# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Introduction

## Outcomes for the Novel

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***Nelson Mandela*** by Barry Denenberg


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 1

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

In an argument essay, you take a stand on a particular issue and expand your point of view with supporting evidence. To construct an argument, ask yourself what your main point is, and then decide why that particular point is important. The strength of argument essays lies not only in the evidence provided by writer to support the point but also in the ability to anticipate opposing arguments and to objectively disprove them. In an argument essay you will have to provide evidence without providing too much drama. You'll explore two sides of a topic (briefly) and provide proof as to why one side or position is the best one.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

- Show them biography, *Nelson Mandela*→ any predictions given the cover?
- Read the quote about "No easy walk to Freedom"- brainstorm what you think this might mean and what it might portend about the book
- Map of Africa- explore briefly. Does anyone who anything about Africa? Can do a KWL chart if you wish.

**Brief Summary: Introduction**: South Africa is divided into 4 provinces and is three times the size of California. South Africa is known for its beauty, gold and diamonds. It was also known for its oppression of blacks by whites, which until 1994 ran the government. White citizens comprising only 14% of the population held all the power. South Africa is the home of one of the most famous political prisoners, Nelson Mandela.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading.

| | | | | |
|---|---|---|---|---|
| situated (1) | province (1) | economic (1) | enslaved (2) | exploited (2) |


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## READ

### 3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 1-9**

| Setting | Characters | Pages |
|---|---|---|
| South Africa 1918 | Rolihlahla=Nelson | 1-9 |
| Quna (village) | Father (died) | |
| Located in Transkei | Aunt and Uncle | |
| Alice, Cape Province | Justice (cousin) | |
| Johannesburg | | |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

**Map**

Students will be creating a map of South Africa. See page 2 as a guide.

- After drawing the provinces, oceans, and cities, **draw a star** where Nelson was ***born.***
- Then, draw another dotted line showing where he moved to ***go to college***. (**Draw a building with pillars)**
- Then, draw another dotted line showing where he eventually wanted to ***practice law*** after college **(Draw a gavel or book or some other symbol for Law)**

## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Analytic Cubing**

Begin combing through the introduction and the chapter. Find information and write them down under headings. This will help when students begin to put their biography cube together.

- **Interests?** *What did Nelson like to do as a boy? As a young man?* Find as many things as possible and write them down.
- **Family? Relationships?** *What do you know about his family so far? Who raised him? When did his father die? Who was his best friend growing up?*


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- **Geography?** *Where did this person grow up? What do you know about this land? What is it known for?*
- **Personality characteristics?** *Who would you define this person thus far?*
- **Responsibilities? Chores?** *What did Nelson do to help others?*

**SEE ANALYTIC CUBING INFORMATION on page 5. For this unit students will be building 10c12- the Biography cube.** Other cubing designs are included for your edification and use.

**STUDENTS WILL BE ACTUALLY BUILDING THE CUBE ON DAY 10.** Right now, they are just gathering information for the cube. You can show them the template so they know where they are going with this though.

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Until April 1994, who numbered 5 million citizens and ruled the country's citizens although they only comprised 14% of the population)
2. What two natural resources are produced more by South Africa than any other country in the world?
3. Where is South Africa located in relation to the continent of Africa as a whole?
4. Which countries border to the north of it?
5. Why is it the richest country in Africa?
6. How much of the continent's land does South Africa represent? How much of it's population?
7. We often think of South Africa as a country that had done what to it's black African majority?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 2**

"South Africa has become known as the home of the world's most famous former political prisoner. A prisoner who emerged to become an internationally respected statesman. This is his story and the story of his country" (p. 2).

# EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

If you were able to have Nelson for your friend what advice would you give him? Explain your answer using details from the book. What characteristics does he have that are attractive to have in a friend? Is there anything you find unattractive and why?

