

Teachers Notes

Written by Eva John

www.quartoknows.com



Frances Lincoln
Children's Books

Introduction

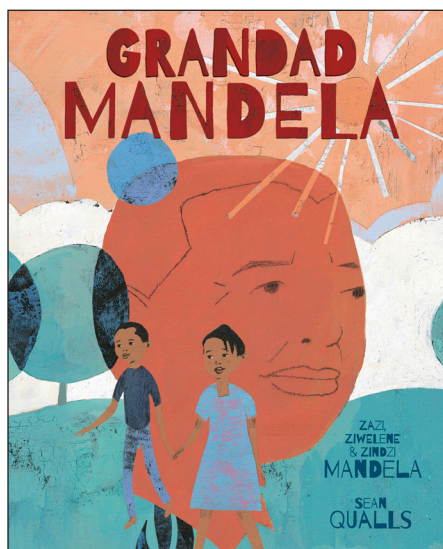
"During my lifetime I have dedicated my life to this struggle of the African people... I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities. It is an ideal for which I hope to live for and to see realised. But, My Lord, if it needs be, it is an ideal for which I am prepared to die."

Nelson Mandela

The aim of *Grandad Mandela* is to provide children of all ages with information about equality and equal opportunity in the face of hardship and conflict - in an accessible form. It is not, however, a conventional information book or biography. It approaches the Nelson Mandela legacy by posing questions that a child might seek answers to in a natural and unforced way.

It also gives people the opportunity to consider for themselves, current conflict and intolerance across the globe and in their own country. The various challenges presented in the book are shown "firsthand" and are sensitively explained and discussed by the people who experienced them.

Ideas for use in Geography and English are included here but the book can also be used as a resource for aspects of Personal, learning and thinking skills (PLTS) and Citizenship.



Cover

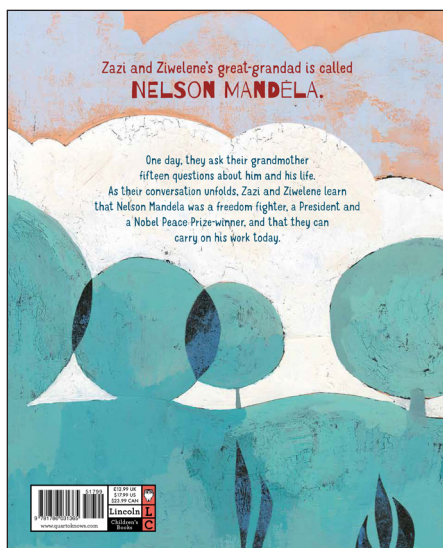
Look at the cover of the *Grandad Mandela*. What information can you glean from looking at the cover about this book?

Do you think that the book is fiction or non-fiction, and why?

Look carefully at the cover illustration. How do you think the illustrator created it?

What do you notice about the shapes he has used?

Get together as a class group and discuss what you already know about Nelson Mandela.



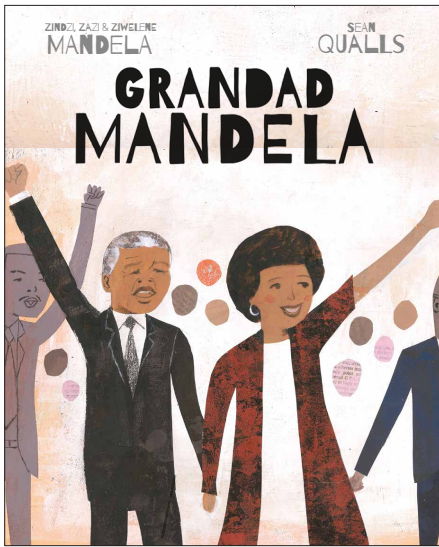
Blurb

After reading the blurb, can you guess who Zindzi Mandela is?

What sort of questions do you think Zazi and Ziwelene will ask their grandmother?

What questions might you ask? Think of ten, then collect them altogether as a class and choose the best fifteen.





Title page

Who do you think the people are on this page?

