



CITY OF CAPE TOWN
ISIXEKO SASEKAPA
STAD KAAPSTAD



Responsible Tourism
Cape Town



GRADE 4



LEARNING FROM LEADERS

**CISSIE GOOL, CHERYL CAROLUS,
DESMOND TUTU AND NELSON MANDELA**

Making progress possible. Together.



Cover image: © Rashid Lombard

LESSON PLAN OVERVIEW: FOR THE EDUCATOR

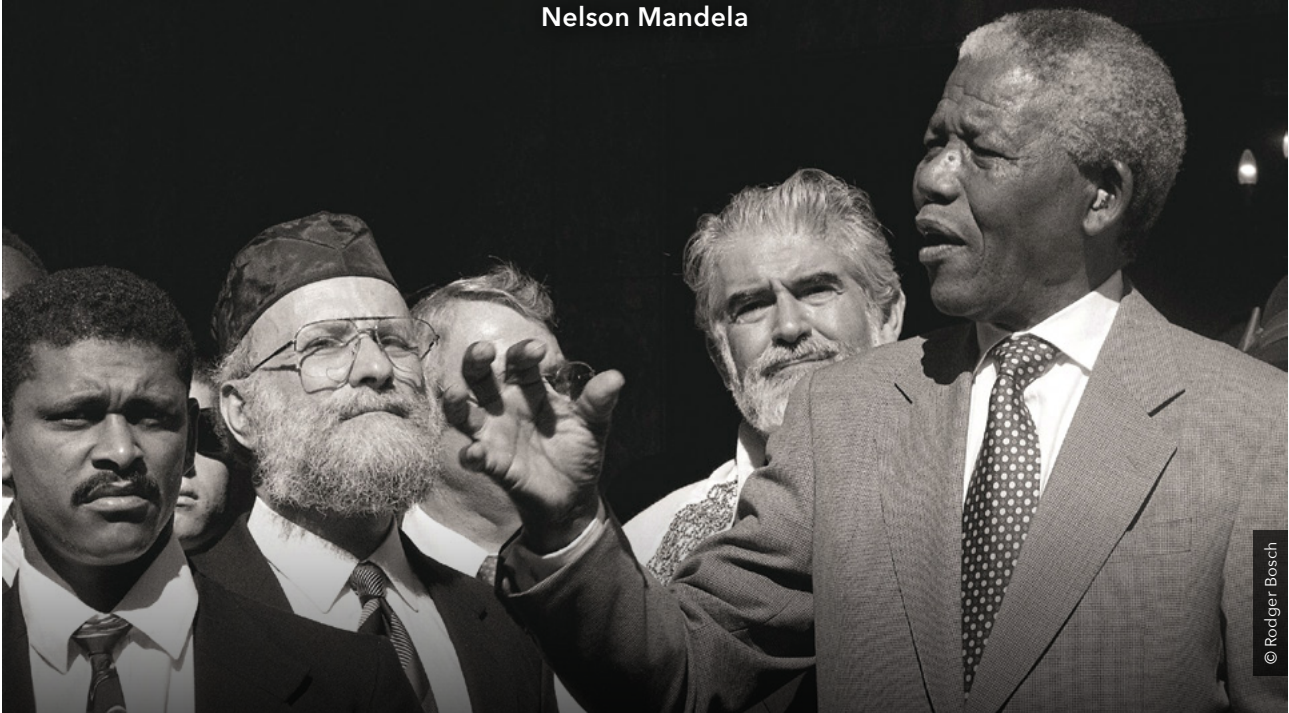
Lesson plan title: Learning from leaders

