The incredible true story that
INSPIRED THE WORLD

Worksheets for Grades 10–12
based on the film

MANDELA
LONG WALK TO FREEDOM

Heinemann and Maskew Miller Longman are part of Pearson, the world’s leading learning company
“True to the words of Nelson Mandela, ‘education is the most powerful weapon which you can use to change the world’, we have created a film that we hope will inspire people all over the world to uplift themselves and to find the ‘Mandela’ within,” — Anant Singh, Producer, *Mandela: Long Walk to Freedom*.

The rights to the motion picture, which is based on Mandela’s autobiography, were entrusted exclusively by Madiba to South African film producer Anant Singh in 1996, with the only criteria being that the film truthfully and honestly reflect the facts.

The epic film spans Mandela’s exceptional life journey from his early years as a herd boy in rural Transkei to his inauguration as the first democratically elected President of South Africa.

In collaboration with Videovision Entertainment, Pearson has created worksheets based on the film that are CAPS-aligned and support the relevant content for the Social Sciences, History and English Language curricula.

The questions in the worksheets support the curriculum relevant to the learners’ grade, allowing them to take home not only information relevant to their studies, but also a deeper understanding of Mandela’s personal struggles while fighting for freedom in South Africa.

It is well known that the Father of our Nation placed immense value on education. Let us as schools, educators and learning solution providers honour him by instilling a love of learning in all of the children across South Africa.

The Pearson Team

**Worksheet guidelines for teachers and learners:**
1. Read through the questions in the worksheet. Think about what you need to pay attention to while you watch the film.
2. Put the worksheet away and watch the film. Enjoy it!
3. Now read the worksheet again. Make rough notes of any answers you think you might forget.
4. When you are back at school, your teacher will give you time to do all the activities in the worksheet.

If you would like to learn more about the struggle for democracy in South Africa, look for these Pearson titles.

**They Fought for Freedom Series**

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
<th>Price</th>
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<tbody>
<tr>
<td>Nelson Mandela</td>
<td>9780636043299</td>
<td>R86.00</td>
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<td>Oliver Tambo</td>
<td>9780636019843</td>
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<td>Helen Suzman</td>
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<tr>
<td>Albert Luthuli</td>
<td>9780636072220</td>
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Titles in the *They Fought for Freedom* series tell the stories of southern African leaders who struggled for freedom and justice. Other titles are available in the series.
Worksheet 1: English Language

1. The film opens with a **montage** of scenes from Mandela’s early life. A montage is a series of scenes that cut or fade into each other. Film directors use montages to suggest memory or to condense a long time into a short sequence.
   a) Describe the actions, colours and scenery of the opening montage. (2)
   b) Explain how the opening montage emphasises the freedom and happiness of Mandela’s childhood. (3)

2. The opening scene uses lots of light and colour, but the scenes in the chaos of Soweto are shot in darkness.
   a) As you watch the film, identify one other scene that uses lots of light and colour, and one other scene shot with little light and colour. Look at the stills from two scenes below to help you. (2)
   b) Explain how the colour and light are symbolic of happy times. (2)

![Scene A](image1.png)

![Scene B](image2.png)

3. The film script uses lots of repetition. As you watch the film, compare these pairs of scenes. Explain why the director has repeated the phrases. Explain what is similar and what is different in each pair of scenes.
   a) Mandela says “Does somebody want me?” when he is arrested and when he is about to address a crowd later in the film. (3)
   b) The words “This is how it starts” are repeated: when the activists encourage people to boycott, and when the apartheid government authorities talk about introducing democratic elections towards the end of the film. (3)

4. The relationship between Winnie and Nelson Mandela develops through the film. The film uses the symbol of them helping each other when they stumble. Mandela catches Winnie when she stumbles when they are on a walk when they first meet. Years later, as they walk out of Victor Verster prison together on Mandela’s release, and he wants her to hold his hand, she asks whether he wants her to help him if he stumbles.
   a) Describe the differences between the two scenes. (2)
   b) The character of Mandela says in the film “What they have done to my wife is their only victory over me.” Explain what happens to their relationship later in the film. (2)

