

■ Anglais



## ***Mandela : Un long chemin vers la liberté***

un film de Justin Chadwick

Royaume-Uni / Afrique du Sud

2013

DVD Pathé

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## INTRODUCTION

Près de vingt ans après leur publication, les mémoires de Nelson Mandela font l'objet d'une adaptation cinématographique réalisée par le Britannique Justin Chadwick. Le projet s'avère ambitieux puisqu'il s'agit non pas de se concentrer sur un épisode de la vie de Mandela (comme cela pu être le cas précédemment dans des films comme *Invictus* ou *Goodbye Bafana*) mais bien de retracer toute la vie du grand homme, de son enfance traditionnelle dans un village du Transkei à son élection présidentielle en 1994, après 27 années de détention et toute une vie de combat contre l'apartheid.

S'il aborde son sujet avec beaucoup de déférence, le film n'en dresse pas moins le portrait d'un homme faillible, dragueur, infidèle, parfois violent, et constamment tiraillé par le dilemme que lui pose son engagement : a-t-il le droit de sacrifier le bien-être de sa famille au profit de celui de sa nation ? Cette véritable problématique shakespearienne où le héros doit se sacrifier pour son peuple mais à qui aucun chagrin ne sera épargné : le confinement et les vexations liées au mode de vie carcéral bien sûr, mais aussi la douleur de voir sa femme incarcérée et humiliée, l'incapacité à protéger et pourvoir aux besoins de ses enfants et même l'impossibilité d'assister aux funérailles de sa mère ou de son fils. Car c'est bien une aventure humaine plus que politique que le film choisit de raconter, se concentrant sur une double dynamique : d'une part l'évolution philosophique d'un militant pacifiste tenté par la radicalité du terrorisme puis reconquis à la cause de la non-violence (et confronté à la difficulté d'y convertir ses partisans), d'autre part le parcours en pointillés d'un couple engagé mais qui, séparé durant de longues années, diverge dans son approche du combat à mener. L'amour et l'engagement de Nelson et Winnie forment un écheveau inextricable, et leur couple ne survivra pas à leurs dissensions politiques.

Si le film n'a pas le temps en deux heures et demie de décortiquer les rouages complexes de la politique sud-africaine depuis les années 1940, il offre un support pédagogique conséquent à même d'être développé, enrichi et explicité en salle de classe, que ce soit en cours d'anglais, d'histoire, de géographie ou d'ECJS. Cette fresque historique qui s'étend jusqu'à notre époque contemporaine nous mène à nous poser la question de l'égalité raciale de nos jours et à réfléchir aux politiques mondiales actuelles de lutte pour l'égalité des droits et d'accès à la démocratie. Si le film est sorti juste avant le décès de Mandela, son combat est toujours présent et ne cesse de revêtir de nouvelles formes.

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## FICHE TECHNIQUE DU FILM



# ***Mandela : Un long chemin vers la liberté***

## ***Mandela : Long walk to freedom***

**Langue :** Anglais

**Pays :** Royaume - Uni / Afrique du Sud

**Durée :** 141 mn

**Editeur du DVD :** Pathé

**Un film de :** Justin Chadwick

**Avec :** Idris Elba, Naomie Harris, Terry Pheto...

### **Synopsis :**

Né et élevé au sein du peuple Thembu, Nelson Mandela quitte sa campagne natale pour Johannesburg. Il y ouvre le tout premier cabinet d'avocats noirs mais la justice, dominée par les Blancs, ne reconnaît que peu de droits aux Noirs. Mandela devient l'un des leaders du Congrès national africain (ANC) et cherche à mobiliser les siens tout en prônant la non-violence. En 1948, l'apartheid officialisé contraint Mandela et sa famille à emménager dans le township d'Orlando, à la périphérie de Soweto. Mandela n'a de cesse de manifester pour une politique égalitaire mais le gouvernement répond aux protestataires par les armes et fait arrêter les meneurs pour les écarter de la politique. Toute opposition au parti dominant est officiellement interdite et l'ANC, devenu illégal, durcit son propos. Mandela et certains de ses congénères posent des bombes et vivent dans la clandestinité jusqu'à ce qu'ils soient arrêtés et condamnés à la prison à perpétuité. Ils sont incarcérés au pénitencier de haute sécurité de Robben Island puis à Pollsmoor Prison, où le gouvernement espère que l'opinion publique les oubliera. C'est compter sans la détermination de la deuxième épouse de Mandela ; Winnie, militante elle aussi de l'ANC qui durant 27 ans poursuit le combat de son mari incarcéré. Elle-même détenue, humiliée et séparée de ses enfants, elle ne renonce jamais à la lutte anti-apartheid et sensibilise le monde entier à l'injustice faite à son époux via les médias. Le conflit racial tourne à la guerre civile et le nombre de morts ne cesse de croître. Désarmé, le président Frederik de Klerk accepte de libérer Mandela sans conditions, celui-ci refusant toute négociation. À sa sortie, Mandela retrouve Winnie mais leurs opinions quant à la marche à suivre pour pacifier le pays divergent : Nelson prône la réconciliation et l'apaisement, Winnie la révolution armée. Ils divorcent. En 1994 se tiennent les premières élections démocratiques en Afrique du Sud. Les Noirs, conviés aux urnes pour la première fois, élisent massivement Mandela, premier président noir sud-africain.

