

Unit

6

Reading A :

A Long Walk to Freedom

Reading B :

Where the Mind is Without Fear (Poem)

Reading C :

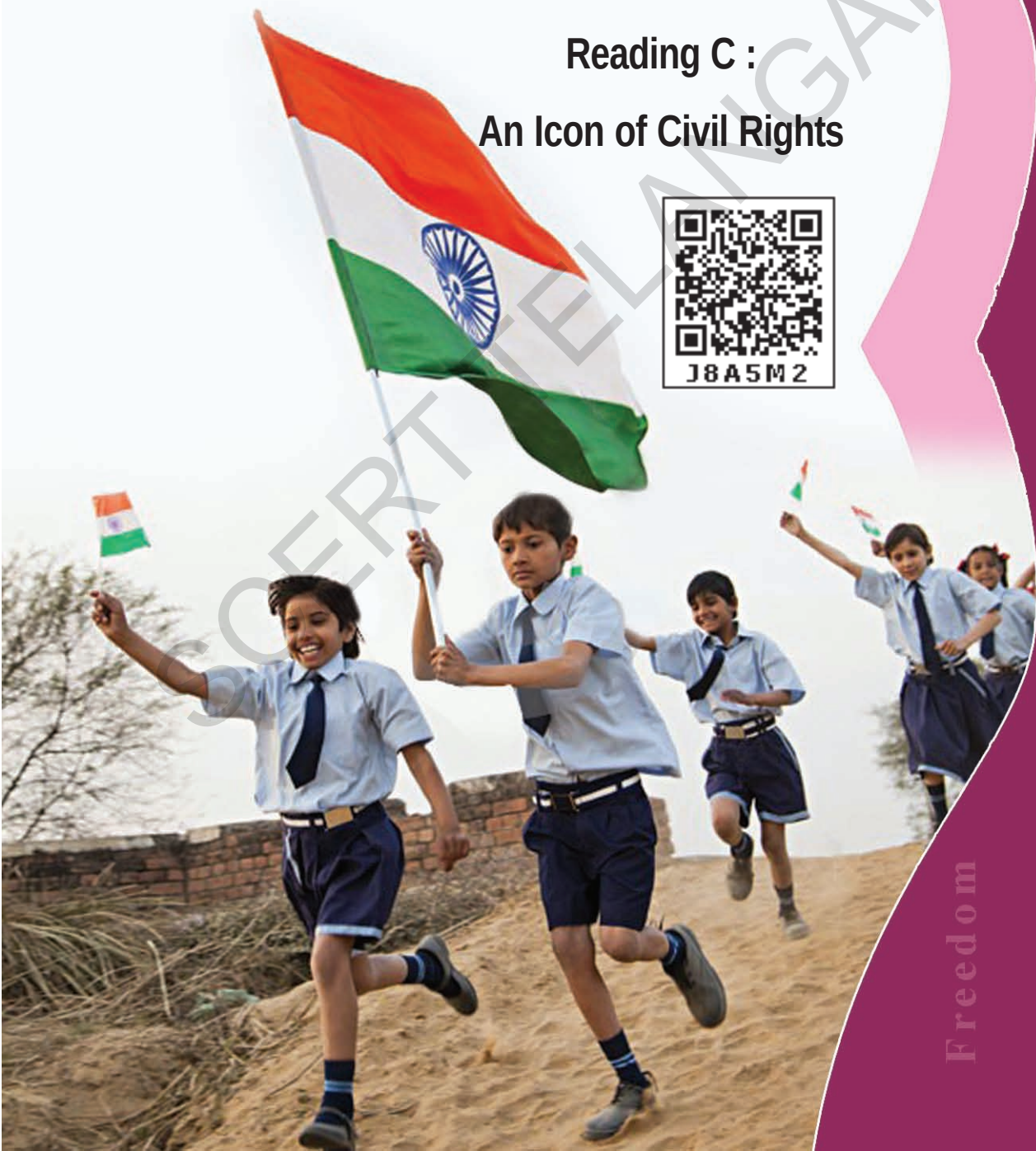
An Icon of Civil Rights



Freedom

Freedom

Freedom



Freedom

Look at the following pictures and discuss the questions that follow.