**Write an argumentative paragraph telling in what ways you think Nelson should have or could have handled his situation differently to be more effective.**

## 11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.


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## 2c12 Cubing Directions: Assembling the Cube

| | | | | |
|---|---|---|---|---|
| | | Back<br>fold 10th<br>pull to the back | | |
| | fold 1st | Top<br>fold 9th | fold 4th | |
| fold 3rd<br>Push behind front | left side | Front | right side | fold 6th<br>push behind front |
| | fold 2nd | Bottom<br>fold 7th | fold 5th | |
| | | fold 8th<br>pull to the back | | |

1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double sided tape or a drafting dot on each shaded square.
   Do not get paste or glue on the un-shaded squares.
5. **Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.**


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**10c12 Cubing Biography**

Who is person?
Date of birth?
Death?

Where did this person grow up?

What relationships did this person have?

What did this person do?

What was this person like?

Why is this person important?


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 2

## Outcomes for Today

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Do you think Johannesburg was ever considered a modern city? Why or why not? How do you define a modern city?**
In 1941 Johannesburg was known by Africans as Egoli and was well on it's way to being one of the world's most modern cities. The living conditions for blacks were separate and of horrible quality. Slums surrounded it and as darkness fell blacks returned to their safety of the suburbs.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | | |
|---|---|---|---|---|---|
| Migrated (10) | bustling (11) | townships (11) | ambitious (12) | insubordination (12) | apartheid (16) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 10-16**

| Setting | Characters | Pages |
|---|---|---|
| 1941 Johannesburg<br>Egoli (City of Gold) | Nelson, Walter Sisulu, Evelyn Mase, Oliver Tambo | 10-16 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why


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- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

**Map**
Add dotted lines on the map depicting Nelson's journey.

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
In what ways is Nelson' friend a lot like him? Be specific. What do they both believe? Do they both act on their convictions?

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why are Nelson and Oliver willing to risk so much to keep their office open? What is motivating them? How strong are their convictions?
2. Why do you think Nelson and Oliver had no difficulty in finding clients?
3. We should think about the effect these two men had on the community, by keeping their office open, in spite of the fact they were never granted permission to open the office. What might the effect have been on their clients if they weren't there to assist them in court appearances and trials?
4. What did Mandela's decision to become a member of the African National congress have
5. Who did the African National Congress handle the conflict between?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 16**

"Mandela and Oliver Tambo also had their own problems with South Africa's race prejudice. Unlike white attorneys, they had to apply for permission to open an office in the city—permission that was never granted…they decided to keep their office anyway, knowing that they were risking eviction or worse" (p. 16).

# EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

**Simulated journal:** Keep in mind you are writing an argumentative essay. Put yourself in Nelson's position. You will be writing a letter to a friend in another country where racism is not such a prevalent issue.

**Describe the situation in your town in regard to the racial segregation. Explain how and why you have been taking the action you have been. Explain why you are going to continue to disobey the law for what you believe is right.**

## 11. Close Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 3

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**What do you know about the battles between the British and the Dutch throughout history?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| colonial (19) | valiantly (21) | confrontations (23) | superiority (25) | civilians (27) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 19-27**

| Setting | Characters | Pages |
|---|---|---|
| South Africa | historical inhabitants, Dutch, British | 19-27 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline


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## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

**5W and H Chart**
Try filling out a 5 W and H chart.

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Poster**
To help students understand how valuable Africa was and how many people wanted to "own" the land, have students get with a partner (or they can do this individually, depending on your group) and have them go back through the chapter and find one of the scenes they liked best. These scenes should be fresh in their minds from filling out the 5 Ws and H chart. Have them depict a scene of their choice in poster form. Make sure they realistically portray the scene by using the following instructions:

- What are the **sensory details** that make up the scene?
- What can they **see, hear, taste, smell, feel** as someone in the scene. Let those details help them create a detailed poster.
- Put a **title** somewhere on the poster, depicting which scene they are describing.