## DANS LES PROGRAMMES

Enseignement	Niveau	Dans les programmes
■ Anglais	4 <sup>e</sup> / 3 <sup>e</sup>	L'ici et l'ailleurs : l'Afrique du Sud et l'apartheid
■ Anglais	Cycle terminal	Lieux et formes du pouvoir / Mythes et héros
(Non traité dans ce dossier)		
■ ECJS	5 <sup>e</sup> / 4 <sup>e</sup>	Egalité de droits et discrimination / Libertés individuelles et collectives
■ Histoire	4 <sup>e</sup> / 3 <sup>e</sup>	Des colonies aux Etats nouvellement indépendants
■ Histoire	Première	La décolonisation au 20 <sup>e</sup> siècle
■ Géographie	Terminale ES-L	L'Afrique du Sud, pays émergent

## SÉQUENCIER

Chapitre du DVD	Minutage	Descriptif des séquences
1 Songes du passé	00:30-4:00	Le film s'ouvre sur l'enfance de Mandela dans une brousse fantasmagorique. Le rêve prend fin avec un rite de passage traditionnel au cours duquel, comme les autres garçons de son village, le jeune garçon devient un homme.
2 L'avocat noir	4:04-11:19	1942 : Mandela est devenu un brillant avocat défendant les Noirs devant des juges blancs. L'ANC tente une première fois de le recruter.
3 L'amour ou le combat	11:20-16:50	Mandela voit un noir saoul se faire arrêter et battre à mort par des policiers blancs. Il tente de saisir la justice mais l'affaire est classée. Mandela, outré, comprend que la loi ne protège que les Blancs. Il rencontre sa première femme, Evelyn.
4 Le point de rupture	16:51-25:15	Mandela s'engage progressivement dans la lutte anti-apartheid, dont il devient l'incontournable leader. Il est contraint par les nouvelles lois de discrimination raciale à emménager dans le ghetto de Soweto. Il trompe et frappe son épouse, son mariage s'effondre.
5 Winnie et Nelson	25:16-32:36	Mandela rencontre Winnie, qui devient rapidement sa deuxième épouse.
6 Déclaration de guerre	32:37-41:46	Le 21 mars 1960 une manifestation dégénère dans le ghetto de Sharpeville : la police tire sur la foule. Mandela brûle son passeport devant les médias internationaux et s'engage désormais dans la lutte armée contre le pouvoir en place. Terroriste recherché, il doit constamment fuir la police.
7 Aux mains de l'ennemi	41:47-45:51	Après un deuxième attentat à la bombe, la cachette de Mandela et ses acolytes est découverte et ils sont tous arrêtés.
8 Le procès	45:52-54:56	1963 Le procès de Mandela, hautement médiatisé, suscite des émeutes à Pretoria. Les condamnés échappent de peu à la peine de mort mais sont condamnés à la réclusion à perpétuité.
9 Derrière les barreaux	54:57- 1:02:45	Mandela arrive à Robben Island, île-prison où il devra passer le reste de son existence.
10 Zone de non-droit	1:02:46-1:10:35	Alors que Nelson subit les affres de la détention, sa famille est également malmenée à l'extérieur. Winnie peut venir lui rendre visite mais pas ses enfants. Nelson ne peut leur écrire que deux lettres par an.
11 Une famille brisée	1:10:36-1:19:35	Winnie est arrêtée et emprisonnée pendant 16 mois. Nelson apprend en prison la mort de son fils aîné.
12 "Ensemble"	1:19:36-1:24:55	14 septembre 1970. Winnie libérée devient à son tour une figure emblématique de la lutte anti-apartheid.