Learning area: Social Science (History)		Grade: 4
Curriculum link: Learning from leaders		
Learning outcomes (LO): These outcomes are drawn directly from Curriculum Assessment Policy Statements (CAPS)		Assessment standards (AS) according to CAPS:
LO 1: The learner will be able to use inquiry skills to investigate the past and present.		AS 2 and 3
LO 2: The learner will be able to demonstrate historical knowledge and understanding.		AS 2
LO 3: The learner will be able to interpret aspects of history.		AS 3
CONTENT LINKS		
Looking back at: Grade 3: Work covered in Life Skills	Current: Grade 4: Learning from leaders	Looking ahead to: Grade 5: Heritage trail Grade 9: Civil resistance Grade 11: Segregation as the foundation for apartheid, and the nature of resistance to apartheid
Context: The activities are designed to give learners without (and even those with) access to additional history materials an overview of local leaders of the liberation struggle. The activities will help learners understand what it means to be a good leader. The source material explains that history is not simply about 'great' men or women. The content also addresses bullying and children's rights. The activities and associated source material introduce learners to new concepts and ideas. Educators should determine the time required for learners to complete activities.		
ASSESSMENT ACTIVITIES		
Activity aims: Learners will be able to make reasonable conclusions about leaders from reading source material, and draw reasoned conclusions about what constitutes good leadership qualities. Learners will gain some knowledge about sociopolitical challenges that women and men faced in the 20 th century, and they will be able to draw some conclusions about Cissie Gool, Cheryl Carolus, Desmond Tutu and Nelson Mandela as people and leaders.		
Classroom organisation: Learners will work alone and in groups.		
Activities: There are nine activities in this lesson plan. Some are class activities, a few are individual activities, and others are to be done in pairs. Two activities focus on Cissie Gool and protest action on the Grand Parade; three are about Cheryl Carolus, leadership and bullying; two feature Archbishop Tutu and the 1989 March for Peace; one explores how Nelson Mandela was taught to be a leader; and one addresses leadership qualities.		
Resources: Lesson plans and activities; links to videos and the Nelson Mandela exhibition in the City Hall.		
Photographs: City of Cape Town secured permission to use photographs.		
Text: Delve Research		

Conversations with leaders

"What counts in life 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."

Nelson Mandela



In this lesson, you will learn about the values of leadership. A good leader:

- listens to people;
- is a servant of the people and works for the good of others;
- works with a team;
- has courage;
- is brave;
- is dedicated and wholeheartedly committed to his or her beliefs;
- is committed to others; and
- is prepared to sacrifice or give up something for the sake of others.

By the end of the lesson, you should be able to:

- find relevant information from the sources;
- take part in debates, discussions and conversations;
- write short biographies;
- know some leaders that were active in the Western Cape, such as Cissie Gool from District Six, Cheryl Carolus from Athlone, and Desmond Tutu when he was archbishop and based at St George's Cathedral in the city centre.

There are different types of leaders and leadership qualities in our society. Bad leaders are those who put themselves first, are only interested in their own power, are willing to do anything to get where they want to be, and often encourage their followers to do bad things. Good leaders are the opposite. We would like you to imagine having conversations with the leaders we talk about in this lesson. Discuss **with your classmates** how a conversation differs from a lecture, a chat and a talk.

1. Cissie Gool



Cissie Gool was a local leader from District Six in Cape Town who fought for human rights. Her full name was Zainunnisa Gool.

This photograph of Cissie was taken in 1954 by photographers who worked for *Drum Magazine*. (Source: Drum Photographer © Baileys Archives).

“... Cissie Gool ... was really a woman for the people. Although I did not belong to her organisation, ... she was a woman out of this world ...”

Abdullah in Jeppie, S and Soudien, C [eds], *The Struggle for District Six: Past and Present* (Bucha Books, Cape Town, 1990), p. 28.

Brief biography of Cissie Gool (for the educator):

1. Born in 1897; daughter of Dr Abdullah Abdurahman, a well-known politician.
2. Attended Trafalgar High School in District Six.
3. Married Dr AH Gool and had three children.
4. Opposed Segregation Ordinance of 1938.
5. Elected to Cape Town City Council in 1938. First black woman to serve in local government. Represented District Six between 1938 and 1951.
6. Founded National Liberation League (NLL) and Non-European Front in the 1930s.
7. Jailed in 1946.
8. Organised protest against Separate Registration of Voters Bill in 1951. Jailed for a month.
9. First black woman called to the Cape Bar in 1962.
10. Died in 1965.

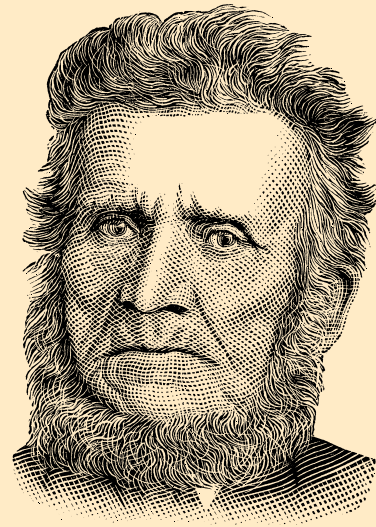


Human rights: A right that all people are born with is called a human right. Our human rights are things that we need in order to live; for example, access to water, food, education and healthcare.

Source 1: 1937 Rally on the Grand Parade

Cissie Gool led a demonstration of the National Liberation League on the Grand Parade against the government's plans to introduce racial segregation. She made a moving speech to the crowds of people who gathered on the Parade to join the demonstration. A good singer, she also sang a song to the tune of *John Brown's Body* that made fun of Oswald Pirow, who was a government minister at the time. After the demonstration, government decided not to go ahead with their plans.

