

**CHAPTER – 2**  
**NELSON MANDELA**  
**LONG WALK TO FREEDOM**

- Nelson Rolihabla Mandela

**2 MARK QUESTIONS**

**1. Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?**

**Answer:**

The ceremonies took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria, which were attended by dignitaries and world leaders of several nations. In India, the Rashtrapati Bhavan and Red Fort are two public buildings that are made of red sandstone.

**2. Can you say how 10 May is an ‘autumn day’ in South Africa?**

**Answer:**

South Africa is located in the Southern Hemisphere, i.e., below the equator. In the Southern Hemisphere, the timing of the seasons is different from that of Europe and Asia, which are in the Northern Hemisphere. In Southern Africa, autumn is from March to April, and

winter is from June to September. That is how May 10 becomes a 'lovely autumn day' in South Africa.

### **3. What ideals does he set out for the future of South Africa?**

#### **Answer:**

Mandela set the ideals of liberating the people of South Africa from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination. He wanted the people of the country to enjoy the right to freedom from all forms of bondage and prejudice.

### **4. Why were two national anthems sung?**

#### **Answer:**

On the auspicious occasion of the inauguration ceremony, two national anthems were sung – the Whites sang 'Nkosi Sikelel – iAfrika' and the Blacks sang 'Die Stem' that was the old anthem of the Republic. Singing of both the anthems symbolized the equality of rights between Whites and Blacks.

**5. What does courage mean to Mandela?**

**Answer:**

According to Mandela, courage was not the absence of fear, but the triumph over it. A brave man is not one who does not feel afraid, but one who conquers that fear.

**6. Which does he think is natural, to love or to hate?**

**Answer:**

Mandela thought that love comes more naturally to the human heart rather than hate.

**7. What “twin obligations” does Mandela mention?**

**Answer:**

Mandela mentions two obligations that every man has in life – (i) obligations to his family, to his parents, to his wife and children; and (ii) he has an obligation to his people, his community and his country.

**8. Does Mandela think the oppressor is free? Why/Why not?**

**Answer:**

Mandela does not feel that the oppressor is free because, in his opinion, an oppressor is like a victim of hatred who is locked behind the bars of prejudice and narrow-mindedness. He feels that both the oppressor and the oppressed are robbed of their humanity and peace of mind.

**9. Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?**

**Answer:**

Being a part of the inauguration ceremony, the international leaders showed solidarity with the end of Apartheid as a gesture from the international community. This signified the victory of good over evil and the triumph of a tolerant society without prejudice and discrimination of caste, colour or creed.

## **4 MARK QUESTIONS**

### **1. What does Mandela thank the international leaders for?**

**Answer:**

Mandela felt extremely privileged to welcome the dignitaries and international leaders at the swearing-in ceremony because it was not too long ago when the South Africans were considered outlaws. He therefore, thanked all of them for having come from far and wide to witness the historical oath-taking ceremony of the first Black President of South Africa. This was a wonderful gesture of international recognition to a newly born free democratic nation. This event could be considered as a common victory for justice, peace and human dignity.

### **2. What do the military generals do? How has their attitude changed and why?**

**Answer:**

The highest military generals of South African defence forces and police saluted and pledged their loyalty to Mandela. This was of great significance because, during the Apartheid era, they would have arrested him and put him behind bars. Their attitude towards Blacks changed due to the struggles and sacrifices that were put in by many heroes of South Africa. This struggle for freedom was not just a struggle with Apartheid, it also brought a massive change in the

mindsets of many people. Mandela believed that love is something that could be taught and human beings are naturally inclined towards love more, rather than hate.

**3. How does Mandela describe the systems of government in his country –**

**(i) in the first decade, and (ii) in the final decade, of the twentieth century?**

**Answer:**

In the first decade of the twentieth century, the white-skinned people of South Africa patched up their differences and erected a system of racial domination against the dark-skinned peoples of their own land. This created the basis of one of the harshest, most inhumane, societies the world has ever seen or known.

In the final decade of the twentieth century, the previous system of government had been overturned forever and replaced by one that recognised the rights and freedoms of all peoples, regardless of the colour of their skin.