## SÉQUENCIER

13 Nouvelle campagne	1:24:56-1:30:20	Mandela revoit sa fille qu'il n'a pas vue depuis qu'elle était bébé. Elle veut poursuivre son combat contre l'apartheid auprès de sa mère. Elle lui parle de leurs soutiens à l'international. Après 18 ans à Robben Island, en 1982, Mandela et ses codétenus sont transférés à Pollsmoor Prison où ils vivent dans de meilleures conditions.
14 Le refus de la liberté	1:30:21-1:37:52	Winnie incite les Noirs à la rébellion armée et au lynchage des traîtres à la cause. Le président propose à Mandela une libération en échange d'un retour à l'apaisement dans les townships, proposition que Winnie l'encourage à décliner.
15 Négociations	1:37:53-1:48:36	Contre l'avis de ses codétenus, Mandela accepte de négocier leur libération avec le ministre de la Justice. Il est transféré dans une somptueuse villa placée sur écoute où il peut recevoir sa famille.
16 Grâce présidentielle	1:48:37-1:53:14	Le président De Klerk le reçoit et lui accorde sa libération. Mandela refuse d'être récupéré politiquement. Ses conditions sont acceptées.
17 Jour de fête	1:53:15-1:57:21	11 février 1990 Mandela enfin libre reçoit un accueil triomphal à Johannesburg.
18 Le règne de la colère	1:57:22-2:07:09	Les violences entre Blancs et Noirs s'intensifient en Afrique du Sud. Mandela prône la réconciliation et la coopération avec le gouvernement mais la jeune génération, menée par sa femme, refuse toute concession. Le couple se sépare.
19 L'unificateur	2:07:10-2:15:35	Mandela s'impose comme leader le pacifiste préférant le pardon à la vengeance. Il est élu président.
20 Générique de fin	2:15:36-2:21:05	

## ACTIVITÉ 1

## BEFORE WATCHING THE FILM

**Mandela**  
*Long Walk to Freedom*  
de Justin Chadwick, 2013



On projettera aux élèves une ou deux images servant de déclencheurs de parole pour introduire le thème du film, ou l'on pourra se contenter d'écrire au tableau les mots NELSON MANDELA et APARTHEID pour apprécier leur connaissance du sujet.

On réalisera au tableau une trace écrite de leurs hypothèses, que l'on se gardera à ce stade de corriger. Après le film, on reviendra sur ces phrases pour en vérifier la véracité.



Ex : *Mandela was a black man from South Africa. He died last year. He spent much time in jail. He was elected president.*

On profitera de cette activité de brainstorming pour introduire le vocabulaire nécessaire à la compréhension du film : *equal rights / protests / riots / a trial / to be sentenced to / life imprisonment / a tiny cell ...*

On veillera à se limiter aux besoins des élèves et à ne pas en dire plus que ce qu'ils ne savent déjà sur la vie de Mandela.





## ACTIVITÉ 2

## UNDERSTANDING THE FILM

**Mandela**  
*Long Walk to Freedom*  
de Justin Chadwick, 2013



B. Put the sentences into the right order to sum up the story:

He encouraged civil disobedience against the apartheid laws.

He was first incarcerated on Robben Island, a high security prison for dangerous criminals.

He received the peace Nobel prize in 1993.

In 1948 racial discrimination became official : it was called the apartheid.

Nelson Mandela was born in 1918 in a traditional village of South Africa.

He was arrested and sentenced to life imprisonment.

Nelson Mandela died on December 5th 2013.

As non-violent protests failed to make things change, Mandela turned to terrorism.

He was the first black president of South Africa.

In 1951 Nelson Mandela became the first black lawyer in Johannesburg. He wanted the same justice for his people as for the Whites.

The government tried to negotiate his release with him but he refused to be used as a political instrument.

Nelson Mandela became an ANC activist and soon an ANC leader.

He became a worldwide famous symbol of the injustice of the apartheid system.

While he was away his wife Winnie carried on his fight against apartheid.

He was elected president in 1994.

He was then transferred to Pollsmoor Prison and finally to a private house on a prison compound.

In 1948 racial discrimination became official : it was called the apartheid.

His policy focused on racial reconciliation and equal rights.

Apartheid was abolished in 1991.

## ACTIVITÉ 2

## UNDERSTANDING THE FILM

**Mandela**  
*Long Walk to Freedom*  
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### C. The evolution of Nelson and Winnie

Look at these pictures and explain Nelson and Winnie's evolutions.



## ACTIVITÉ 2

## UNDERSTANDING THE FILM

**Mandela**  
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## ACTIVITÉ 2

## UNDERSTANDING THE FILM

**Mandela**  
*Long Walk to Freedom*  
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## ACTIVITÉ 3

# UNE CAUSE, UN BUT, DES CONSÉQUENCES

*Mandela* Un long  
chemin vers la liberté  
de Justin Chadwick, 2013



### I. Rappel

#### A. l'expression de la cause

BECAUSE / BECAUSE OF : parce que / à cause de  
On emploiera BECAUSE seul devant une proposition, BECAUSE OF devant un nom.  
Ex: He did not go to school because he was sick.  
Ex: He did not go to school because of his sickness.

AS ne s'emploie pas que dans les comparatifs. Seul, il se traduit par «comme».  
Ex : As no one was answering the phone, I just left a message and hung up.

SINCE ne signifie pas toujours «depuis». Il veut parfois dire «puisque».  
Ex : Since you're a big boy now, you don't need a baby-sitter any more.

FOR ne signifie pas toujours «pour». Cela n'est valable que lorsqu'il est suivi d'un nom (ex : it's a letter for you). Quand il est suivi d'une proposition il se traduit par «car».  
Ex : He woke up early, for he did not want to miss his plane.

