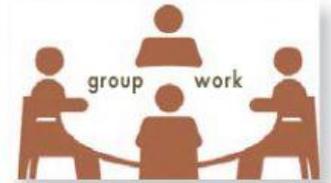
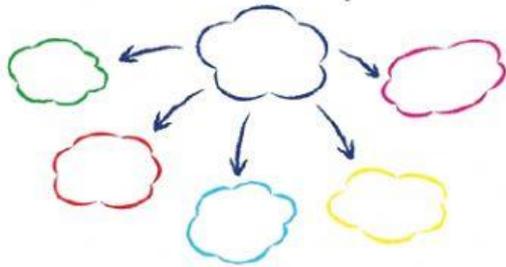




1. In groups, discuss the following questions and note down your ideas in a mind map.



Mindmap



- What skills do leaders in your school/town/country have that make them efficient?
- Brainstorm any qualities of good leaders you can think of.
- Find examples of rulers from the past or present who have been 'made' or have been 'born' to be leaders.
- How do effective leaders persuade people to follow them?





2. Read the biographies of two popular leaders and fill in the missing words from the lists provided.

- ◆ *civil rights* ◆ *legislative* ◆ *segregation* ◆ *opposition* ◆ *federal*
 ◆ *inequality* ◆ *nonviolent* ◆ *riots* ◆ *discrimination* ◆ *march*

Martin Luther King

Martin Luther King (1929-1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the _____ movement from 1954 until his death in 1968. He is best known for advancing civil rights through non-violence.

The civil rights movement was a decadeslong movement with the goal of securing legal rights for African Americans that other Americans already held. With roots starting in the Reconstruction era during the late 19th century, the movement resulted in the largest _____ impacts after the direct actions and grassroots protests organized from the mid-1950s until 1968. Encompassing strategies, various groups, and organized social movements to accomplish the goals of ending legalized racial _____ and _____ in the United States, the movement, using major _____ campaigns, eventually secured new recognition in _____ law and federal protection of all Americans.

King led the 1955 Montgomery bus boycott and in 1957 became the first president of the



Southern Christian Leadership Conference. He also helped organize the 1963 _____ on Washington, where he delivered his famous "I Have a Dream" speech.

On October 14, 1964, King won the Nobel Peace Prize for combating racial _____

through _____ resistance. In his final years, he expanded his focus to include _____ towards poverty. In 1968 he was assassinated by James Earl Ray on April 4 in Memphis, Tennessee; _____ followed in many U.S. cities.

He was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal. Martin Luther King Jr. Day was established as a holiday in numerous cities and states. Hundreds of streets in the U.S. have been renamed in his honor, and a county in Washington State was also rededicated for him. The Martin Luther King Jr. Memorial on the National Mall in Washington, D.C. was dedicated in 2011.

http://en.wikipedia.org/wiki/Martin_Luther_King_Jr

◆ civil ◆ coalition ◆ racism ◆ elected ◆ revolutionary
 ◆ constitution ◆ abuses ◆ reconciliation ◆ segregation ◆ overthrow

Nelson Mandela

Nelson Rolihlahla Mandela (1918-2013) was a South African anti-apartheid _____, political leader, and philanthropist, who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first _____ in a fully a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalised _____ and fostering racial _____. Ideologically an African nationalist and socialist, he served as President of the African National Congress (ANC) party from 1991 to 1997.

A Xhosa (Bantu ethnic group of Southern Africa), Mandela was born to the Thembu royal family in Mvezo, British South Africa. He studied law at the University of Fort Hare and the University of the Witwatersrand before working as a lawyer in Johannesburg. There he became involved in anti-colonial and African nationalist politics. After the National Party's white-only government established apartheid, a system of racial _____ that privileged whites, he and the ANC committed themselves to its _____.



Mandela served 27 years in prison. Amid growing domestic and international pressure, and with fears of a racial _____ war, President F. W. de Klerk released him in 1990. Mandela and de Klerk

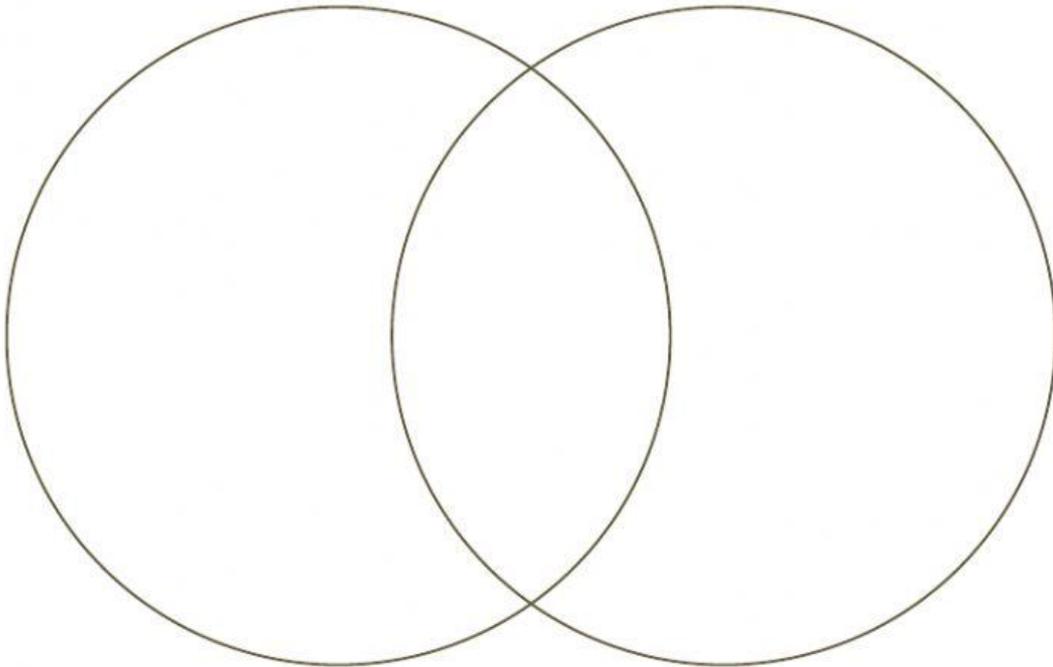
negotiated an end to apartheid and organised the 1994 multiracial general election in which Mandela led the ANC to victory and became President. Leading a broad _____ government which promulgated a new _____, Mandela emphasised reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights _____.