**4. What did being free mean to Mandela as a boy, and as a student? How does he contrast these “transitory freedoms” with “the basic and honourable freedoms”?**

**Answer:**

Like any other kid, Mandela felt freedom meant being happy, making merry and enjoying the blissful life in his childhood years. However, when a young fellow becomes an adult, the antics of childhood look transitory because all the childish activities are worthless from an adult’s perspective. When a person becomes an adult, he learns to earn a livelihood and earn his own bread and butter. In such a scenario, he understands the basic and honourable freedom in his family and the society that he lives in.

**5. What does Mandela mean when he says he is “simply the sum of all those African patriots” who had gone before him?**

**Answer:**

By saying that he is “simply the sum of all those African patriots”, Mandela offers his tribute to all the people who had sacrificed their lives in favour of the struggle for freedom. He says that he shall always remain grateful and thankful to those who had gone before him because those freedom fighters had paved the path of cooperation and unity for him. Therefore, Mandela felt that when he came to power, he would bring equality among his people with their support and cooperation.

## **6. How did Mandela's 'hunger for freedom' change his life?**

### **Answer:**

During his youth, Mandela realised that it was not just his freedom alone that was being curtailed, but the freedom of all Black people. The hunger for his own freedom became the hunger for freedom for all his fellow brothers and sisters. In the process, this changed the fearful man into a bold rebel. Mandela sacrificed the comforts of a settled family life to fight for the freedom of his countrymen. He joined the African National Congress, and this transformed him from a frightened young man into a fearless person who fought against racial prejudice and colour discrimination.



## **8 MARK QUESTIONS**

**1. At the beginning of his speech, Mandela mentions “an extraordinary human disaster”. What does he mean by this? What is the “glorious ... human achievement” he speaks of at the end?**

**Answer:**

In Mandela’s speech ‘an extraordinary human disaster’, he wanted to express his strong feelings against the practice of Apartheid in South Africa. Under Apartheid, there was racial segregation of people based on colour, and the blacks suffered the most as they were discriminated against by the rest. They could not enjoy the right to freedom. Mandela was jailed for 18 years on the infamous ‘Robben Island’ where he was mistreated by the authorities. He considered it a “great glorious human achievement” that he became the first Black President of South Africa, where the blacks were deprived of basic needs and suffered different kinds of discrimination, and were treated badly.

**2. Would you agree that the “depths of oppression” create “heights of character”? How does Mandela illustrate this? Can you add your own examples to this argument?**

**Answer:**

Yes, I agree with the statement that “depths of oppression” do create ‘heights of character’. Nelson Mandela illustrates this by citing examples of great heroes of South Africa such as Oliver Tambo, Walter Sisulu, Chief Luthulis, Yusuf Dadoos, Bram Fischers, and Robert Sobukwes, among others who inspired others by sacrificing their lives in the long struggle for freedom.

In India’s pre-Independence era, there was a galaxy of great leaders who didn’t bend their knees to the oppression of British rule, such as Netaji Subhash Chandra Bose, Mahatma Gandhi, Sardar Vallabhbhai Patel, Lala Lajpat Rai, Chandra Shekhar Ajud, Bhagat Singh and many more. Nelson Mandela seems to be absolutely right, if we compare them with the quality of political leaders that came later. It seems that great leaders are created in the crucible of oppression and suffering.

### **3. How did Mandela's understanding of freedom change with age and experience?**

#### **Answer:**

With age and rich experience, Mandela understood the essence of freedom in everyone's life. As a young boy, he always thought that he was born free and could do anything that he wanted. He strongly believed that as long as he obeyed his father and abided by the customs of his tribe, he was free in every possible way. However, as he grew older, he started feeling that freedom was required to raise a family and to earn a livelihood, and this started dominating his thoughts and views. In due course of time, he realised that he was selfish and was leading an illusionary life during his boyhood. He slowly understood that it was not his freedom alone that was being curtailed, but the freedom of all Black people was retrenched. Mandela understood that his people were being deprived and discriminated and this led him to develop a hunger for the freedom of his people.

