples of Activities:**

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