John Brown's Body is a marching song. John Brown was a man who lived in the United States more than 100 years ago. He was opposed to (against) slavery. In what is now the state of West Virginia in the United States, he led a raid to seize weapons and ammunition from a government weapons depot. He planned to lead a slave rebellion. He was arrested and hanged for treason.



This illustration shows John Brown, the American abolitionist (protestor/activist) against slavery.



Listen to the song on YouTube. Try to listen to the recording by Paul Robeson. He was a famous African-American musician and civil rights activist:
<https://www.youtube.com/watch?v=RcPRfN8SMco>
or https://en.wikipedia.org/wiki/John_Brown's_Body

The chorus goes: "*Glory, Glory, Hallelujah! Glory, Glory, Hallelujah! Glory, Glory, Hallelujah! His soul goes marching on.*"

Even though John Brown was killed, his goodness lived on – so far, it has lived on for more than 100 years.

Activity 1: Demonstrations and marches

Discuss **with your classmates**:

- Why do you think *John Brown's Body* is called a marching song?
- Why do you think Cissie Gool sang a song to the tune of *John Brown's Body* during the protest on the Grand Parade?
- *John Brown's Body* says that goodness marches on even when bad people try to kill it. Make up your own chorus for *John Brown's Body*. Instead of "his", use the name of someone you think is brave and good. If the name is too long to fit, you can change some of the other words as well. For example: "Mandela marches on".
- **As a class**, start a playlist for the classroom with the names of famous songs people have sung in protests in South Africa. You will probably have to ask people in your community for help.



Demonstration: A walk, march or public meeting to show what you think about something.

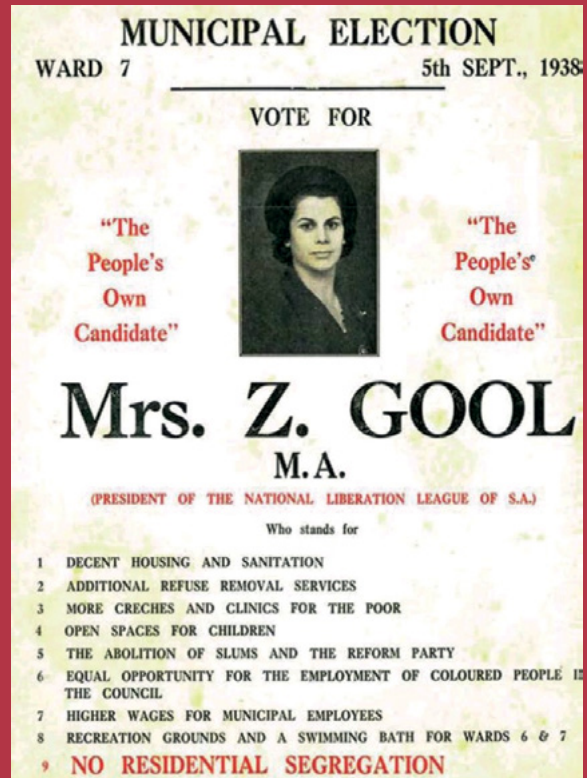
Racial segregation: Forcing people to live apart on the basis of their 'race' (including the colour of their skin).

Treason: Doing something that aims to bring down the government of one's country.



Source 2: Vote for Mrs Z Gool

The picture on the right is of a municipal election handbill for Cissie Gool. It reads "Vote for Mrs Z Gool" and is dated 5 September 1938. Cissie made 10 promises to the people in her area. She was encouraging them to vote for her. The original handbill forms part of the Abdurahman collection that is kept in the Manuscripts and Archives Department at the University of Cape Town (UCT). (Reference: BC506, A5)



Cissie Gool promised her community the following 10 things:

1. Decent housing and sanitation
2. Additional refuse removal services
3. More crèches and clinics for the poor
4. Open spaces for children
5. The abolition of slums and the Reform Party
6. Equal opportunity for the employment of coloured people in Council
7. Higher wages for municipal employees
8. A recreation ground and swimming pool for wards 6 and 7
9. No residential segregation
10. The immediate construction of a public hall for wards 6 and 7



Election: An event where people can vote for who they want to represent them in government.

Abolition: The ending or stopping of something.

Crèches: Places where pre-school children are looked after.

Sanitation: Services that aim to keep the public healthy, such as clean water.

Recreation: Activities people do to relax or have fun, such as going to the park.

Ward: An area of a municipality.

