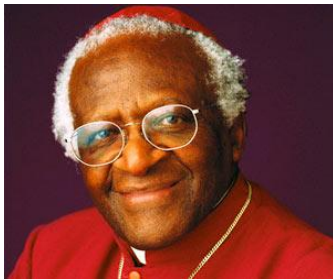


Global Voices Information Sheet

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 Secondary 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: Themes: racism, leadership, legacy, family, awareness.
- Course Connections: The Arts, Canadian and World Studies, English, Social Sciences and Humanities.

Materials:

- Chart paper or blackboard
- Computers and internet
- Global Voices column

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. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column might be about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.

- iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
- c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?

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. Looking at life through different eyes (estimated time: 20 minutes)
 - a. In the Global Voices column, Archbishop Tutu tells Craig that in order to change the world you have to look at life through different eyes.
 - b. Ask students to search the column for this quote and evidence of how Archbishop Tutu practiced this in his own life.
 - c. When this discussion is complete, ask students to contemplate this advice and think about how they could bring this practice into their own lives.
 - d. Ask students to think about moments in their life where this advice would have come in handy. Then ask them to reflect on how this advice would have changed the outcomes of these moments.
 - e. Keeping these moments in mind, ask students to write a reflection around this advice and what people could learn from Archbishop Tutu's words.
 - f. Completed reflections will be handed in for grading.

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 spread around their school. Here are some ideas for student messages:
 - i. Posters about inclusion and overcoming differences.
 - ii. Video message about fair and equal treatment.
 - iii. Skit about someone in history who fought against racism.
 - iv. Viral campaign that involves students spreading a chosen message about racism on their Facebook and Twitter accounts.
 - v. School campaign where students are asked to sign their names to a pledge against racism.
- g. Once students have developed their message, allow them to execute their idea in the school.
- h. When all groups have performed their message, bring the class back together and discuss the reactions they encountered in the school and the success of their message.

Application

1. Archbishop Desmond Tutu's Biography (estimated time: take-home assignment)
 - a. In celebration of Archbishop Tutu's 80th birthday explain to students that they will be writing a small biography of his life. This biography will include:
 - i. Date and place of birth
 - ii. Family information
 - iii. Lifetime accomplishments
 - iv. Major events of life
 - v. Effects/impact on society, historical significance
 - b. Limit the word count of this biography (800 words or so) to ensure students only focus on what they feel are the most important and impactful moments of Archbishop Tutu's life.
 - c. Completed biographies 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/>