**4. In Column A are some expressions you will find in the text. Make a guess and match each expression with an appropriate meaning from Column B.**

<b>A</b>	<b>B</b>
(i) A rainbow gathering of different colours and nations	– A great ability (almost unimaginable) to remain unchanged by suffering (not losing hope, goodness or courage)
(ii) The seat of white supremacy	– A half-secret life, like a life lived in the fading light between sunset and darkness
(iii) Be overwhelmed with a sense of history	– A sign of human feeling (goodness, kindness, pity, justice, etc.)
(iv) Resilience that defies the imagination	– A beautiful coming together of various peoples, like the colours in a rainbow
(v) A glimmer of humanity	– The centre of racial superiority
(vi) A twilight existence	– Feel deeply emotional, remembering and understanding all the past events that have led up to the moment

**Answer:**

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## **GRAMMAR**

**1. There are nouns in the text (formation, government) which are formed from the corresponding verbs (form, govern) by suffixing -(at)ion or ment. There may be a change in the spelling of some verb – noun pairs: such as rebel, rebellion; constitute, constitution.**

**Make a list of such pairs of nouns and verbs in the text.**

Noun	Verb
rebellion	rebel
constitution	constitute

**Answer:**

Noun	Verb
rebellion	rebel
constitution	constitute

formation	form
government	govern
obligation	oblige
transformation	transform
discrimination	discriminate
deprivation	deprive
demonstration	demonstrate
oppression	oppress
imagination	imagine

**2. Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.**

**Martin Luther King's \_\_\_\_\_ (contribute) to our history as an outstanding leader began when he came to the \_\_\_\_\_ (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs. To break these laws would mean \_\_\_\_\_ (subjugate) and \_\_\_\_\_ (humiliate) by the police and the legal system. Beatings, \_\_\_\_\_ (imprison) and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent \_\_\_\_\_ (resist) to racial injustice.**

**Answer:**

Martin Luther King's contribution to our history as an outstanding leader began when he came to the assistance of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs. To break these laws would mean subjugation and humiliation by the police and the legal system. Beatings, imprisonment and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent resistance to racial injustice.



### **3. Using the Definite Article with Names**

#### **Question 1:**

**Here are some more examples of ‘the’ used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for ‘the’.)**

**1. Mr Singh regularly invites the Amitabh Bachchans and the Shah Rukh Khans to his parties.**

**2. Many people think that Madhuri Dixit is the Madhubala of our times.**

**3. History is not only the story of the Alexanders, the Napoleons and the Hitlers, but of ordinary people as well.**

#### **Answer:**

1. This implies that Mr. Singh regularly invites prominent personalities of caliber such as Mr. Amitabh Bachchan and Mr. Shah Rukh Khan to his parties.

2. This implies that in the current generation, Madhuri Dixit is compared to the great actress, Madhubala.

3. This means history is not only the story of great fighters such as Alexander, Napoleon or Hitler, but also of other ordinary people.

#### 4. Idiomatic Expressions

**Match the italicised phrases in Column A with the phrase nearest in meaning in Column B. (Hint: First look for the sentence in the text in which the phrase in Column A occurs.)**

A	B
1. I was <i>not unmindful of</i> the fact	(i) had not forgotten; was aware of the fact  (ii) was not careful about the fact  (iii) forgot or was not aware of the fact
2. when my comrades and I <i>were pushed to our limits</i>	(i) pushed by the guards to the wall (ii) took more than our share of beatings  (iii) felt that we could not endure the suffering any longer
3. to reassure me and <i>keep me going</i>	(i) make me go on walking (ii) help me continue to live in hope in this very difficult situation  (iii) make me remain without complaining
4. the basic and honourable freedoms of... <i>earning my keep</i> ,...	(i) earning enough money to live on (ii) keeping what I earned

	(iii) getting a good salary
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**Answer:**

A	B
1. I was <i>not unmindful of</i> the fact	(i) had not forgotten; was aware of the fact
2. when my comrades and I <i>were pushed to our limits</i>	(iii) felt that we could not endure the suffering any longer
3. to reassure me and <i>keep me going</i>	(ii) help me continue to live in hope in this very difficult situation
4. the basic and honourable freedoms of... <i>earning my keep</i> ,...	(i) earning enough money to live on

## 5. Looking at Contrasts

**Nelson Mandela's writing is marked by balance: many sentences have two parts in balance.**

**Use the following phrases to complete the sentences given below.**

(i) They can be taught to love.