5. There is some unexpected humour in the film. Match the event described in Column A with the best term to describe the humour from Column B. (3)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mandela puts a pencil in the hair of a woman he is flirting with, imitating the infamous “pencil test” used to classify people.</td>
<td>A. Understatement.</td>
</tr>
<tr>
<td>2. When Mandela is asked whether he plans anything for his 70th birthday, he replies “Nothing of significance.” The scene cuts immediately to the famous Wembley Stadium concert in England.</td>
<td>B. Visual humour caused by the looks on the faces of the people.</td>
</tr>
<tr>
<td>3. Mandela sits down when he meets the apartheid government ministers, and they are all surprised.</td>
<td>C. Irony, doing the opposite of what is expected.</td>
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</tbody>
</table>
6. Words can have a strong emotional **connotation** that is more powerful than their **denotation** or actual meaning.
   a) What is the actual meaning of the word “boy”? (1)
   b) How was the word used during apartheid to express prejudice towards black men? (1)
   c) Name two occasions in the film when Mandela is called a boy. (2)
   d) By the end of the film the character of James Gregory calls Mandela “Sir”. How does this show that his character has developed during the course of the film? (2)

7. Look at the two stills from the film, A and B, below. How do the body language and expressions show the different emotions in each scene? (6)

8. A **flashback** is a scene where a character remembers an earlier scene. Write down one flashback that Mandela has while he is in prison. What can we tell about Mandela’s state of mind from that scene? (2)

9. The director of the film has said that he did not want to treat Mandela as a saint, but that he wanted to show him as a realistic character. Does the film do this successfully? Critically discuss how the film portrays Mandela’s strengths and weaknesses. (4)

**Optional Questions:**

10. Have a debate or structured discussion in groups. Discuss one of these topics:
   a) Mandela and many other activists gave up many years of their lives in their fight for democracy. Was their sacrifice worthwhile? Have we achieved a better society? (20)
   b) Winnie Mandela’s suffering is less well-known than her husband’s. She and Nelson responded in different ways and eventually had very different views. Discuss the differences between them, and the reasons for this. (20)

11. Write a review of the film. Give it a rating out of 5. Remember that in a review you give your own opinion but you should back this up with sound reasons and evidence. Follow the correct format, structure and tone for a review. (30)

To download a memorandum with suggested answers to the questions, please visit [www.classroomsolutions.co.za](http://www.classroomsolutions.co.za).
Worksheet 2: History

1. What was apartheid? (2)

2. Which political party formally introduced apartheid in South Africa? (1)

3. In which year did this occur? (1)

4. Read the following quote and answer the questions that follow:
   “The movement has always been non-violent… not anymore”
   a) Who said these words in the film? (1)
   b) What event prompted him to give this quote? (1)
   c) In what year did this event take place? (1)
   d) What were people protesting against at this event? (1)
   e) What organisation was formed in response to this event? (1)
   f) What does this name mean? (1)
   g) Did this organisation promote non-violent resistance to apartheid? (1)
   h) Give two examples of sabotage performed by this organisation. (2)

5. Look at Source A below, then answer the questions that follow.

   ![Source A: A significant event shown in the film.](image)

   a) What was the name of the ANC safe house where Nelson Mandela was hiding before his arrest? (1)
   b) What is the event shown in this picture? (1)
   c) In what year did this event take place? (1)
   d) Name the two men represented in the picture who were also on trial with Nelson Mandela. (2)
   e) Where were these men imprisoned after the trial? (1)
6. Look at Source B below, then answer the questions that follow.

Source B: A significant event shown in the film.

a) What famous picture is being recreated? (1)
b) At which turning point in South African history was this picture taken? (1)
c) In which year did this event take place? (1)
d) What was the protest about? (1)
e) Was the protest peaceful? (1)
f) How did the police respond to the protest? (1)

7. What was the UDF? (3)

8. How did the rest of the world react to apartheid and Nelson Mandela’s imprisonment? Use examples shown in the film to support your answer. (3)

9. Did Nelson Mandela’s colleagues agree with his decision to have exploratory meetings with the apartheid government to discuss the possibility of negotiations with the ANC? Give a reason for your answer. (2)

10. What was CODESA? (2)

11. Read the quote below, then answer the question that follows.

“During my lifetime I have dedicated my life to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal for which I hope to live for and to achieve. But, my Lord, if needs be, it is an ideal for which I am prepared to die.”

Do you think Nelson Mandela achieved his goal? Write a short paragraph explaining your answer. (10)

TOTAL: 45 marks

To download a memorandum with suggested answers to the questions, please visit www.classroomsolutions.co.za.