

Faces™

South Africa Today

Each region of South Africa boasts its own unique beauty. With breathtaking scenery, magnificent wildlife, and cultural diversity, South Africa is a welcoming and rejuvenating destination. This issue of FACES magazine acquaints readers with the people, landscapes, and history of the nation.

CONVERSATION QUESTION

What is special about South Africa?

TEACHING OBJECTIVES

- Students will learn about South Africa's second-largest city, Cape Town.
- Students will learn about the life of Nelson Mandela.
- Students will learn about Kruger National Park in South Africa.
- Students will examine the impact of location.
- Students will analyze the means of changing societies and protecting rights.
- Students will explore the geographical features of a region.
- Students will convert mathematical measurements.
- Students will design South African currency featuring Nelson Mandela.
- Students will create a travel brochure for Kruger National Park.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Captivating Cape Town**
Expository Nonfiction
- **Nelson Mandela: Activist, Prisoner, President**
Expository Nonfiction
- **Kruger National Park**
Expository Nonfiction

Captivating Cape Town

pp. 12–15, Expository Nonfiction

One of the world's most beautiful seaports, Cape Town is South Africa's oldest and most important city. This article explores the history and features of this multicultural region.



RESOURCES

- Impact of Location: Exploring the Cape

OBJECTIVES

- Students will learn about South Africa's second-largest city, Cape Town.
- Students will examine the impact of location.
- Students will convert mathematical measurements.

KEY VOCABULARY

- wharves** (p. 12) flat structures built along the shores of rivers or oceans so that ships can load and unload cargo or passengers
- quarters** (p. 14) places where people live
- reserve** (p. 15) an area of land where animals and plants are given special protection

ENGAGE

Conversation Question: What is special about South Africa?

Inform students that the article they will be reading introduces them to a city in one of the world's most diverse countries. Display a world map and give students the following clues, one at a time, so that they can locate this country. (South Africa)

- This country lies entirely within the Southern Hemisphere.
- This country has over 1,700 miles of coastline that runs along the South Atlantic and Indian Oceans.
- This country is the world's second-most populous country south of the equator.
- This country is the southernmost country of Africa.
- Cape Town is its legislative capital, ruled by parliament.

INTRODUCE VOCABULARY

Post the vocabulary words and discuss their meanings. Then display the following prompts and have students discuss responses with a partner.

- List a synonym for each word: **wharves, quarters, reserve.**
- Which two words begin with diagraphs?
- Which two words have two syllables?

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

- What was the significance of Cape Town for ships enroute to Europe from Asia?
- What is exported from Cape Town?
- Explain the European, Asian, and African influences reflected in the city of Cape Town.
- Why is Robben Island sometimes referred to as the "University of Robben Island"?

CONCEPT/SKILL FOCUS: Impact of Location

INSTRUCT: Review the text and guide students to express that the article was written to teach readers how the location of Cape Town impacts the history, the wildlife, and the activities that can be enjoyed there. Have students use the *Impact of Location: Exploring the Cape* graphic organizer to describe these features and elements.

ASSESS: Have students discuss which activity or site is most appealing to them. Review worksheets.

EXTEND

Mathematics Explain that Table Mountain provides a stunning backdrop for the city of Cape Town. The article states that Table Mountain measures 3,563 feet high. Have students convert that number into (a) inches and then into (b) yards. Discuss which unit of measure is the most useful and why. **Answers:** a) 42,756 inches; b) 1,187 yards, 2 feet

Exploring the Cape

Impact of Location Use information from the article to complete the chart below. Then complete the **THINK TANK** activity.

Cape Town		
WHERE CAN YOU GO?	WHAT CAN YOU DO?	WHAT CAN YOU SEE?
1.		
2.		
3.		

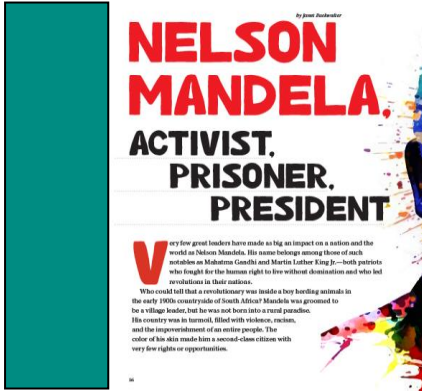
THINK TANK: Which activity or sight is most appealing to you? Why? Discuss with a partner.

Faces® Teacher Guide: October 2023

Nelson Mandela: Activist, Prisoner, President

pp. 16–19, Expository Nonfiction

In a country filled with violence, racism, and impoverishment, Nelson Mandela became both prisoner and President. Readers will follow this South African revolutionary's journey through life.



RESOURCES

- Means to Change: Mandela's Mission

OBJECTIVES

- Students will learn about the life of Nelson Mandela.
- Students will analyze the means of changing societies and protecting rights.
- Students will design South African currency featuring Nelson Mandela.

KEY VOCABULARY

- revolutionary** (p. 16) a person who fearlessly advocates radical change
- impoverishment** (p. 16) the condition of being or becoming very poor
- apartheid** (p. 18) a former policy of segregation and political, social, and economic discrimination against the non-white majority in the Republic of South Africa

ENGAGE

Conversation Question: What is special about South Africa?