#### B. l'expression du but

(IN ORDER) TO : on utilisera l'expression entière ou seulement TO pour exprimer «afin de», «dans le but de».  
Ex : I went to the post office (in order) to buy some stamps.

#### C. L'expression de la conséquence

SO: donc, si bien que  
Ex : I was late so I missed the beginning of the film.

## ACTIVITÉ 3

## UNE CAUSE, UN BUT, DES CONSÉQUENCES

*Mandela Un long  
chemin vers la liberté*  
de Justin Chadwick, 2013



### II. Mise en œuvre

A. Reliez les phrases de la colonne A à celles de la colonne B. Indiquez le lien logique qui les unit (cause, but, conséquence) et choisissez un mot de liaison adapté.

#### Colonne A:

Winnie was arrested...  
Mandela cheated on his first wife...  
Mandela spent 27 years in prison...  
Mandela sacrificed his personal life...  
Mandela accepted to negotiate with the Whites...  
The media spoke about Mandela a lot...  
The president released Mandela...  
Winnie encouraged violent acts...  
Artists all over the world supported Mandela's cause...  
The prisoners were incarcerated on an island...

#### Colonne B:

they could not escape.  
he did not believe in revenge.  
they fought his fight was righteous.  
put an end to the civil war.  
they got divorced.  
to raise public awareness of apartheid.  
she was suspected of terrorist acts.  
all the black victims she wanted to avenge.  
put an end to the apartheid system.  
he did not see his family for a very long time.

B. Complétez les phrases suivantes:

1. Mandela wrote his autobiography in order to...
2. Mandela was ready to go to prison because...
3. Nelson and Winnie got divorced because of...
4. Since Mandela could not see his children for many years, ...
5. Mandela wanted peace, for he believed...
6. Mandela and his friends were considered as terrorists so...

## ACTIVITÉ 3

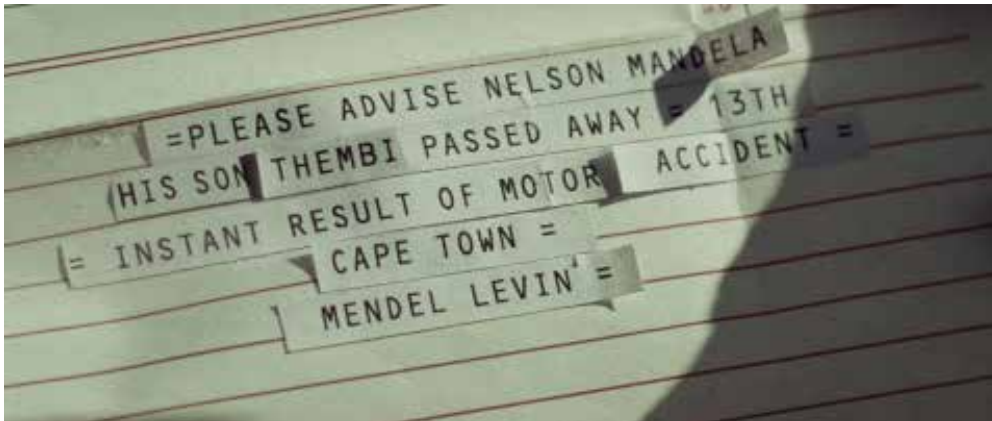
## UNE CAUSE, UN BUT, DES CONSÉQUENCES

**Mandela** *Un long chemin vers la liberté*  
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C. Répondez aux questions suivantes sur le film. Citez des scènes pour justifier votre point de vue.

1. What was Mandela's goal?
2. Why did he decide to fight?
3. What were the consequences on his personal life? on public life?



## ACTIVITÉ 4

# LEARNING MORE ABOUT NELSON MANDELA AND THE APARTHEID SYSTEM

*Mandela Un long  
chemin vers la liberté*  
de Justin Chadwick, 2013



### I. Find out more about Nelson Mandela

Watch this short video about Mandela's life story and answer the following questions :

<http://www.nelsonmandela.org/multimedia/entry/nelson-mandelas-life-story-documentary>

Ce documentaire de 13:41 mn proposé par le site de la *Nelson Mandela Foundation* permettra aussi bien de revenir sur les étapes marquantes du parcours de Mandela que de proposer une étude comparative entre les images d'archives et la vision du réalisateur du film. On adaptera le nombre de visionnages et leur morcellement au niveau des élèves visés.

1. Explain how Mandela got the name «Nelson».
2. Did he attend university? What did he study?
3. What was the ANC? What was their goal?
4. Who launched the apartheid policy? When?
5. What was the Freedom Charter?
6. What happened to the organizers of the Freedom Charter gathering?
7. What happened in Sharpeville in 1960?
8. How did Mandela justify his eventual resort to violence and terrorism?
9. What was Mandela's ideal? Does this remind you of another famous speech?
10. What was Mandela's prisoner number?
11. How old was he when he arrived on Robben Island? How old was he when he was freed?
12. How long did the apartheid last?
13. How did the other countries react to apartheid?
14. What was special about the 1994 elections?
15. What did Mandela do after he was no longer president?
16. Compare the images you've just seen to the movie. How are they different from the director's vision?