Activity 2: Write down

- Name all the election promises that Cissie Gool made that show she cared about children and older people.
- Discuss **with your classmates** whether some of the things referred to in Cissie Gool's promises (access to clean running water, service delivery, better wages and salaries, public parks) still matter to people today.
- **As a class**, make a large collage about these issues (the need for water, parks, public health, better pay and so on). You can use newspaper cut-outs or draw your own pictures.

How is Cissie Gool remembered in Cape Town?

- There is a Cissie Gool memorial behind the Drill Hall between Buitenkant and Plein streets. It was created by Ruth Sacks.
- There is a Cissie Gool plaza at UCT. It forms part of the university's heritage trail.
- There is a mural featuring Cissie Gool near the Cape Peninsula University of Technology (CPUT), at the top end of Darling Street. It was created by Faith 47.
- **Ask your teacher** to take you to visit these sites.

2. Cheryl Carolus



Cheryl Carolus is a local leader from Athlone who fought against apartheid. Today, she continues to organise and support activities that promote human rights for all.

In this photo, Cheryl Carolus is addressing a women's movement meeting of the United Democratic Front (UDF).

"At 13, I became active in politics and got to be part of a greater community. I learned about non-racialism and found the most incredible discipline and support. If you were not disciplined in the struggle, people were not going to respect you or appoint you to be a leader."

Cheryl Carolus (<https://www.sahistory.org.za/people/cheryl-carolus>)

Brief biography of Cheryl Carolus (for the educator):

1. Born in 1959 in Silvertown, Athlone, Western Cape.
2. Was head girl in matric, but thought the prefect system was not democratic.
3. Studied at the University of the Western Cape (UWC) and was an active member of the South African Students' Organisation (SASO).
4. Detained for five months in 1976.
5. Became a History and English teacher.
6. Involved in 1981 school boycotts.
7. Studied law at UWC in 1981.
8. Played an important part in the UDF.
9. Was arrested and detained for three weeks at John Vorster Square in 1986, and was then restricted to the Cape magisterial district of Wynberg.
10. Played a leading role in the defiance campaign of 1989.
11. Played an important part in the negotiations for a democratic South Africa after Mandela's release.
12. Now a businesswoman and a trustee of the Constitution Hill Trust, among other things.

Source 3: What makes a bully?

Cheryl Carolus once made a speech in which she explained how she understood bullying. Below is what she said. **(The bold writing explains her words in simpler language.)**

"I notice that people who underachieve, hurt and bully others in the workplace are often people who are not centred in themselves." **(Bullies are often unhappy and unsure of themselves. This makes them want to hurt other people.)**

"One of my mentors was Oscar Mpetha, president of the UDF in the Western Cape. Not once did he make me feel that being a woman was an issue, but he made me understand that, as a woman, I would often be challenged by other men who were less capable." **(Oscar Mpetha did not make me feel that I was unable to do anything because I am a woman. But he did warn me that other men who were not good at what they do, might give me a hard time.)**

(From a talk by Cheryl Carolus during the HERstory dialogue series hosted by the Gordon Institute of Business and Standard Bank.)



The **UDF** was an anti-apartheid body that included many different organisations who fought against apartheid.

Activity 3: Bullying

- Work **with a partner or your classmates**. Think about where bad and hurtful feelings towards other people come from.
- Work **on your own or with a partner** to draw a picture of what you think a bully would look like. Draw a thought bubble coming out of the bully's head. In the thought bubble, write words to show what the bully is feeling inside. These are feelings that the bully would never show to the world.

Source 4: HERstory, WOMEntors ...

"I surrounded myself with incredibly powerful women. Helen Joseph, Frances Goitseman Baard and Sophie de Bruyn were like mothers to me. They believed in me and pushed me to make my first ever speech. I've also had remarkable male mentors throughout my life."

(From Cheryl Carolus's talk during the HERstory dialogue series hosted by the Gordon Institute of Business and Standard Bank.)

People sometimes joke that 'history' contains the word 'his' because it is all about men. Actually, the word 'history' has nothing to do with 'his'. It comes from the ancient Greek word 'historía' which means 'knowledge from inquiry'. As we study history, let us not forget that women also played an important part. In fact, without 'HERstory', there can be no 'HISstory'. Perhaps it should be called 'THEIRstory'?

Activity 4: Dialogue

- Look up the word 'dialogue' in the dictionary. What does it mean?
- A dialogue is the same as a conversation. **With a partner**, think of some questions you would like to ask Cheryl Carolus if you were having a conversation with her.
- Discuss **with your classmates** why you think the organisers of the dialogue series called it 'HERstory'? The explanation above will help you answer this question.
- Cheryl Carolus said that she had a number of wonderful mentors (teachers). Do you think she should have said 'WOMEntors'? **Discuss with a partner** what kind of person your ideal mentor would be.

