

Lesson Five: Creating a Modern Day Freedom Charter (Part 2)

Summary

Students share their modern day Freedom Charters.

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 are the possible impacts of writing freedom charters?
- How has your understanding of freedom and resistance evolved through this learning experience?

Learning Objectives

- To write and present a modern day freedom charter.
- To be able to evaluate the impact of learning about South Africa's Freedom Charter.

Notes to Teacher

1. Alternative Approach

If you used the alternative approach and asked students to collect ideas for demands for a freedom charter from the school community, their friends, families and community members, after completing activity 1, ask students to share their findings in their groups and to write 5-10 key statements summarising people's ideas/demands on a large piece of paper.

Place these pieces of paper around the room and ask students to circulate, noting down any key patterns and themes that come up in people's ideas/demands.

As a class, then decide on 5-10 key areas that the modern day freedom charter should address. Give each group an area and ask them to write a paragraph in the style of South Africa's Freedom Charter.

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 Five: Creating a Modern Day Freedom Charter \(Part 2\)](#)
2. **Handout:** [The Freedom Charter \(Full Text\)](#)

Activities

1. Reflect on the Modern Day Freedom Charter

Ask students to reflect on the following questions before placing them in groups to finish their charter.

1. How has thinking about a modern day freedom charter shaped how you view/engage the world around you?
2. What does this suggest about the impact of being involved in writing a charter?
3. How can charter writing be viewed as an act of resistance?

Invite students to share their reflections in pairs before leading a short class discussion.

2. Finish the Modern Day Freedom Charter

Ask students to go into their modern day freedom charter groups to finish writing their charters and to decide how they would like to present it to other students. 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.

Give students the opportunity to present their charters to the class. If students need more time to work on their charters and presentations, you may need to do the presentations in a future lesson.

You could also have your students present their charters to other students in the rest of the school in an assembly or newsletter.

3. Reflect on the Learning

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

1. What is your biggest takeaway from:
 - a. Learning about apartheid South Africa and the Freedom Charter?
 - b. Writing a modern day freedom charter?
2. How, if at all, has this learning experience shaped how you view:
 - a. Freedom?
 - b. Resistance to oppression?

Extensions

1. Create a Toolbox for Pathways to Freedom

Ask students to create a toolbox for pathways to freedom, including ideas about what freedom means and looks like that were captured in modern day freedom charters they created and heard, and in South Africa's Freedom Charter.

2. Learn about the UK's Anti-Apartheid Movement

Ask students to do research into the UK's anti-apartheid movement and to share their findings in a format of their choice. As part of this process, ask them to reflect on the importance and power of international solidarity in challenging oppression. You might choose to share with them the Anti-Apartheid Movement

Archives (<https://www.aamarchives.org/>) which document the history of the British anti-apartheid movement.

3. Learn about the Dunnes Stores Workers

Share the article [When Irish Grocery Workers Stood Against Apartheid](#) with students, reading it as a class, and then ask them to discuss the following questions in groups:

1. Why did the Dunne Stores workers initially go on strike?
2. How did their understanding of apartheid evolve after meeting Nimrod Sejake?
 - a. What does this reveal about the power of face to face reactions?
3. What different ways did people respond to the Dunnes Stores strikers?
 - a. How did these change over time?
4. What impact did the Dunnes Stores strikes have on how apartheid was viewed in Ireland (and further afield)?
5. What do you find surprising, interesting and/or troubling about the Dunnes Stores strikes?
6. What can the Dunnes Stores strike teach us about the importance and power of international solidarity in standing up against injustice?

You may also wish to share [resources created by Ardent Theatre Company](#) related to the play *Strike!*, which was written about the Dunnes Stores strike.

4. Share Your Work and Learnings

Share your students' charters with Teach for Tomorrow and the Anti-Apartheid Legacy Trust and/or write a blogpost or article for these organisations to put on their website. Do this by emailing hello@teachfortomorrow.org.

5. GCSE Style Questions

Lesson Five Specific Questions

- Outline the ideas in the Freedom Charter that relate to economic inequality.
- Describe the impact of the Freedom Charter on:
 - The struggle against apartheid.
 - The anti-apartheid movement.
- How do the ideas contained within the Freedom Charter relate to ideas of freedom in the present day?
- Which of the sources in the unit is the most useful for a historian studying:
 - The experience of those living under apartheid?
 - Resistance to apartheid?

Cross-Lesson Historical Enquiry Prompts

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

6. A-Level Style Questions

Lesson Five Specific Questions

Historical Concepts and Enquiry (AO1)

- 'The Freedom Charter marked a turning point in the struggle against apartheid.' How far do you agree?
- 'Economic inequality was the main cause of resistance to apartheid.' Assess this view.
- To what extent was apartheid maintained through coercion rather than consent?

Working with Sources (AO2)

- Assess the usefulness of the Freedom Charter as evidence for understanding resistance to apartheid in the 1950s.
- How might a historian corroborate the claims and aspirations contained within the Freedom Charter?

Working with Interpretations (AO3)

- How have interpretations of the Freedom Charter changed since 1955?
- Why might historians disagree about the Charter's long-term significance in ending apartheid?

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?