## ACTIVITÉ 4

# LEARNING MORE ABOUT NELSON MANDELA AND THE APARTHEID SYSTEM

*Mandela Un long chemin vers la liberté*  
de Justin Chadwick, 2013



## II. Find out more about apartheid

A. Look at these pictures and try to explain what the apartheid laws implied.



B. Watch this short video and list all the things black people could not do or were forced to do under the apartheid system.  
«Apartheid - 46 years in 90 seconds» is a short video posted on the BBC's website:

<http://www.bbc.com/news/world-africa-22911431>

## ACTIVITÉ 4

# LEARNING MORE ABOUT NELSON MANDELA AND THE APARTHEID SYSTEM

*Mandela Un long  
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### III. Mandela's legacy : celebrating Mandela day

Les enseignants disposant d'un accès à une salle informatique pourront lancer cette webquest.  
Les autres pourront donner cette activité comme travail à la maison.  
Log onto <http://www.mandeladay.com> and answer the following questions:

1. When is Mandela Day?
2. What's the objective of this event?
3. What is the motto of Mandela day? its logo?
4. Give examples of actions organized on Mandela day.

## ACTIVITÉ 5

## READ MANDELA'S AUTOBIOGRAPHY

*Mandela Un long  
chemin vers la liberté*  
de Justin Chadwick, 2013



Read this extract from Mandela's autobiography *Long Walk to Freedom* (1995) and answer the following questions.

Part Eight

ROBBEN ISLAND : THE DARK YEARS

TIME MAY SEEM to stand still for those of us in prison, but it did not halt for those outside. I was reminded of this when I was visited by my mother in the spring of 1968. I had not seen her since the end of the (...) trial. Change is gradual and incremental, and when one lives in the midst of one's family, one rarely notices differences in them. But when one doesn't see one's family for many years at a time, the transformation can be striking. My mother suddenly seemed very old.

She had journeyed all the way from the Transkei, accompanied by my son Makgatho, my daughter Makaziwe, and my sister Mabel. Because I had four visitors and they had come a great distance, the authorities extended the visiting time from a half an hour to forty-five minutes.

I had not seen my son and daughter since before the trial and they had become adults in the interim, growing up without me. I looked at them with amazement and pride. But though they had grown up, I am afraid I still treated them more or less as the children they had been when I went to prison. They may have changed, but I hadn't.

My mother had lost a great deal of weight, which concerned me. Her face appeared haggard. Only my sister Mabel seemed unchanged. While it was a great pleasure to see all of them and to discuss family issues, I was uneasy about my mother's health.

I spoke with Makgatho and Maki about my desire for them both to pursue further schooling and asked Mabel about relatives in the Transkei. The time passed far too quickly. As with most visits, the greatest pleasure often lies in the recollection of it, but this time, I could not stop worrying about my mother. I feared that it would be the last time I would ever see her. Several weeks later, after returning from the quarry, I was told to go to the Head Office to collect a telegram. It was from Makgatho, informing me that my mother had died of a heart attack. I immediately made a request to the commanding officer to be permitted to attend her funeral in the Transkei, which he turned down. «Mandela,» he said, «while I know you are a man of your word and would not try to escape, I cannot trust your own people, and we fear that they would try to kidnap you.» It added to my grief that I was not able to bury my mother, which was my responsibility as her eldest child and only son.

Over the next few months I thought about her a great deal. Her life had been far from easy. I had been able to support her when I was practicing as an attorney, but once I went to prison, I was unable to help her. I had never been as attentive as I should have been.

A mother's death causes a man to look back on and evaluate his own life. Her difficulties, her poverty, made me question once again whether I had taken the right path. That was always the conundrum: Had I made the right choice in putting the people's welfare even before that of my own family? For a long time, my mother had not understood my commitment to the struggle. My family had not asked for or even wanted to be involved in the struggle, but my involvement penalized them.

But I came back to the same answer. In South Africa, it is hard for a man to ignore the needs of the people, even at the expense of his own family. I had made my choice, and in the end, she had supported it. But that did not lessen the sadness I felt at not being able to make her life more comfortable, or the pain of not being able to lay her to rest.

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<sup>1</sup>The Transkei is the region Mandela was from.

## ACTIVITÉ 5

## READ MANDELA'S AUTOBIOGRAPHY

**Mandela** *Un long chemin vers la liberté*  
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1. When and where does this episode in Mandela's life take place?
2. From what you know, how old was Nelson Mandela then? How long had he been in prison?
3. Who visited him? How did it make him feel?
4. How long did the visit last? was it exceptional?
5. What did they talk about?
6. What happened a few weeks after this visit?
7. Why was Mandela denied the right to attend the funeral?
8. Explain his feelings about his mother.
9. Did he regret his choice to commit to the people's welfare?
10. Vocabulary.