Find the symbol that is on this page. What do you think it might represent?



Why do you think 'Grandad Mandela' went to jail?

What relation is 'Grandad Mandela' to Zazi and Ziwelene?

Why do you think Zazi and Ziwelene call him 'Grandad Mandela'?

What else do you notice in the illustration on this page?



What do you think is happening in this illustration? Look closely at all the people in it.

Who do you think the baby is?

How has the picture been composed? Look at what is in the foreground and the back.

What sort of feeling does this give you?

Explain in your own words, to the person next to you, what apartheid means.

What does Grandma mean when she says, "We are different colours but we all taste the same"?

What do you think family life is like for the Mandelas?





Who do you think 'Big Mummy' was?

Why was it important to celebrate Nelson Mandela's birthdays?
How is it different from the way that most people celebrate their birthdays?

What do you think the circles might represent in the picture of Nelson Mandela?



Find Soweto on a map. How do you think you would feel if you lived somewhere where one group of people had greater privileges than you?

What do you think happens when people are forced to live in separate groups?

What clues are there in the illustration to suggest that people of different colour led separate lives?



Find synonyms for 'harsh.'

What indications can you see in the illustration to show that the police were 'very harsh'?

Find out what 'colonisation' means.

Do you think people are taught to hate? Can you think of any other examples where this has happened?

What does make people 'better' than others?





Why do you think the police picked on Nelson Mandela's children?

How do you think the police managed to find them, even when they changed their names?

Use the internet to find out where Swaziland is and how far away it is from Soweto in South Africa.

How do you think it felt, going away to boarding school in a different country?

What sort of qualities do you think the children needed to cope with the situation?



Can you convey Big Mummy's message in your own words?

What do you think the writers mean by, "Big Mummy and Grandad Mandela were strong people because of how they grew up"?

What do you think Big Mummy and Grandad Mandela value?

Why do you think the circles on the left spread are a different colour from the ones on the right?

Add thought bubbles to show what the girls might be thinking.



Why do you think the children thought it was important to find out where Big Mummy was born?

What do they discover? Why is this surprising?

What is a royal family?

Why do you think some families are considered royal?

Which countries have royal families?

How has the illustrator composed this picture?





Create a model from clay of a traditional home.
Think about which materials would be most suited to making the thatched roof.

What are 'elders'?

What sort of lessons do you think they taught?

Can you think of a story which teaches about forgiveness?

What do you think the illustrator is conveying in this picture?



Why is education important?

Why was it significant that Nelson Mandela chose to study law?

What do you think is happening in this illustration? What do you think the black outlines on the left represent?

Who do you think the lady in the illustration is? What about the man on the right and the man with the book?

Find synonyms for 'justice' and create some sentences about Nelson Mandela that include one or more of these synonyms.



What do you notice about the people the illustrator has depicted in the illustration who want to end apartheid?

What do you think is meant by the word 'fight' in this context?

Do you think it is possible to gain justice by going to prison?

Can you think of other people who have gone to prison for their beliefs?





Find out how long Nelson Mandela was in prison for.

What words would you use to describe Nelson Mandela's character while he was in prison? You might want to use a thesaurus to extend your range of choice.

What sort of things do you think help people to remain strong when life is difficult?



What do you think might have happened if Nelson Mandela had escaped from prison?

Why do you think people all over the world were interested in what happened to Nelson Mandela?

Should we get involved in things that are happening elsewhere on our planet?

Why do you think there are so many small circles in the background of this illustration?



What do you notice about the text on this page?

Why do you think the writers decided to do this?

Add thought bubbles to the characters to show what you think might be going through their minds at this special moment.





Why was it so important to the people that they see Nelson Mandela when he was released from prison?

What did he represent to everyone at that time?

Find synonyms for the word 'happy' that might describe their feelings.



Why was it important that Nelson Mandela was made President?

What do you think the term 'equality' really means?

Think about why this word is important to the telling of Nelson Mandela's story.

Where do people still find it difficult to live side by side?

How many places can you think of?