(ii) I was born free.

(iii) but the triumph over it.

(iv) but he who conquers that fear.

(v) to create such heights of character.

1. It requires such depths of oppression

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2. Courage was not the absence of fear

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3. The brave man is not he who does not feel afraid

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4. If people can learn to hate

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5. I was not born with a hunger to be free.

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**Answer:**

1. It requires such depths of oppression (v) to create such heights of character.

2. Courage was not the absence of fear (iii) but the triumph over it.

3. The brave man is not he who does not feel afraid (iv) but he who conquers that fear.

4. If people can learn to hate (i) they can be taught to love.

5. I was not born with a hunger to be free. (ii) I was born free.

**6. This text repeatedly contrasts the past with the present or the future. We can use coordinated clauses to contrast two views, for emphasis or effect. Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast, and complete each item. Identify the words which signal the contrast. This has been done for you in the first item.**

1. For decades the Union Buildings had been the seat of white supremacy, and now ...

2. Only moments before, the highest generals of the South African defence force and police ... saluted me and pledged their loyalty. ... not so many years before they would not have saluted

\_\_\_\_\_

3. Although that day neither group knew the lyrics of the anthem ..., they would soon \_\_\_\_\_

4. My country is rich in the minerals and gems that lie beneath its soil,

\_\_\_\_\_

5. The Air Show was not only a display of pinpoint precision and military force, but \_\_\_\_\_

6. It was this desire for the freedom of my people ... that transformed \_\_\_\_\_ into a bold one, that drove \_\_\_\_\_ to become a criminal, that turned \_\_\_\_\_ into a man without a home.

**Answer:**

1. For decades the Union Buildings had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.

2. Only moments before, the highest generals of the South African defence force and police ... saluted me and pledged their loyalty. ... not so many years before they would not have saluted but arrested me.

3. Although that day neither group knew the lyrics of the anthem ..., they would soon know the words by heart.

4. My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.

5. The Air Show was not only a display of pinpoint precision and military force, but a demonstration of the military's loyalty to democracy, to a new government that had been freely and fairly elected.

6. It was this desire for the freedom of my people ... 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.

## **SUMMARY**

"Long Walk to Freedom." This text provides a detailed account of Mandela's extraordinary life, his struggle against apartheid in South Africa, and his eventual triumph as he worked towards establishing a free and democratic nation.

Nelson Mandela was a key figure in the anti-apartheid movement, and his autobiography chronicles his journey from being a young activist to becoming the first black president of South Africa. The narrative is marked by Mandela's resilience, commitment to justice, and his unwavering belief in the ideals of equality and freedom.

In a summary of "Long Walk to Freedom," one would discuss Mandela's early life, his involvement in the African National Congress (ANC), his role in the resistance against apartheid policies, and his imprisonment for 27 years on Robben Island. The autobiography reflects Mandela's dedication to the cause of justice and his ability to forgive despite enduring immense personal hardships.

The narrative also covers Mandela's release from prison in 1990, the negotiations to end apartheid, and the subsequent democratic elections in 1994, which saw Mandela elected as South Africa's first black president. "Long Walk to Freedom" serves not only as a personal memoir but also as a testament to the power of perseverance, reconciliation, and the struggle for justice.



## POEM- A TIGER IN THE ZOO

- Leslie Norris

**1. Read the poem again, and work in pairs or groups to do the following tasks.**

**(i) Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.**

**(ii) Find the words that describe the two places, and arrange them in two columns.**

**Now try to share ideas about how the poet uses words and images to contrast the two situations.**

**Answer:**

(i)

In the Cage	In the Wild
Stalks	Lurking in shadow
Few steps of his cage	Sliding through long grass
Quiet rage	Snarling around houses
Locked in concrete cell	Baring his white fangs, his claws

Stalking the length of his cage	Terrorising the village
Ignoring visitors	
Stares with his brilliant eyes at the brilliant stars	

(ii)

<b>Cage</b>	<b>Wild</b>
Few steps of his cage	Shadow
Locked	Water hole
Concrete cell	Long grass
Behind bars	Plump deer
Visitors	Houses at the jungle's edge
Patrolling cars	Village