Source 5: What makes a good leader?

More extracts from Cheryl Carolus's HERstory presentation:

"We knew that our parents loved us. They made us feel confident in who we were and taught us to aim for the stars."

She explained that she always had to help with chores around the house. *"To this day, I know that I have to clean up after myself when I mess up."*

"I have never seen myself as a victim and will never allow someone to treat me like an object."

"Being part of a team also taught me that if you don't pull your weight and don't do what you're supposed to do, the team will fall apart."

Activity 5: Cleaning up your own mess

- Working **on your own**, make sure that you understand everything in the extracts above. Underline any words that you are not sure of, and then look them up in a dictionary.

When Cheryl Carolus said that she had learned to clean up her own mess, she was not only referring to spilling something or making something dirty. It seems as if she was also referring to messing up in another kind of way, such as by making a mistake, taking a wrong decision or making a wrong judgement.

By yourself or with a partner:

- Invent a magic cleaning aid that can clean up the mess after people have made mistakes, such as by telling lies, hurting someone else's feelings or forgetting to do something important. Read the label on a real cleaning aid, then draw your own bottle. Make a label that says what your magic cleaning aid can do, and write the **instructions** for how one should use it.

3. Desmond Mpilo Tutu



Desmond Tutu was born in Klerksdorp in the province of North West. He worked across the country fighting for human rights.

(<https://www.britannica.com/biography/Desmond-Tutu>)

"At home, in South Africa, I have sometimes said in big meetings where you have black and white together: 'Raise your hands!' Then I've said: 'Move your hands,' and I've said, 'Look at your hands—different colours representing different people. You are the rainbow people of God.' ... And you remember the rainbow in the Bible is the sign of peace. The rainbow is the sign of prosperity. We want peace, prosperity and justice, and we can have it when all the people of God, the rainbow people of God, work together."

*Desmond Tutu in The Rainbow People of God:
The Making of a Peaceful Revolution*

Brief biography of Desmond Tutu (for the educator):

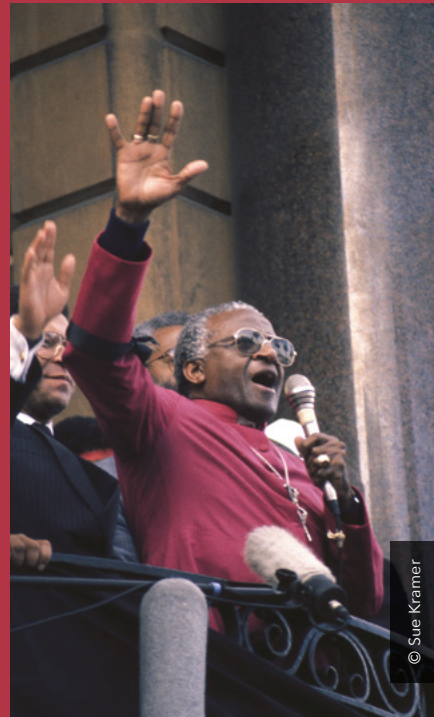
1. Born in 1931.
2. Received secondary education at a school near Sophiatown, Johannesburg.
3. Hospitalised with tuberculosis (TB) for about a year, and also had polio.
4. Attended Bantu Normal College outside Pretoria to study for a teacher's diploma in 1951.
5. Taught at Madipane High, Krugersdorp.
6. Was awarded a BA degree from UNISA in 1955.
7. Married to Nomalizo Leah Shenxana. They have four children.
8. Taught at Munsieville High.
9. Enrolled at St Peter's Theological School in Rosettenville, Johannesburg, in 1958.
10. Ordained as deacon at St Mary's Cathedral, Johannesburg, in 1960.
11. Studied at King's College London, United Kingdom.
12. Returned to South Africa and taught at the Federal Theological Seminary at Alice in the Eastern Cape.
13. In 1975, was ordained first black Anglican dean of Johannesburg and rector of St Mary's Cathedral.
14. Wrote an open letter to then Prime Minister BJ Vorster in May 1976, criticising apartheid.
15. After the Soweto uprising in 1976, he played a role in the Soweto Parents' Crisis Committee.
16. Became bishop of Lesotho.
17. Became general secretary of the South African Council of Churches in 1978. Spoke out against apartheid.
18. Was elected patron of the UDF in 1983.
19. Was awarded the Nobel Peace Prize in 1984.
20. Became bishop of Johannesburg in 1985.
21. Became archbishop of Cape Town, the highest position in the South African Anglican Church, in 1986.
22. In 1989, he was one of the leaders of the March for Peace to the Cape Town City Hall to protest against police brutality, where he gave a speech using the image of the rainbow.
23. Desmond Tutu is still active today and continues to criticise the South African government "over corruption scandals and what he says is their loss of their moral compass". (<http://www.sahistory.org.za/people/archbishop-emeritus-desmond-mpilo-tutu>)