Why do you think this is?

Do you think some people are better than others, or not?

Give reasons for your opinion.

What is meant by 'everybody could go to the same schools'?

Why do you think it was important for people to go to the same hospitals?

What is difficult about sitting at the same table with enemies?

How does the illustrator show this?

What sort of qualities did Nelson Mandela have to make unity work?





"I am because we all are" is the meaning of Ubuntu.

Find your own words to express this sentiment.

Why is it difficult to forgive enemies?



What do you understand by the word volunteer? What is the meaning that Grandma Zindzi gives it?

In what sort of situations might people feel unhappy or feel that they don't belong?

What can you do to make people feel happy and feel as if they belong?

How do you feel when you help others?



How do we learn the best way to treat each other?

Challenge Activities

Research the following:

- The Nobel Peace Prize
 - When was Nelson Mandela awarded the Nobel Peace Prize?
 - Who else was awarded the Nobel Peace Prize in this year?
-

Research and present:

- Create your own time line or infographic of Nelson Mandela's life.
 - Find out what the different colours of the South African flag symbolise.
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Comprehension and mathematical challenge:

Read the following mind-boggling description:

1. *Heraldic description:*

The National flag shall be rectangular in the proportion of two in the width to three to the length; per pall from the hoist, the upper band red (chilli) and lower band blue, with a black triangle at the hoist; over the partition lines a green pall one fifth the width of the flag, fimbriated white against the red and blue, and gold against the black triangle at the hoist, and the width of the pall and its fimbriations is one third the width of the flag.

What makes this difficult to understand?

Now read this version and try to draw the flag according to the instructions, without looking at an image of the flag!

1. *The national flag is rectangular; it is one and a half times as long as it is wide.*
 2. *It is black, gold, green, white, chilli red and blue.*
 3. *It has a green Y-shaped band that is one fifth as wide as the flag. The centre lines of the band start in the top and bottom corners next to the flag post, converge in the centre of the flag, and continue horizontally to the middle of the free edge.*
 4. *The green band is edged, above and below in white, and towards the flag post end, in gold. Each edging is one fifteenth as wide as the flag.*
 5. *The triangle next to the flag post is black.*
 6. *The upper horizontal band is chilli red and the lower horizontal band is blue. These bands are each one third as wide as the flag.*
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Art challenge

- Find out more about the illustrator, Sean Qualls: <http://www.seanqualls.com/>
- Using similar techniques, choose one of the quotes on the next page by Nelson Mandela and illustrate it.



Creative Writing

We have created eight different creative writing exercises for you.

Choose one of the following poetry structures and make it your own by choosing words carefully. It should reflect something of what you have learned from reading *Grandad Mandela*.

Remember that you can test whether the poem works well by reading it aloud to hear the rhythm and flow of the words.

Play around with ideas and remember that the first ones aren't always the best!

1 - Recipe for a new country

2 - From prisoner to president

3 - Bars

4 - To make friends with an enemy

5 - Acrostics

6 - Diamante

7 - Zoom

8 - Chant



Recipe for a new country

Take,

Take,

Take,

Take,

Take,

To make a new country.



From Prisoner to President

Changes -

The royal child became

The lawyer became

The prisoner became

The President became



Bars

Inside the prison.....

Outside the prison

Inside the prison.....

Outside the prison

Within the prison

Beyond the prison

Across the country



To Make Friends with an Enemy

To make friends with an enemy,

Try

To make friends with an enemy,

Try

To make friends with an enemy,

Try

To make friends with an enemy.



Acrostics

Choose a word which fits with the themes in Grandad Mandela.

Then create lines starting with the initials of the word chosen. It doesn't need to rhyme, but the words should flow.

We have created an example here for you

Hours, days, weeks, months, years...