**2. Notice the use of a word repeated in lines such as these:**

**(i) On pads of velvet quiet,**

**In his quiet rage.**

**(ii) And stares with his brilliant eyes**

**At the brilliant stars.**

**What do you think is the effect of this repetition?**

**Answer:**

This repetition is used by the poet to create a poetic effect to increase the intensity of the tiger's rage and his silent helplessness from the concrete cell of the cage. 'Velvet quiet' refers to the velvet pads of the tiger which are quiet and unable to run or leap. The tiger could do nothing but just walk around the limited space of his cage. The use of 'quiet rage' signifies the anger and ferocious nature of the tiger that is building up inside him as he wants to run out freely into the forest and attack a deer. The tiger's rage is quiet as he is locked inside the cage and is helpless. The repetition of 'quiet' has given a lyrical beauty to the poem. Similarly, the use of the term 'brilliant' for both the tiger's eyes and the stars points to the majestic nature of both. The tiger stares at the brilliant stars with his brilliant eyes as he dreams about how he could have led a beautiful, free and pleasing life in the forest. Thus, the repetition creates a wonderful rhythmic effect and gives a kind of magnificence to the lines.

**3. Read the following two poems — one about a tiger and the other about a panther. Then discuss:**

**Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?**

### **The Tiger**

The tiger behind the bars of his cage growls,

The tiger behind the bars of his cage snarls,

The tiger behind the bars of his cage roars.

Then he thinks.

It would be nice not to be behind bars all

The time

Because they spoil my view

I wish I were wild, not on show.

But if I were wild, hunters might shoot me,

But if I were wild, food might poison me,

But if I were wild, water might drown me.

Then he stops thinking

And...

The tiger behind the bars of his cage growls,

The tiger behind the bars of his cage snarls,

The tiger behind the bars of his cage roars.

PETER NIBLETT

**The Panther**

His vision, from the constantly passing bars,  
has grown so weary that it cannot hold  
anything else. It seems to him there are  
a thousand bars; and behind the bars, no world.  
As he paces in cramped circles, over and over,  
the movement of his powerful soft strides  
is like a ritual dance around a centre  
in which a mighty will stands paralysed.  
Only at times, the curtain of the pupils  
lifts, quietly. An image enters in,  
rushes down through the tensed, arrested muscles,  
plunges into the heart and is gone.

**RAINER MARIA RILKE****Answer:**

A zoo is a place where several species of animals are kept. Some of these animals are endangered or on the verge of extinction. Likewise, even endangered tigers and lions are not safe in the forest due to poaching for illegal trading. Therefore, zoos are necessary for the conservation and protection of such species. That way, zoos are a safe haven for animals, and the public should be educated about the importance of wild animals and their key role in maintaining the ecological balance in the environment. Some other alternatives to zoos could be wildlife sanctuaries, forest reserves, national parks, etc. These options will not only protect or conserve these species but also provide these animals with a habitat in the midst of nature.

## **SUMMARY**

Chapter 2 of the Class 10 English NCERT book features the poem "A Tiger in the Zoo" written by Leslie Norris. The poem explores the theme of captivity and the impact of confining a wild creature in a zoo. The poet vividly describes the tiger's life within the enclosure, emphasizing the stark contrast between its natural habitat and the confined space of the zoo.

The poem begins with the portrayal of the tiger pacing restlessly in its cage, embodying a sense of boredom and frustration. The poet emphasizes the tiger's primal instincts and its yearning for the freedom of the jungle. The imagery used in the poem paints a picture of the tiger's majestic and powerful presence, even in captivity.

The poet delves into the psychological impact of captivity on the tiger, highlighting its melancholy and the loss of its natural prowess. The bars of the cage are described as a mockery of the tiger's strength, symbolizing the restrictions imposed upon it by its captive environment.

Throughout the poem, the poet raises questions about the morality of confining such majestic creatures for human entertainment. The caged tiger serves as a metaphor for the broader issue of human interference in the natural world, raising awareness about the consequences of depriving wild animals of their freedom.

In conclusion, "A Tiger in the Zoo" is a poignant poem that explores the emotional and psychological toll of captivity on a wild creature. Through vivid imagery and metaphorical language, the poet invites readers to reflect on the ethical implications of keeping animals in captivity, urging us to consider the impact of our actions on the natural world.