

Lesson Four: Creating a Modern Day Freedom Charter (Part 1)

Summary

Students write a modern day Freedom Charter.

Duration

One 50-minute class period.

About this Lesson

In the final two lessons, students create their own call to people of the UK and their own freedom charter. They begin by reflecting on the different issues impacting people's quality of life in the UK. They are then divided into groups to write their call and charter, and decide how they would like to present it to other students.

Guiding Questions

- What societal issues need addressing?
- How can we create an inclusive modern day freedom charter?

Learning Objectives

- To be able to identify societal issues.
- To work in groups to write short call for a modern day freedom charter, and the charter itself.

Notes to Teacher

1. Alternative Approach

If you are teaching these series of lessons week by week, you might have students work on the call for the Modern Day Freedom Charter in groups. Then have groups present their call to the class and, as class, create a final version incorporating parts from each groups' call.

For homework, students can then share this finalised call around the school, and with their friends, families and community members, and collect ideas for demands for a Modern Day Freedom Charter which they can bring to the next lesson.

2. Exam Style Questions

This resource can be used and adapted by those teaching apartheid at GCSE and A-level. To this end, we have included a range of exam style questions in the

extensions section of each lesson, which are intended as discussion prompts, extension activities and/or homework tasks rather than formal examination questions. They are designed to encourage students to engage with second-order historical concepts and assessment objectives commonly assessed across GCSE and A-level History specifications, including causation, consequence, change and continuity, significance, source analysis and historical interpretations. Teachers can select and adapt the questions that are relevant to their teaching and their students.

3. Classroom-ready PowerPoint Slides

Each lesson in this unit includes a PowerPoint of student-facing slides. The PowerPoints are intended to be used alongside, and not instead of, the lesson plans because the latter include important rationales and context that teachers should familiarise themselves with before teaching each lesson. The PowerPoints include basic content and student-facing prompts from the lesson plans but are minimally designed because we anticipate teachers will adapt them to fit the needs of their students and class.

Materials

1. **PowerPoint:** [Lesson Four: Creating a Modern Day Freedom Charter \(Part 1\)](#)
2. **Handout:** [The Freedom Charter \(Full Text\)](#)
3. **Handout:** [The Call to the Congress of the People \(full text\)](#)

Activities

1. Reflect on Societal Issues

Inform students that they will be writing a short call for the modern day freedom charter in groups before writing a modern day charter. In order to ensure that their call and charter seek to improve social conditions for people today, it can be helpful to reflect on what societal issues there are and groups in society particularly impacted by them.

Remind students that the Call to the Congress of the People called out to farmers, miners, workers, teachers, students, preachers, housewives and mothers; and that the Freedom Charter itself demanded self-government, equal rights (including before the law), fairly distributed wealth and land ownership, human rights, work and security, education, housing and peace.

Then ask students to reflect on the following questions:

1. What societal issues do you think need most attention today? Why?
2. What can be done to address and resolve these issues? You might think about laws that can be passed or behaviours that can be encouraged.
3. Which groups of people do these issues most impact?
4. Why is it important that those who are most affected by issues have a say in how they are addressed and resolved?
 - a. How can this be done in inclusive and collaborative ways?

Invite students to share their reflections in pairs before leading a short class discussion. You might wish to gather the different issues students identify on the board so that all students are able to refer to them.

2. Write a Call for a Modern Day Freedom Charter

Next, divide students into small groups and ask them to create a short call for the modern day freedom charter, writing two or three paragraphs addressing some of the groups they identified in the first activity.

It may be helpful to ensure each group has a copy of the **Handout: [The Call to the Congress of the People \(full text\)](#)** and/or to project a few paragraphs from the call on the board.

As noted in Teaching Note 2 above, if you are teaching these series of lessons week by week, you might have students work on a longer call for the Modern Day Freedom Charter in groups. Then have groups present their call to the class and, as class, create a final version incorporating parts from each groups' call.