Source 6: 1989 March for Peace

The March for Peace was led by Archbishop Desmond Tutu, Reverend Frank Chikane (then general secretary of the South African Council of Churches), Maulana Farid Essack (national co-ordinator of the Call of Islam), Reverend Allan Boesak (moderator of the Nederduitse Gereformeerde Sendingkerk, president of the World Alliance of Reformed Churches, and one of the founders of the UDF) and then Cape Town mayor, Gordon Oliver. The march started at St George's Cathedral, went down Adderley Street and ended at the City Hall. It was one of the largest demonstrations ever held in South Africa. A total of 35 000 people of all races took part.

Archbishop Tutu gave a speech from the balcony of the City Hall. He was wearing a purple cassock and a silver cross. He had a message for the then president of the country, FW de Klerk. *"If you know what's good for you, join us, join the people. Join us in the struggle for this new South Africa."*

Perhaps De Klerk listened to the message. Some of the demonstrators were carrying pictures of Oliver Tambo and Nelson Mandela – something that was forbidden (not allowed) at the time. The protest broke a few other apartheid laws as well. But government and the police did nothing to stop the protesters. President De Klerk said that he had no objection to a peaceful protest.



Archbishop Tutu addresses the crowd at the Cape Town Peace March on 13 September 1989, from the City Hall balcony.



Cassock: A robe worn by priests.

Apartheid: A government policy that kept South Africans apart based on the colour of their skin.

Protest: An action to show unhappiness about something.

Work on your own or with a partner:

-



Source 7: We Shall Overcome

We Shall Overcome is a famous protest song that the participants in the March for Peace sang as they marched down Adderley Street. A good version to listen to is by American folk singer Pete Seeger. If you are lucky, some of the older residents in your community might be able to sing it for you. They may even remember other songs that were also sung during the march.

Before you listen to the song, read this description of the March for Peace:

The people who marched had no idea that government would allow the march to go ahead. In those days, the police usually tried to stop marches and protests by using violence and arresting protesters. Think about what it was like on 13 September 1989, the day of the march: You would have been marching with thousands of other people who hated apartheid. But you would have also been looking out for the police, expecting them to beat you or spray you with a big water cannon. You might have even expected them to drag the leaders away and put them in jail.



**Now listen to a recording of *We Shall Overcome*.
Keep your eyes closed to take you back to that day:**

<https://www.youtube.com/watch?v=QhnPVP23rzo>

Activity 7: Feelings about the March for Peace

Do this activity **on your own**.

- Pretend that you were part of the March for Peace. Write three sentences about what you felt as you were marching down Adderley Street along with thousands of other protesters. Your sentences should include three feelings about the protest.

Sentence 1:

Sentence 2:

Sentence 3:

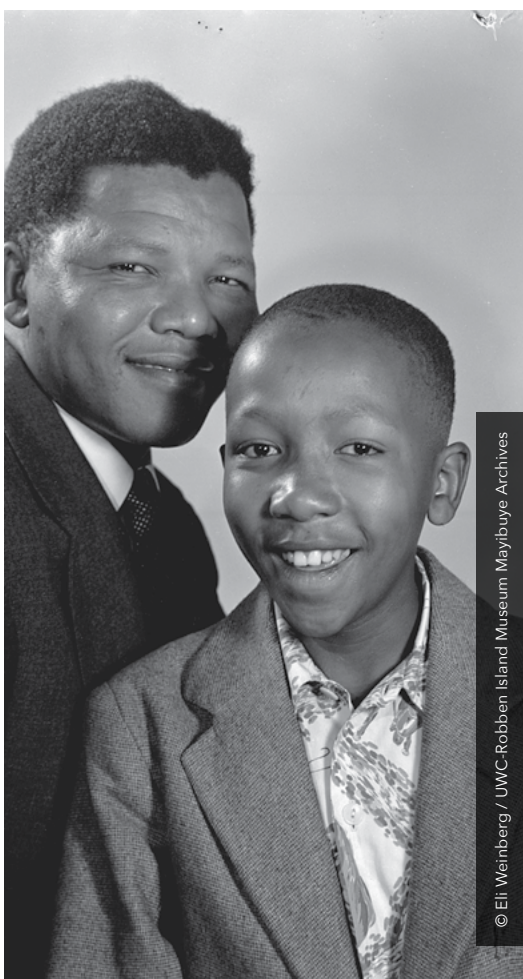
4. Nelson Mandela



Rolihlahla Mandela was born into the Madiba clan in Mvezo, Transkei, on 18 July 1918. His first school teacher, Miss Mdingane, gave him the name "Nelson", as it was custom at the time to give children English names. He fought for human rights and was a leading anti-apartheid activist. He spent 27 years in prison for standing up to the apartheid government.