1. What do you know about the great persons in these pictures?
2. What similarities do you find in their lives?

Oral activity: Debate - “Non-violence is the only solution for the present day crisis in the society/world.”

A Long Walk to Freedom

In life, every man has twin obligations — obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community and his country. In a civil and humane society, each man is able to fulfil those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated. In South Africa, a man who tried to fulfil his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion. I did



not in the beginning choose to place my people above my family, but in attempting to serve my people, I found that I was prevented from fulfilling my obligations as a son, a brother, a father and a husband.

I was not born with a hunger to be free. I was born free — free in every way that I could know. Free to run in the fields near my mother's hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms of achieving my potential, of earning my keep, of marrying and having a family — the freedom not to be obstructed in a lawful life.

But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress, and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk. I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free. Freedom is indivisible; the chains on anyone of my people were the chains on all of them, the chains on all of my people were the chains on me.

I knew that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred; he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom, just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

- Nelson Mandela

About the author

Nelson Mandela, born on July 18, 1918, was the first South African President to be elected in a fully representative democratic election. Trained as an attorney, he helped form the Youth League of the African National Congress (ANC) in 1944. In 1961 he abandoned peaceful protest and became head of the ANC's new military wing. Sentenced to life imprisonment in 1964, Mandela came to symbolize black political aspirations and was named head of the ANC after his release on Feb. 11, 1990. He and F. W. de Klerk shared the Nobel Peace Prize for negotiating South Africa's peaceful transition to multiracial democracy. After the ANC victory in the April 1994 elections, Mandela worked to ease racial tensions, court foreign investment, and provide services to the victims of apartheid.



Glossary

inclination (<i>n</i>)	: a feeling that makes a person to do something
inevitably (<i>adv</i>)	: certainly to happen and unable to be avoided or prevented
twilight (<i>adj</i>)	: used to describe a way of life which is characterized by uncertainty
mealie (<i>n</i>)	: maize
illusion (<i>n</i>)	: an idea or belief which is not true
earning my keep (<i>idm</i>)	: doing useful things to live
animate (<i>v</i>)	: make someone more active

Answer the following questions.

1. Why is it difficult to fulfil the ‘twin obligations’ in a country like South Africa?
2. What sort of freedom did Mandela enjoy as a boy? Was it real? Give your opinion.
3. How did Mandela’s understanding of freedom change with age and experience?
4. What does the line ‘the oppressed and the oppressor alike are robbed of their humanity’ suggest?
5. What relevance does Nelson Mandela’s life have to the present society?
6. “It was this desire . . . that animated my life”, which desire is the narrator referring to?



Vocabulary

I. Tick (✓) the most appropriate meaning for each of the following underlined words.

1. I was born free.
 - a. able to act at will
 - b. having personal rights
 - c. not subjected to constraints
 - d. costing nothing

2. I was prevented from fulfilling my obligations.
- not able to perform
 - stopped from doing
 - conditioned to do
 - forced to do
3. My freedom was curtailed.
- enhanced
 - lost
 - reduced
 - blocked
4. I was not a virtuous leader.
- dignified
 - law-abiding
 - well behaved
 - honest

II. Read the following paragraph carefully. Fill in the blanks with the most appropriate forms of the words in brackets.

Nelson Mandela was an outstanding black _____ (*lead*) of South Africa, who spent his life time _____ (*fight*) against racial _____ (*segregate*). He had to spend 30 years of imprisonment to achieve _____ (*free*) of the coloured. Finally he _____ (*creation*) history when he became the first black man as the President of _____ (*independence*) Republic of South Africa. This great leader who has been a source of _____ (*inspire*) for millions of freedom lovers in the world was influenced by Mahathma Gandhi, the father of our nation!



Grammar

Defining Relative Clause

Read the following sentences and notice the underlined parts.