A. Find in the text the equivalents of :

- a) frappant                      b) étonnement, surprise                      c) inquiéter, préoccuper                      d) poursuivre ses études                      e) une carrière                      f) assister à un enterrement  
g) refuser                      h) un avocat                      i) un casse-tête, un dilemme                      j) le bien-être                      k) la lutte                      l) au détriment de

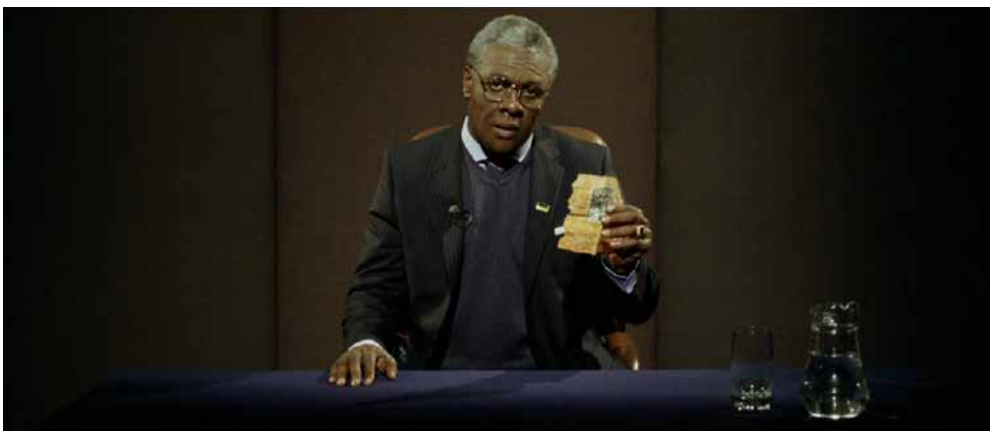
B. List all the words and expressions Mandela uses to describe his feelings.





## I. Mandela et les médias (lycée)

*In the film we can see how the ANC used the media (leaflets, radio, TV, newspapers...) to raise public awareness in townships but also internationally. Quote a few scenes in which the media were depicted and explain which role they played in helping Mandela's cause.*







## II. Make posters against racism (collège)

*On pourra faire un parallèle avec le cours d'ECJS ou s'associer au cours d'Arts Plastiques pour élaborer des affiches qui feront l'objet d'une exposition dans l'établissement.*

*Par groupes de deux ou trois, les élèves doivent réfléchir à une manière efficace de sensibiliser leurs camarades à la question du racisme. On leur demandera d'écrire un slogan en anglais et de l'intégrer à un visuel percutant. Les supports pourront être variés : collage, crayons, feutres, peinture, encre, image retouchée sur ordinateur, photo... La question de racisme pourra ainsi être élargie et ramenée au contexte quotidien des élèves .*

## III. Singing against apartheid : listen and write a protest song (lycée)

*On pourra faire écouter une ou plusieurs chansons écrites en l'honneur de Mandela (cf Références) puis demander aux élèves, seuls ou en groupes de deux ou trois, d'écrire à leur tour une chanson engagée (un refrain et deux couplets minimum) sur le sujet de leur choix (on pourra les aider en proposant différentes causes comme la lutte contre la faim et le manque d'eau en Afrique, la protection des espèces animales en voie d'extinction, la recherche contre le SIDA, l'engagement contre la violence et le racisme, etc.). Les plus talentueux pourront mettre leurs vers en musique, quitte à reprendre l'air d'une autre chanson (par exemple We are the World de USA for Africa) et réaliser un clip vidéo à diffuser sur le site du lycée.*



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### C) The evolution of Nelson and Winnie

Look at these pictures and explain Nelson and Winnie's evolutions.

When Nelson and Winnie met and fell in love, they were both ANC activists. They shared the same ideals (to see the end of racial discrimination, the emergence of black power and equal justice for all). Winnie supported Nelson when he took part in terrorist attacks / planted bombs to raise political awareness to their cause. She visited him with their children when he was in hiding in a safe house. At his trial, she stood by his side and soon became the new leader of the fight against apartheid. She visited him in prison when she was not imprisoned herself. While he was in prison Mandela had much time to reflect upon the situation and decided that only racial reconciliation could put an end to the vicious circle of violence. Winnie did not share his point of view and blamed him for becoming meek and accepting to collaborate with the Whites in power. She supported him when he was released because she knew he had made no concessions to the government but their opinions on the way to stop the racial war still diverged. Winnie, full of hate and anger, promoted revenge, whereas Nelson supported peace at all costs. After living apart so long they never retrieved their initial connivence and their political views drew them apart. They announced their separation during a press conference. When Mandela became president it was to defend peace and condemn all forms of violence. Their love story is inseparable from their political commitment.