"A leader ... is like a shepherd. He stays behind the flock, letting the most nimble go on ahead, whereupon the others follow, not realising that all along they are being directed from behind."

Nelson Mandela



Read with your educator: In his book *Long Walk to Freedom*, Nelson Mandela says: *"When I was born, South Africa was ruled by white people only. As I grew older, I began to see that this was not fair. I wanted to change this way of government so everyone had a say. My friends and I called this the struggle for freedom. The struggle lasted many years and I was one of the fighters ... Today, South Africa is a democracy."* (N. Mandela, *Long Walk to Freedom*, abridged version by Chris van Wyk).

After apartheid came to an end, Nelson Mandela campaigned and was elected South Africa's first black president in 1994. He served as president from 1994 until 1999. The 1994 election was the first fully democratic election in South Africa, where all people were given the right to vote. Now, 18 July is known as Nelson Mandela International Day – you may also know it as Mandela Day or Madiba Day. On that day, we are reminded of Mandela's achievements in fighting for human rights. On Nelson Mandela Day, people are encouraged to help others in need. Nelson Mandela died on 5 December 2013.

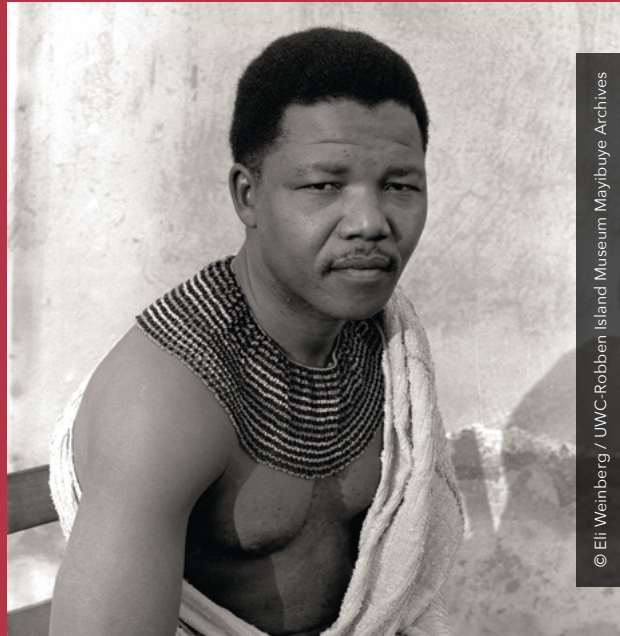
Source 8: Lessons from Thembuland

In his book *Long Walk to Freedom*, Nelson Mandela remembers meetings he attended in Thembuland (in the Eastern Cape) when he was young:

"Letters advising chiefs and headmen of a meeting were sent out by the regent (the ruler). Soon the Great Place became alive with important visitors and travellers from all over Thembuland. The guests would gather in the courtyard in front of the regent's house, and he would open the meeting by thanking everyone for coming and explaining why he had called them. From that point on, he would not say another word, until the meeting was nearing its end."

"Everyone who wanted to speak did so. Everyone was heard. All men were free to voice their opinions. (Women, I'm afraid, were thought to be second-class citizens)."

"The regent was not above criticism – in fact, he was often the principal target of it. But he never tried to defend himself. He showed no emotion."



© Eli Weinberg / UWC-Robben Island Museum Mayibuye Archives

"The meetings would continue until some kind of consensus was reached. Democracy meant all men were to be heard, and a decision was taken together as a people. A minority was not to be crushed by a majority."

"As a leader, I have always followed the principles I saw the regent practise. I have always tried to listen to what each and every person in a discussion had to say before venturing my own opinion. The regent said a leader is like a shepherd. He stays behind his flock, letting the most nimble go out ahead, and then the others follow, not realising that they are being directed from behind."

(From chapter 3 of *Long Walk to Freedom*, slightly simplified.)



Consensus: Agreement.

Nimble: Quick on one's feet.

Thembuland: Part of the Eastern Cape where Mandela was born.

