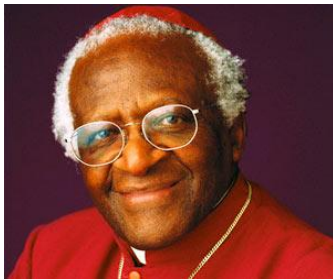


Global Voices Information Sheet

Lessons from Archbishop Desmond Tutu



Archbishop Desmond Tutu

Background Info

- Desmond Tutu was born on October 7, 1931 in South Africa (then the Union of South Africa).
- He first became a high school teacher, but quit to protest apartheid education laws.
- Apartheid was a legal system of racial segregation enforced by the government of South Africa between 1948 and 1994.
- Under apartheid law, people were classified into four racial groups: Native, White, Coloured and Asian.
- Homes, schools and public places were divided up with sections for each race. Coloured people were deprived of their citizenship and received inferior medical care and other services than white people.
- During the 1950s, there were protests and uprisings during which anti-apartheid activists were imprisoned.
- In 1960, Desmond Tutu was ordained an Anglican minister.
- In 1986, Desmond Tutu became the first black Archbishop for Cape Town and head of the Anglican Church in South Africa.
- Throughout the 1970s and 1980s, he was one of the most outspoken leaders of the anti-apartheid movement in South Africa, fighting to end racial segregation.
- In 1984, Desmond Tutu was awarded the Nobel Peace Prize for his fight against apartheid.
- On April 27, 1994, South Africa elected a new president, Nelson Mandela, an anti-apartheid activist who had previously spent 27 years in jail for his protests. He transitioned the government out of apartheid.

Key terms

- **Archbishop**—a bishop of the highest rank, heading an archdiocese or province.
- **Four Freedoms Award**—an annual award given to men and women who demonstrate achievement based on the four freedoms outlined in a speech by former U.S. President Franklin Delano Roosevelt. The four freedoms are: freedom of speech, freedom of worship, freedom from want, and freedom from fear.
- **Nobel Peace Prize**—an annual award, highly regarded and recognized internationally.
- **Nobel Laureate**—a laureate is one honored with an award or prize for great achievements. Nobel Laureates are former Nobel Peace Prize recipients.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: racism, leadership, legacy, family, awareness.
- Course Connections: The Arts, Language, Social Studies.

Materials

- Chart paper or blackboard
- Global Voices column
- Blank paper and drawing utensils

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:

- i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
- i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.

Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
 - i. What is the message in this column?
 - ii. What perspectives are presented in this column? Which ones are left out?
 - iii. What problem is presented in this column?
 - iv. Who is Archbishop Desmond Tutu?
 - v. What is Archbishop Tutu known for?
 - vi. What impact has Archbishop Tutu had on South Africa? What about the world?
 - vii. What is apartheid?
 - viii. What has Archbishop Tutu taught you?
 - b. Conclude this discussion by clarifying any additional questions students have on the column.

Thinking

1. Archbishop Desmond Tutu (estimated time: 30 minutes)
 - a. This week's Global Voices column focuses on Archbishop Tutu and his life's legacy.
 - b. If they were to represent Archbishop Tutu in a drawing, ask students what this picture would look like? What would be in this picture with Archbishop Tutu?
 - c. Distribute blank paper and drawing utensils to each student.
 - d. Using the knowledge they have gained on Archbishop Tutu, ask students to create a drawing of him, including what they feel is the most important information they have learned about him from the Global Voices column.
 - e. When the drawings are complete, ask students to share their drawings with a partner, explaining how they chose to represent Archbishop Tutu.
 - f. Display completed drawings around the classroom.

Communication

1. Apartheid (estimated time: continuous project)
 - a. Explain to students that apartheid was a system of legal racial segregation enforced by the National Party government of South Africa between 1948 and 1994, under which the rights of the majority 'non-white' inhabitants were reduced and white supremacy and minority rule by Afrikaners (Dutch, French and German settlers whose native tongue is Afrikaans) was enforced.
 - b. Ask students to discuss what they know about apartheid.
 - c. Explain to students that Archbishop Tutu opposed apartheid and consistently advocated reconciliation between all parties involved. Ask students to find evidence in the Global Voices column of his opposition to apartheid.
 - d. Write the word racism on the board. Ask students to list words that they associate with racism and create a word web on the board.
 - e. Divide the class into groups of four.

- f. Ask each group to develop a small anti-racism message they would like to share with the class. Here are some ideas for student messages:
 - i. Poem about inclusion and overcoming differences.
 - ii. Posters about inclusion and overcoming differences.
 - iii. Skit about someone in history who fought against racism.
- g. Once students have developed their message, allow them to execute their idea in the classroom.
- h. When all groups have performed their message, bring the class back together and discuss the impact of the messages and how this activity made them feel.
- i. Discuss how students can spread these messages to the greater community.

Application

1. Family Tree (estimated time: take-home project)
 - a. Something Archbishop Tutu has taught us is that it's important to remember where you came from and to stay true to your roots. Ask students to explain why this is important.
 - b. Explain to students that they are going to follow Archbishop Tutu's advice by creating a family tree.
 - c. When students go home that night ask them to ask their parents and grandparents about their family history. Tell students to map this history out displaying their family lineage also identifying the country where each person was born.
 - d. Ask them to connect each family member to the next, ending with themselves.
 - e. Once students have created their family tree, ask them to write a brief reflection about what their family tree has taught them and the ways they stay true to their roots.
 - f. Completed projects will be handed in for grading.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

We Day Teach - <http://www.weday.com/teach>

The Desmond Tutu Peace Centre - <http://www.tutu.org/>