## Activité 3 - Une cause, un but, des conséquences

A) Reliez les phrases de la colonne A à celles de la colonne B. Indiquez le lien logique qui les unit (cause, but, conséquence) et choisissez un mot de liaison adapté.

1. Winnie was arrested because she was suspected of terrorist acts.
2. Mandela cheated on his first wife so they got divorced.
3. Mandela spent 27 years in prison so he did not see his family for a very long time.
4. Mandela sacrificed his personal life in order to put an end to the apartheid system.
5. Mandela accepted to negotiate with the Whites because / for / since he did not believe in revenge.
6. The media spoke about Mandela a lot because they fought his fight was righteous.
7. The president released Mandela in order to put an end to the civil war.
8. Winnie encouraged violent acts because of all the black victims she wanted to avenge.
9. Artists all over the world supported Mandela's cause in order to raise public awareness of apartheid.
10. The prisoners were incarcerated on an island so they could not escape.

B) Complétez les phrases suivantes:

1. Mandela wrote his autobiography in order to... **explain his life choices.**
2. Mandela was ready to go to prison because... **he knew his cause was right.**
3. Nelson and Winnie got divorced because of...**their growing disagreement on the way to put an end to apartheid / their opposite opinions on violence.**
4. Since Mandela could not see his children for many years, ...**he almost did not recognize them when he saw them again.**
5. Mandela wanted peace, for he believed...**violence only led to more violence.**
6. Mandela and his friends were considered as terrorists so...**they were arrested and sentenced to life imprisonment.**

C) Répondez aux questions suivantes sur le film. Citez des scènes pour justifier votre point de vue.

1. What was Mandela's goal?

His goal was to change the laws of his country so that black and white citizens could have the same equal rights. He wanted to see the apartheid system of racial discrimination abolished. He wanted his children to grow up in a country where they would not be treated as second-class citizens. At the end of the film, when he was released, his goal was reconciliation between the two peoples. There is a scene in which he teaches little black kids not to make fun of his white wardens, because «this is what they do to us».

2. Why did he decide to fight?

At the beginning of the film we see him as a young lawyer trying to defend a black man who was beaten to death by the cops, and the judge dismissing the case. He says «there is no justice for us». Then he witnesses the police shooting at black people during riots. Face to such blatant injustice he decides to fight relentlessly, first with words, then with bombs.

3. What were the consequences on his personal life? on public life?

His private life was sacrificed to his cause as soon as he committed to it : his mother warned him that if he went along with it there would be no one to take care of his family and that's what happened. His first wife did not understand why he had to go through so many risks. His second wife was imprisoned and tortured. His children grew up without their father. he had to spend 27 years in a tiny cell and endure terrible prison conditions.

Yet the consequences of his commitment on public affairs were very rewarding : thanks to his suffering and his efforts he had the country pacified and reunited. Of course he did not do it alone but someone had to be the symbol / martyr of this cause.

### Activité 4 - Learning more about Nelson Mandela

**I/ Watch this short video about Mandela's life story and answer the following questions:**

1. Explain how Mandela got the name «Nelson».

In school his mistress refused to call him by his African name and therefore gave him a Christian name, Nelson.

2. Did he attend university? What did he study?

Yes, which was quite exceptional for a colored person. he studied law and became a lawyer.

3. What was the ANC? What was their goal?

The African National Congress was (and still is) a South African political party. Their goal was to unite African people so that they could claim equal rights.

4. Who launched the apartheid policy? When?

The Nationalist Party came into power and launched the apartheid laws in 1948.

5. What was the Freedom Charter?

It was a document written in 1955 detailing a project for a democratic system treating both races equally.

6. What happened to the organizers of the Freedom Charter gathering?

They were arrested and sued for high treason. The trial lingered for 4 years 1/2 so that the accused could not take part in any political activity / had to keep away from politics.

7. What happened in Sharpeville in 1960?

During a peaceful gathering / protest in the Sharpeville township the police started shooting people. 69 persons died. Consequently martial law was declared and all opposition to the government was officially banned.

8. How did Mandela justify his eventual resort to violence and terrorism?

He argued that if the government replied «with savage attacks on an unarmed and defenseless people» non-violence could no longer prevail.

9. What was Mandela's ideal? Does this remind you of another famous speech?

His ideal was « a democratic and free country in which all people live together in harmony with equal opportunities». This reminds us of martin Luther King's «I have a dream» speech as he also claimed equal rights for black people.

10. What was Mandela's prisoner number? 46664

11. How old was he when he arrived on Robben Island? when he was freed? 45 / 72

12. How long did the apartheid last? from 1948 to 1991 : 43 years

13. How did the other countries react to apartheid?

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They condemn it and many artists organized events such as concerts to raise public awareness.

14. What was special about the 1994 elections?

They were the first democratic free elections. Black people could vote for the first time.