He is held in deep respect within South Africa, where he is often referred to by his Xhosa clan name, Madiba, and described as the "Father of the Nation". Widely regarded as an icon of democracy and social justice, he received more than 250 honours, including the Nobel Peace Prize in 1993.

http://en.wikipedia.org/wiki/Nelson_Mandela (adapted text)



3. Read the biographies of the two leaders again and discuss the following questions, in your group, keeping notes. Then, present your answers in class.
- Can you guess what qualities King and Mandela had as leaders? Justify your answers.
 - What similarities or differences can you find between the two leaders? Use the Venn diagram below to note them down.
 - Do you know other politicians who had the same tragic end as Martin Luther King in their lives? Tell their stories.



The art of persuasion

become a speech critic



4. Read the adapted speeches of Martin Luther King and Nelson Mandela and find two points that made an impression on you. Talk about them in class, explaining why.

I Have a Dream

Martin Luther King Jr.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I am prepared to die

Nelson Mandela

Poverty goes hand in hand with malnutrition and disease. Tuberculosis, pellagra, kwashiorkor, gastro-enteritis, and scurvy bring death and destruction of health.

The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation. There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The present Government has always sought to hamper Africans in their search for education. One of their early acts, after coming into power, was to stop subsidies for African school feeding. Many African children who attended schools depended on this supplement to their diet. This was a cruel act.

There is compulsory education for all white children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the African children."

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.



<http://www.americanrhetoric.com/speeches/mlkihadream.htm>

Poverty and the breakdown of family life have secondary effects. Children wander about the streets of the townships because they have no schools to go to, or no money to enable them to go to school, or no parents at home to see that they go to school, because both parents (if there be two) have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy, and to growing violence which erupts not only politically, but everywhere. Life in the townships is dangerous. There is not a day that goes by without somebody being stabbed or assaulted. And violence is carried out of the townships in the white living areas. People are afraid to walk alone in the streets after dark. Housebreakings and robberies are increasing, despite the fact that the death sentence can now be imposed for such offences. Death sentences cannot cure the festering sore.

Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another.

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.



<http://www.nelsonmandela.org/> (extracts)

5. Study the following table and then, in groups, do the tasks below.



Rhetoric is the art of persuasive speech-making. The main purpose of rhetoric is to persuade people to follow your ideas.

Effective leaders often use the following persuasive techniques in their speeches:

- Repetition
- Questions
- Lists
- Opposites (or antithesis)
- The rule of three (repeating something three times for emphasis)

The traditional ordering of the arguments in a speech, according to Aristotle, are: **ethos, logos, pathos**.

Ethos – An **appeal to the listener** based on the character of the speaker. The tone of the speech should establish the speaker's virtue and moral worth (you should listen to me because I have a good reputation and authority; I know what I am talking about).

Logos – An appeal based on **logic** or **reason**. The argument is demonstrated by examples and maxims (you should listen to me because of the indisputable facts).

Pathos – An appeal based on **emotion**, often associated with suffering or sympathy and the emotions induced in the audience (you should listen to me because here is a problem and that affects you personally). Arguments involving pathos often use metaphor or simile to allow the audience to make an emotional connection with an abstract notion.



http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/490125/shakespeare_lives_schools_pack_for_web_v2_17dec15.pdf

- a. Which of the above persuasive techniques can you detect in the leaders' speeches?

- b. Based on the excerpts justify which speech you think is more:

persuasive
eloquent

honest
passionate

factual
intellectual

well-substantiated

- c. Discuss how politicians can engage with younger people in the 21st century. Is rhetoric still important?



6. Match the words (1-10) with the definitions (A-J).

- | | |
|----------------------|-----------------------------|
| 1. _____ segregation | 6. _____ posthumously |
| 2. _____ grassroots | 7. _____ combat |
| 3. _____ privilege | 8. _____ dismantle |
| 4. _____ negotiate | 9. _____ Reconstruction era |
| 5. _____ promulgate | 10. _____ discrimination |

A	disconnect, destroy
B	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
C	the working class
D	fight or oppose vigorously
E	after his/her death
F	advantage, usually as a result of position, status or wealth
G	discuss, deal or bargain in order to reach an agreement
H	the legal end of most slavery in the United States
I	the action or state of setting someone or something apart from others
J	publish, spread beliefs or ideas, make known by open declaration