1. The man who takes away another man's freedom is a prisoner.

2. The people followed the principles that Mandela advocated.
- As you perhaps know, the clauses underlined above are called adjectival clauses because they qualify the noun in the preceding clause.
 - In sentence (1) we are able to identify who the man is with the help of the information contained in the clause, who takes another man's freedom. Similarly, the identity of the principles is revealed by the clause, that Mandela advocated. Without these clauses the listeners will not be able to know who the man is and which principles they are. Who in (1) refers to the man and that in (2) refers to the principles. These words in these sentences are **Relative pronouns**.
 - The Adjectival clauses are also called Defining Relative Clauses because they help to define the person or the object referred to.
 - The whole expression containing the noun phrase and the Relative Clause now acts like a single noun phrase.

Pick out the Defining Relative Clauses and the Noun Phrases they define from the text. Fill in the table given below. One is done for you.

Example: In South Africa, a man of colour who attempted to live as a human being was punished and isolated.

Sl. No.	Relative clauses	Relative pronoun used	Noun phrase that the relative pronoun defines
1	who attempted to live as a human being	who	a man of colour
2			
3			
4			
5			



Writing

I. Read the story once again and analyze the text in the light of the following questions.

- What incidents do you find in the first paragraph?
- How does the writer reflect on (feel about) these incidents?
- What is the writer's point of view on the incidents?

You might have witnessed several instances of discrimination in the world around you. Write an essay about one such incident.

You may use the following clues.

- When and where did it take place?
- With whom did the incident occur?
- What were you doing at that time?
- How did you feel about this incident?
- Observe all the features of an essay.



Study Skills

Read the following biographical account of a great patriot of India, which describes events in his life. After reading the text, complete the chronological table.

Subhash Chandra Bose was born on 23rd January in Cuttack in 1897. He was born in a rich family. When he was five he was admitted into a big European school. At the age of twelve, he was shifted to another school, where his headmaster, Beni Madhav Das, kindled the spirit of patriotism in him. When he was fifteen, he came under the profound influence of an outstanding spiritual leader, Swami Vivekananda.

After his graduation Subhash left for Cambridge in 1919 to appear for the Indian Civil Service (ICS) examination. But he had made up his mind to dedicate his life to the service of his country; he resigned from the Indian Civil Service and returned to India in 1921. He took part in the freedom struggle, Independence movement and fought against the British rule in India. Bose was arrested and sent to a prison in Burma. With the cooperation

of some prisoners and freedom lovers, Bose formed the Indian National Army (INA) in 1941 in Singapore. He inspired the troops to fight against the British to liberate their motherland. On 21st October 1943 the Azad Hind Government was set up in foreign soil.

Subhash is called ‘Nethaji’ (Netha- a leader) because he was a true and passionate leader of the Indian struggle for freedom.

Complete the following table based on your reading of the passage.

Year	Incident that took place and its significance
1897	
1902	
1909	
1912	
1919	
1921	
1941	
1943	



Listening

I Listen to your teacher ‘The Speech of Subhash Chandra Bose’ and answer the following question orally.

1. What is the thrust of Subhash Chandra Bose's speech?

II Say whether the following statements are True or False.

1. Subhash Chandra Bose asked the soldiers to sacrifice everything for their motherland.
2. Subhash Chandra Bose dreamt that every soldier of INA would have a monument in Free India.



Oral Activity

Debating

Work in pairs. Organize a debate in class on the following proposition.

Women should work in kitchens and men in offices.

One member of the pair speaks in favour of the proposition, while the other speaks against it.

Remember

- Organize your ideas as main points and sub points.
- Put your ideas in a proper order/sequence.
- Give suitable examples, quotes, etc.
- Use polite expressions.

You may use some of the following words / phrases to express your views

- In my opinion.....
- I personally feel
- It's my feeling
- I think

To agree with your opponents

- I agree with my worthy opponents.....
- I am in favour of the
- I think they / you are right
- I support the idea

To disagree with your opponents

- I'm sorry to differ with you.....
- I disagree with you
- It may be your opinion but I'm not happy with this
- That's purely your idea but the reality is different

To establish your point of view / stand

- Since I have evidence I strongly believe this
- I'm fully confident with my point as
- I've no doubt about this since it is a
- Therefore I conclude that