15. What did Mandela do after he was no longer president?

He supported various causes such as the fight against AIDS in Africa and lent his name to several foundations helping poor and sick people.

16. Compare the images you've just seen to the movie. How are they different from the director's vision?

The pictures are more «crude». The people do not look as glamorous as the actors and the settings look more authentic. There are no filters / lighting effects.

### II/ Find out more about apartheid

A/ Look at these pictures and try to explain what the apartheid laws implied.

Black people were banned from some public places (here : the beach) or were segregated. They had to live in townships with very little comfort.

B/ Watch this short video and list all the things black people could not do or were forced to do under the apartheid system.

Black people were not considered as citizens but as aliens in most major cities. Interracial marriages were forbidden. Public places such as restaurants, cinemas or toilets were segregated. White people were officially established as a superior race. Black people could not own land or make business in white areas. They could only attend schools or hospitals for coloreds only.

### III/ Mandela's legacy : celebrating Mandela day

Les enseignants disposant d'un accès à une salle informatique pourront lancer cette webquest. Les autres pourront donner cette activité comme travail à la maison.

Log onto <http://www.mandeladay.com> and answer the following questions:

1. When is Mandela Day?

July 18th (Mandela's birthday)

2. What's the objective of this event?

« Its objective is to inspire individuals to take action to help change the world for the better, and in doing so, to build a global movement for good. Ultimately it seeks to empower communities everywhere.»

3. What is the motto of Mandela day? its logo?

Take Action. Inspire Change. Make every day a Mandela Day.

The logo shows the figure of a man with his fist in the air.

4. Give examples of actions organized on Mandela day.

See <http://www.mandeladay.com/calendar>

## Activité 5 - Read Mandela's autobiography

1. When and where does this episode in Mandela's life take place?

It takes place in the spring of 1968 on Robben island (l.2 / title).

2. From what you know, how old was Nelson Mandela then? How long had he been in prison? He has been imprisoned on Robben island for 4 years and is now aged 50.

3. Who visited him? How did it make him feel?

His mother, his sister Mabel and two of his children («my son Makgatho, my daughter Makaziwe»). He felt surprised to see how much they had changed / aged. He felt «amazement and pride» towards his children but worried about his mother's physical condition («I was uneasy about my mother's health»).

4. How long did the visit last? was it exceptional?

It lasted 45 mns instead of the usual 30 mns because there were many visitors (l.4) and they had come from a far distance (l.8-10).

5. What did they talk about?

«I spoke with Makgatho and Maki about my desire for them both to pursue further schooling and asked Mabel about relatives in the Transkei.» We know from the film that all conversations were being watched and it was forbidden to talk about politics. So they talked about very commonplace subjects.

6. What happened a few weeks after this visit? He received a telegram saying that his mother had died of a heart attack (l.23).

7. Why was Mandela denied the right to attend the funeral? The commander pretended that he trusted him but could not count on his relatives. He was afraid they might try to kidnap him and he would never return to the prison (l.26-27).

8. Explain his feelings about his mother.

He felt bad because he should have supported her instead of giving her trouble. He sacrificed his family to the greater good of the African nation. He felt guilty because he could not help her financially nor even attend her funeral because he was fully committed to his struggle. He felt that he had not respected his people's traditions : « I was not able to bury my mother, which was my responsibility as her eldest child and only son.»

9. Did he regret his choice to commit to the people's welfare?

No. « I had made my choice, and in the end, she had supported it.» It was painful for him not to be able to be there physically and financially for his family and to see them suffer because of him or his absence, but once his choice made he could not go back.

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10. Vocabulary.

A) Find in the text the equivalents of:

- a) frappant **striking** I.5      b) étonnement, surprise **amazement** I.12      c) inquiéter, préoccuper **to concern** I.15      d) poursuivre ses études **to pursue further schooling** I.18  
e) une carrière **a quarry** I.22      f) assister à un enterrement **to attend a funeral** I.24-25      g) refuser **to turn down** I.25      h) un avocat **an attorney** I.30  
i) un casse-tête, un dilemme **a conundrum** I.34      j) le bien être **the welfare** I.34      k) la lutte **the struggle** I.35      l) au détriment de **at the expense of** I.39

B) List all the words and expressions Mandela uses to describe his feelings.

**striking / pride and amazement / a great pleasure / uneasy / worrying / feared / grief / sadness / pain.**

11. Is this scene shown in the film? which other scenes are comparable to it?

**This scene is not in the film. The director chose to focus on Winnie's and Mandela's daughter's visits instead. The telegram he receives is not about his mother's death but about his son's (which occurred the following year, in 1969), which also pained him deeply and made him bitterly regret his imprisonment as he was again denied the right to attend the funeral. Mandela's mother can be seen in a scene before he fully commits to his cause and gets his first divorce. She blames him for neglecting his family for the sake of his cause and he is seen facing the same conundrum he describes here in his autobiography.**

## POUR ALLER PLUS LOIN

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