For homework, students then share this finalised call around the school, and with their friends, families and community members, and collect ideas for a Modern Day Freedom Charter which they can bring to the next lesson.

If you decide to take this alternative approach, then you can skip over activity 3.

3. Write a Modern Day Freedom Charter

Next, ask students to write a modern day freedom charter addressing some of the issues they identified at the start of the lesson. Inform students that they will have time to continue working on this charter in the next lesson.

It may be helpful to ensure each group has a copy of the **Handout: [The Freedom Charter \(Full Text\)](#)** or to project the following sections from the charter on the board for reference:

1. Opening

2. **The People Shall Govern!**
3. **All National Groups Shall have Equal Rights!**
4. **The People Shall Share in the Country`s Wealth!**
5. **The Land Shall be Shared Among Those Who Work It!**
6. **All Shall be Equal Before the Law!**
7. **All Shall Enjoy Equal Human Rights!**
8. **There Shall be Work and Security!**
9. **The Doors of Learning and Culture Shall be Opened!**
10. **There Shall be Houses, Security and Comfort!**
11. **There Shall be Peace and Friendship!**
12. **Closing**

Ask students to also reflect on how they would like to present their modern day freedom charter. Presentation options include a leaflet, a PowerPoint presentation, an article, a poster, a speech, a poem, a piece of theatre, or any other method they would like to use.

3. Reflect on Inclusion and Collaboration

Finally, ask students to reflect on the following questions before inviting students to share their thoughts in pairs and then with the class.

1. What steps can you take to ensure that your group's charter is inclusive and reflective of the needs of those who are different to you?
2. Why are cooperation, collaboration and inclusivity important?

Extensions

1. GCSE Style Questions

Lesson Four Specific Questions

- Explain what the Freedom Charter reveals about ideas of freedom.
- To what extent did the Freedom Charter represent the views of all South Africans?
- How useful is the Freedom Charter as evidence for understanding the aims and priorities of anti-apartheid activists in the 1950s?
- What are the strengths and limitations of the Freedom Charter as a historical source?

Cross-Lesson Historical Enquiry Prompts

- Describe
- Outline ...
- Use source ____ and your own knowledge to describe the events that / the role of...
- Describe the impact of changes in...
- Explain why/how...
- How useful are the sources for investigating... ?
- What was the purpose of... ?
- Which of the sources is most useful to a historian studying... ?

2. A-Level Style Questions

Lesson Four Specific Questions

Historical Concepts and Enquiry (AO1)

- What does the process of creating the Freedom Charter reveal about grassroots political organisation in South Africa in the 1950s?
- Assess the importance of mass participation in the development of the Freedom Charter.
- To what extent can the Freedom Charter be seen as a product of its historical context?
- Assess the similarities and differences between the issues addressed in the Freedom Charter (1955) and those facing societies today.

Working with Sources (AO2)

- What do the submissions collected for the Freedom Charter reveal about the concerns of ordinary South Africans in the 1950s?
- What are the challenges historians face when using popular submissions as evidence?

Working with Interpretations (AO3)

- Some historians argue that the process of creating the Freedom Charter was as significant as the document itself. How far do you agree?

Cross-Lesson Questions

These questions can be used alongside any lesson.

Historical Concepts and Enquiry (AO1)

- Assess the relative importance of different factors in shaping...
- To what extent was ... a turning point?
- How far do you agree with the view that...

- Assess the significance of...

Working with Sources (AO2)

- To what extent does the evidence support the view that...
- Assess the strengths and limitations of the sources for understanding...
- How useful are the sources for investigating...

Working with Interpretations (AO3)

- Why might historians disagree about...
- Which interpretation is more convincing and why?
- How and why have interpretations changed over time?

View the next lesson in the Exploring the Freedom Charter resource: **Lesson Five: Creating a Modern Day Freedom Charter (Part 2)**