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. How do the photographs in this book help bring the words to life?
2. We often judge a book by it's cover. Does the cover of this book speak to you? What does it say?
3. In your opinion what else could have been added to the book and how and why would it have been a positive addition and helped bring the words of the book top life?
4. When the European nations began establishing trading posts along the coast of Africa and exploring the great continent, were they seeking to rule Africa in a peaceful and respectful way? Why or why not – explain.
5. We should examine these European nations goals in wanting to establish colonies in Africa. What did they want? Be specific and detailed in your answer.
6. Did the African's resist the white invaders? Why were their valiant efforts not successful against the European's?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 23**

"Zulu means 'the heavens,' and the Zulu are the 'people of the heavens.' The Zulu kingdom had been greatly expanded by Shaka, their most famous leader. Shaka was a ruthless ruler with a genius for military tactics" (p. 23).

# EXTEND


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**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

**Write a paragraph or two describing how creating your poster with an argumentative theme, helped bring history that much more to life and exposed the reality of apartheid. What did out as you find as you were drawing and talking with your partner? Did more details come to the surface? Did it make the chapter more interesting? What argumentative stance can you take in regard to the topic of your poster?**

**11. Close** Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 4

## Outcomes for Today

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**What rights did Blacks have after the Boers lost the war but won the peace?**
The new constitution gave almost all of the power to the whites immediately. Black Africans remained oppressed, exploited and separated from whites. Black were no longer even allowed to own land. Laws required that blacks carry identification papers with them no matter where they went. Until 1980 even zoos were segregated.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| resettled (29) | descendants (30) | banishment (32) | injustices (37) | allies (37) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 28-38**

| Setting | Characters | Pages |
|---|---|---|
| South Africa 1910-1980 | | 28-38 |

## RESPOND


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## 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Bookmark**
Have students explore the blacks' loss of rights by drawing and using images, icons, words, magazine cutouts or whatever else they want to represent how they are experiencing the book right now. They could also create a list of all the rights blacks were forced to give up.

**KWL Chart**
Fill in a KWL chart with all that you know about the history of Africa.

- What do you still want to know?
- How do you think Nelson Mandela's life story is involved with this history?
- Write a paragraph or two predicting what might happen to Nelson, especially given that the next two chapters are entitled: The Youth League and The Defiance Campaign.

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. What does the author mean when on page 28, he states that "The Boers had lost the war but won the peace"?
2. Can you make any prediction from the statement "And the new government began making sure almost immediately that the black African remains\ed, oppressed, exploited and most important separated from whites'?
3. Why would the British Empire enforce rules such as blacks no longer being allowed to own land? Use evidence from the details in the book to support your answer.
4. Is there anything in the United States of America's history that is similar to what occurred in South Africa? There are two groups of people (at least) who were treated unfairly on a large scale? Can you name them?
5. Why do we see so often in history groups being segregated in many countries and cultures? What is the root cause of this phenomenon?


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## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 30**

"The National Party instituted more than a hundred laws aimed at keeping blacks and whites separate…and unequal. This was the beginning of a radical political philosophy of racial segregation called apartheid (ah-PAHRT-hayt). Apartheid means separateness in Afrikaans and, as of 1948, it was the official policy of the South African Government" (p. 30).

# EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you think the whites had the right to do with all of the rules and regulations they enforced upon the black South Africans? **Write a compelling argument supported by valid reasons in regard to what you think.**

## 11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 5

## Outcomes for Today

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**What was the African National Congress?**
In 1912 a conference of black leaders was convened to urge black South Africans to unite for the struggle against the new strict white government. The black leaders came from widely different backgrounds. It was eventually known as the ANC.

**Note**: Teachers: Some of you will not have access to much in the way of research materials. If you have access to a library, or the Internet, that will help substantially. If not, when the students write their own biography, another option is to have them interview and research a parent, guardian, or other adult. They may even want to bring in the principal of the school and the class can interview him or her together.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| compromised (39) | moderation (39) | engulfed (39) | defiance (43) | repeal (43) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 39-48**

| Setting | Characters | Pages |
|---|---|---|
| South Africa | Mandela, Walter Sisulu, Oliver Tambo | 39-48 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline


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- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

**Biography Cubing**
What can you add to the **Biography cubing categories** from Day 1? What more do we know about Mandela's: relationships? Interests? Career moves? How has his personality matured?

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
Begin thinking about how the people thus far in the biography have acted with courage and self-control. Brainstorm as a class ways in which the Youth League for instance, tried to get its points across in non-violent actions.