***P**inciples in prison*

***R**esisting silence*

***I**nsisting on justice*

***S**trength from support*

***O**verturning apartheid*

***N**elson Mandela*



Diamante

Here are some examples of how you can create a Diamante:

- Line 1: beginning topic word
- Line 2: two adjectives about the first topic
- Line 3: three –ing words about the first topic
- Line 4: four nouns or short phrases, linking the two topics together
- Line 5: three –ing words about the second topic
- Line 6: two adjectives about the second topic
- Line 7: ending topic word

Or

Noun
Adjective, adjective
Verb, verb, verb
Noun, noun, noun, noun
Verb, verb, verb
Adjective, adjective
Noun

Apartheid

.....,

.....,,

.....,,,

.....,,

.....,

Unity



Zoom

When writing this poem, think of problems and solutions, changing the tone from negative to positive half way through.

The world of

The country of

The city of

The prison of

The river of

The star of

The sun of

The moon of

The heaven of



Chant

Think of the qualities of humanity. Think of synonyms that can be used in a chant, using Ubuntu as a chorus. Consider alliteration, assonance, and rhythm, and the number of syllables in each word. Test the words by saying them aloud to see how well they work.

Ubuntu

Ubuntu

.....

Ubuntu

.....

Ubuntu

.....

I am because we all are.



Quotes by Nelson Mandela

Display:

We have collected a range of Nelson Mandela's most famous quotes for you to read. Choose three quotes to discuss together in groups.

Can you think of any people who represent the achievement of any of the qualities shown in the quotes you have read? How do they represent these qualities?

Create either a collage of quotes, images and achievers to share with your school or an electronic presentation to encourage discussion around the quotes you have selected.

May your choices reflect your hopes, not your fears.

It always seems impossible until it's done.

A winner is a dreamer who never gives up.

*Education is the most powerful weapon which
you can use to change the world.*

The greatest glory in living is not in falling, but in rising every time we fall.

*I learned that courage was not the absence of fear, but the triumph
over it. The brave man is not he who does not feel afraid, but he who
conquers that fear.*

*As I walked out the door toward the gate that would lead to my freedom,
I knew if I didn't leave my bitterness and hatred behind,
I'd still be in prison.*



There is no passion to be found playing small in settling for a life that is less than the one you are capable of living.

And if they can learn to hate, they can be taught to love.

A good head and a good heart are always a formidable combination.

After climbing a great hill. One only finds that there are many more hills to climb.

For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.

I am the master of my fate: I am the captain of my soul.

Sometimes, it falls upon a generation to be great. You can be that great generation. Let your greatness blossom.

Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the actions of human beings.

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.



There can be no greater gift than that of giving one's time and energy to helping others without expecting anything in return.

What counts is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.

And as we let our own light shine, we unconsciously give other people permission to do the same.

Overcoming poverty is not a gesture of charity, it is an act of justice.

There is nothing like returning to a place that remains unchanged to find the ways in which you have altered.

When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw.

Part of being optimistic is keeping one's head pointed toward the sun, one's feet moving forward.

I never lose. I either win or learn.

Real leaders must be ready to sacrifice all for the freedom of their people.

It is what we make out of what we have given, not what we are given, that separates one person from another.



No single person can liberate a country. You can only liberate a country if you act as a collective.

While poverty persists, there is no true freedom.

Action without vision is only passing time, vision without action is merely day dreaming, but vision with action can change the world.

If you want the cooperation of humans around you, you must make them feel they are important, and you do that by being genuine and humble.

We need to exert ourselves that much more, and break out of the vicious cycle of dependence imposed on us by the financially powerful: those in command of immense market power and those who dare to fashion the world in their own image.

Courageous people do not fear forgiving, for the sake of peace.

When people are determined they can overcome anything.

Forget the past.

We must use time wisely and forever realise that the time is always ripe to do right.

Let there be work, bread, water and salt for all.



In my country, we go to prison first and then become President.

While poverty persists, there is no true freedom.

There is no easy walk to freedom anywhere.

As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.

People respond in accordance to how you treat them.

Without education, your children can never really meet the challenges they will face. So it's very important to give children education and explain that they should play a role for their country.

Give a child love, laughter and peace.

We can change the world and make it a better place. It is in your hands to make a difference.