Ask students to name some notable leaders in history (Gandhi, Martin Luther King Jr., Catherine the Great, etc.). Generate a list on the board. Pose the following questions: *What do these leaders have in common? What characteristics and traits do they share? How did they contribute to the greater good of society? Why do you think all of these leaders had people that were fighting against them?*

INTRODUCE VOCABULARY

Introduce this as a *Jeopardy!*-style learning activity. Provide the class with only the definitions of the key vocabulary terms. Inform students that they will revisit these definitions after reading and pose the proper question using words from the vocabulary-rich article. (What is a **revolutionary**? What is **impoverishment**? What is **apartheid**?) Have them formulate 17 more answers needing questions, for a total of 20, and share these with other classes as a post-reading activity.

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

- Who was Nelson Mandela and why is he important to the history of South Africa?
- Why was it unlikely that Mandela would grow up to become a revolutionary?
- Why was Mandela sentenced to life in prison in 1964?
- How did Mandela continue his mission in prison?
- Why didn't Mandela complete the life sentence?
- What is Mandela's legacy?

SKILL FOCUS: People Create Change

INSTRUCT: Nelson Mandela was a political leader and a civil rights activist. This article describes how Mandela devoted his life to the service of humanity. Present the *Means to Change: Mandela's Mission* graphic organizer. Instruct students to use information from the article to explain Mandela's accomplishments.

ASSESS: Direct the class to peer-review the worksheet in small groups and discuss how Mandela used every phase of his life to create change.

EXTEND

Graphic Design: Have students return to page 19 of the article and focus on the photograph of South African currency. Although we are only shown the portrait side of the money, the caption states that the bills also feature scenes from Nelson Mandela's life. Have students reread the article and choose a scene to recreate on the currency. Encourage the use of color and details. Provide templates or have students make their own. You can cleverly store all completed bills in a wallet in your social studies center.

Mandela's Mission

Means to Change Reread the article to collect details about the three phases of Nelson Mandela's life, shown in the table below. Include organizations, positions, missions, and accomplishments. Then discuss how Mandela used every phase of his life to create change.

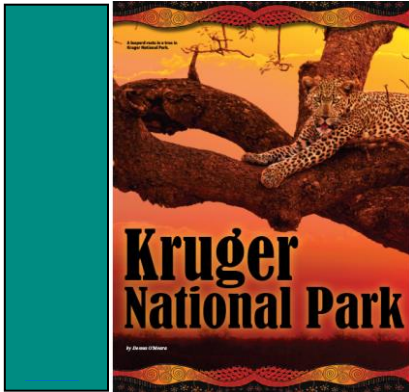
Activist	
Prisoner	
President	

Faces® Teacher Guide: October 2023

Kruger National Park

pp. 22–25, Expository Nonfiction

Located near the Mozambique border, Kruger National Park is South Africa's largest national reserve. Readers will embark on a safari to discover the park's exceptional diversity of wildlife.



RESOURCES

- Geographical Features: Wild and Free

OBJECTIVES

- Students will learn about Kruger National Park in South Africa.
- Students will explore geographical features of a region.
- Students will create a travel brochure for Kruger National Park.

KEY VOCABULARY

- **savannah** (p. 23) flat, dry land with grasses and trees
- **grasslands** (p. 25) areas where the vegetation is dominated by grasses, usually for grazing
- **outcrop** (p. 25) an area of land where the underlying rocks are exposed

ENGAGE

Conversation Question: What is special about South Africa?

Inform students that a national park is an area of land set aside by the national government for the preservation of the natural environment. National parks around the world tend to focus on the protection of land and wildlife. Show a short video, if possible. Ask students to share their experiences visiting national parks. Discuss how the geography/environment influenced their activities and sightings there. (Students may also answer the same questions about a state park.)

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with the class. Ask students to identify how these words (**savannah**, **grasslands**, **outcrop**) relate to each other. Invite them to share prior knowledge or experiences (make connections) relating to these terms. Have students circle other corresponding words in the reading. As an ongoing project while this issue of FACES is being studied, have students work on a class mural showcasing the beauty of South Africa. Remind them to represent and label these land features.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. Why was Kruger National Park established in 1889?
2. Why is the park so rich in varied species?
3. Explain the significance, mission, and duties of the Black Mambas.
4. For what reasons do poachers hunt animals?
5. How are conservation groups working to protect Africa's wildlife?

CONCEPT/SKILL FOCUS: Geographical Features

INSTRUCT: The article presents the reader with detailed information about the geographical characteristics of Kruger National Park in South Africa. Remind students that when studying a country or region, it is important to consider all aspects of the area. Distribute the *Geographical Features: Wild and Free* graphic organizer. Tell students they will use information from the article to describe the sensory and physical aspects of the park.

ASSESS: Review the worksheet with the class. Discuss the dangers of poachers and the importance of conservation efforts.

EXTEND

Social Studies: Have students locate Kruger National Park on a map of South Africa. Instruct them to fold a piece of paper into thirds to create a travel brochure. Alternatively, many computer programs have easy-to-use templates. Using information from the various resources, students should include the following in their brochures: location, climate, land features, plant/animal life, recreation, and interesting facts.

Wild and Free

Geographical Features Review the article and highlight information about the park features listed in the boxes below. Then use detailed information to describe these features of the park.

<p>Land Features</p>	<p>Wildlife</p>
<p>Sounds and Smells</p>	<p>Conservation Efforts</p>

**Kruger National
Park**

Discuss with a partner: *Would you like to visit Kruger National Park? Why or why not?*