Studying biographies is very interesting because we learn so much about history and human nature. Brainstorm as a class other people you might want to find out more about. They can be scientists, political leaders, athletes, musicians etc.

- Create a list of people you want to know more about.
- You may choose from this list and that is the person you will write your own biography on. They will also have the choice of summarizing Nelson's life.

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why wouldn't Nelson Mandela simply be angry and want to punish the whites?
2. Is there a famous American Civil Rights Activist that had similar views? Who? How were they alike?
3. What if N\Mandela had not had the attitude and beliefs he did? How would South Africa differ today?
4. Is it often something as simple as skin color that sets people apart in different groups? Explain your answer and use other examples of things that separate people.
5. What if you were in Nelson Mandela's position and had endured all that he had, how do you think you would react?

## 9. Analyze Analyze the key paragraph

**Key Paragraph, p. 40**

"Mandela disagreed with this approach. For one thing, it was unrealistic. The different racial groups in South Arica—black, white, colored, and Asian—had come to stay. Although Mandela felt that whites had to be convinced to end their domination of the African, he also believed that South Africa must become a society free of any kind of racism" (p. 40).


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## EXTEND

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Mandela disagrees with "driving the white man into the sea." He wants to have Africa be a place where ALL races are equal and welcome. Can you write about why he is reasoning this way? Why wouldn't he just want to beat the whites and be on top?

Can oppression be ended with more oppression? **Create an argument supporting that it doesn't matter who is on "top", someone will always be oppressed in that model? Why is that not what Mandela wanted?**

**11. Close** Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 6

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**What was the purpose of the Freedom Charter? Did it have much of an effect on the daily lives of the average African Black?**
No unfortunately it did not. The National Party was elected for a second term and the Afrikaners continued to impose stricter laws on the blacks. They took over the missionary schools—the only place blacks could get a western education. Mandela was now president of the Transvaal branch of the ANC. Someone else had to read his presidential address so he wasn't arrested. This address was: *No Easy Walk to Freedom.* Thousands of delegates came and they read the draft of the Freedom Charter.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| manifesto (49) | canvassed (50) | delegates (51) | battalion (52) | treason (53) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 49-57**

| Setting | Characters | Pages |
|---|---|---|


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| | | |
|---|---|---|
| South Africa | Mandela and friends, police | 39-56 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Classroom discussion**
Talk about the above paragraphs, in particular the words in italics. The court discharged the case against Mandela. In what ways did his behavior and demeanor in court help him? How did he talk? Was he rational and reasonable? Were his arguments clear? So not only was he speaking the truth, but he was doing so with respect.

### 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Do you think apartheid or segregation, also known as subjugating people, is a useful tactic? Why or why not?
2. By relegating the black to lower-class citizens the whites were able to rise up from where they had once been. Does their personal gain warrant what they did to the black South Africans?
3. Why didn't Mandela use foul language and verbally attack the whites when given the opportunity?
4. What does it mean when it says "Mandela's lengthy testimony was measured and eloquent?"
5. What if someone like Nelson Mandela had not had the strength and conviction to do what he did – what do you think South Africa would be like today?

### 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 55-66**

"Mandela's lengthy testimony (441 pages of court record) was *measured* and *eloquent.*

> *In our experience the most important thing about imperialism today is that it has gone all over the world subjugating people and exploiting them, bringing death and destruction to millions of people. That is the central thing, and we*


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*want to know whether we should support and perpetuate this institution which has brought so much suffering.*

His explanation of the ANC policies and his composure and good humor throughout brought him and the organization worldwide respect" (p. 55-56).

## EXTEND

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Is there a time in your life when things might have gone more smoothly if you had kept your cool and had self-control? What if you had not? Use the argumentative approach to explain you're your reasoning.