Activity 8: What Mandela was taught about being a leader

As a class, discuss the following:

- Why did the regent not say anything until the meeting was nearly over?
- What did the regent mean when he said that a good leader was like a shepherd?
- What lesson about good leadership did Mandela remember from these meetings when he became the president of South Africa?
- Why did Mandela say that women were considered to be second-class citizens in those days?
- Do you think Mandela would have liked the idea of 'THEIRstory'?

Activity 9: Leadership qualities

Do this activity **on your own**.

- Look at the list below and cross out all the qualities you think do NOT make a good leader.

Being a good leader means that you **SHOULD**:

be brave	understand other people	act like a victim
stand up for what is right	never say sorry when you mess up	not listen to other people's opinions
look for a mentor or WOMANtor	try to make the world a better place	have confidence in yourself
force people to do what you think they should	put yourself before other people	have empathy with people

- Read over the list and pay attention to the qualities you have not crossed out. Then write three sentences about what makes a good leader. Include three qualities of good leadership.

Sentence 1:




Sentence 2:

Sentence 3:

- Give examples of people you see as good leaders in your community and the country.

Additional sources for learners, educators and guardians

Cissie Gool	
	http://www.sahistory.org.za/people/zainunnisa-cissie-gool https://belladaniels.wordpress.com/2017/10/03/cessie-gool/
	Cissie Gool South Africa 2001, directed by Gairoonisa Paleker: 52-min video
	Audio documentary: http://sthp.saha.org.za/memorial/cissie_gool.htm
	Cissie Gool granite blocks memorial

Cheryl Carolus	
	Transcript: https://www.nelsonmandela.org/omalley/index.php/site/q/03lv00017/04lv00344/05lv00511/06lv00582.htm
	<p>Cheryl Carolus reflecting on Ashley Kriel as a pupil: https://www.youtube.com/watch?v=PjKR7th8Uos</p> <p>Cheryl Carolus remembering the day that Nelson Mandela was released: https://www.youtube.com/watch?v=Dr0feXbO-ME</p> <p>ANC's appointment of Cheryl Carolus as South Africa's high commissioner in London</p> <p>Interview with Cheryl Carolus reflecting on Nelson Mandela, his impact on her life, and his humanity: https://www.youtube.com/watch?v=0juT8k03fW0</p> <p>NNelson Mandela on bullying: https://www.youtube.com/watch?v=q4sNWziZmWg</p>
	Cheryl Carolus and the UDF: http://www.digitalcollections.lib.uct.ac.za/oral-history-interview-cheryl-carolus-part-1-2

Desmond Tutu



Biography.com:

<https://www.biography.com/people/desmond-tutu-9512516?page=1>

Modern Peacemakers: Desmond Tutu Fighting Apartheid by Samuel Willard Crompton: <https://www.sahistory.org.za/archive/modern-peacemakers-desmond-tutu-fighting-apartheid-samuel-willard-crompton>

Sunday Times Heritage Project Extract from *The Purple Shall Govern: A South African A-Z of Non-Violent Action* by Dene Smuts and Shauna Westcott:

http://sthp.saha.org.za/memorial/articles/personal_and_other_accounts_of_the_march.htm

Sunday Times Heritage Project:

http://sthp.saha.org.za/memorial/archbishop_desmond_tutu.htm

Interview with Desmond Tutu:

<https://www.nobelprize.org/prizes/peace/1984/tutu/interview/>

and

<https://www.beliefnet.com/inspiration/2004/04/desmond-tutus-recipe-for-peace.aspx>



Community Video Education Trusts's The Church in the 1980s:

<http://www.cvet.org.za/displayvideo.php?vid=2D-F5-B2>

The Foolishness of God: A Forgiveness Journey with Desmond Tutu (documentary):

<https://www.indiegogo.com/projects/the-foolishness-of-god-desmond-tutu-film#/>

ABC's news coverage of the March for Peace: <https://www.sahistory.org.za/dated-event/tutu-leads-biggest-anti-apartheid-protest-march-south-africa>



Interview with Archbishop Desmond Tutu, talking about his childhood, South Africa and his convictions: <http://www.bbc.co.uk/programmes/p03qtsh5>

Desmond Tutu talking about reconciliation:

<http://www.bbc.co.uk/programmes/p034m7gr>



St George's Cathedral, or 'the people's cathedral'

The Crypt at St George's Cathedral

Arch for the Arch monument

Assessment rubric for "Conversations with leaders" lesson plan

	Level 4	Level 3	Level 2	Level 1
Score	70-100%	50-69%	40-49%	0-39%
Criteria	Learning outcomes achieved with excellence	Learning outcomes achieved	Learning outcomes partly achieved	Learning outcomes not achieved



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