**Write a few paragraphs describing how if Nelson had not exhibited such exemplary self-control and composure would it have impacted the judge's decision? What might have happened if he had lost self-control and yelled or acted rudely in court?**

**11. Close** Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 7

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Do you think Nelson Mandela had much of a personal life? What would interfere with it?**
The combination of his political activities and his legal/professional responsibilities left little room for any personal life for Mandela. However he met a woman during his treason trial named Nomzamo Winifred Mandela. They eventually married on June 14, 1958. They married near the village where Winnie was raised. They set up house together in the township of Soweto. They had two children of their own in addition to Mandela's children from his previous marriage. By the end of the 2950's Mandela's law practice had deteriorated but he had become a leader of his people.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| flourished (58) | consumed (58) | eloquence (58) | plead (59) | scrutiny (61) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 58-64**

| Setting | Characters | Pages |
|---|---|---|


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| | | |
|---|---|---|
| South Africa | Nelson, Winnie | 58-64 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Open Mind Portrait**
Have the students draw Nelson's head and some Winnie's. What was each of them thinking about their relationship? They had many long conversations about Nelson's commitment to work and to freedom. What do you think Winnie respected about him? What do you think her concerns might have been? What do you think Nelson's concerns might have been? What character traits do you think each liked and appreciated about the other?

### 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why did Nelson Mandela have a non-existent private life?
2. How do you think Mandela's refusal to follow the Apartheid laws caused the black South African's to view him?
3. What does "Nomzamo" mean?
4. Read the paragraph below. What adjectives would you use to describe Mandela?
5. How and why were Winnie and Nelson's early years similar? Give specific examples.

### 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 64**

"Nelson woke as early as four a.m. to run. The streets were usually empty. People had not yet begun to make their way to the buses that would take them on the long journey to the mines and factories. After his run he had fresh orange juice, a raw egg, and toast. Then he left for Pretoria, where the trial was being held. Often he stayed overnight preparing his defense" (p. 64).


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## EXTEND

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Nelson. What does it feel like to have this schedule? **Using the argumentative approach, describe what motivates you to be so healthy and so disciplined. How do you feel about yourself? What is going through your mind as you are running? What else drives you – is it valid?**

**11. Close** Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 8

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Why would Afrikaners take steps to ensure that Blacks would eventually not become citizens of South African? What would the advantage of considering them immigrants in their own country be to the whites of South Africa?**
The Afrikaners who took steps to ensure that black Africans would never become citizens of South Africa believed that the blacks should be made to live together and grouped by tribe. They were forced to live on rural reserves. Millions of blacks were uprooted and forced to live in rural slums. At this point the blacks began to question the ANC's nonviolent approach. They felt they were falling behind the times and felt that an organization that spoke their language was needed to affect change.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| ensure (65) | reserves (65) | inferior (66) | relinquished (67) | irrelevant (67) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 65-73**

| Setting | Characters | Pages |
|---|---|---|


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| | | |
|---|---|---|
| South Africa | Robert Sobukwe | 65-73 |
| Sharpeville | | |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
In what way did Robert Sobukwe urge slaves to peacefully shed their slave mentality and accept their true African personality?

**Partner share**
If you were one of the people living in South Africa and Robert had asked you to give up your passbook and allow yourself to be arrested, what would you have done? Defend your argument either way.

**Debrief**
As a class, compare answers. Perhaps Robert Sobukwe would be another interesting character to write a biography on.

### 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Compare Mandela's approach to Robert Sobukwe's: Mandela believed white's should have the right to participate in the struggle to create a new democratic South Africa, while Sobukwe disagreed strongly; he felt that until racial equality could be achieved, that whites could not be considered allies or part of the struggle. Why do you think he felt whites should be excluded? Support your answer.
2. Sobukwe said "We have been accused of blood-thirstiness…", he felt that was the black South African's only choice. Based on what you have read, do you agree or disagree with him?
3. What was the ANC?
4. Why do you think the conflict occurred in Sharpeville?
5. Was it justifiable that Sobukwe served three years in jail for incitement of a riot? Support your answer.


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## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 70**

"When it was over sixty-nine people lay dead or dying. At least another one hundred and eighty were wounded, including forty women and eight children. Most of the dead and wounded had been shot in the back" (p. 70).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Did Robert differ from Nelson? If you were living in South Africa in 1960, what group do you think you would have wanted to be a part of and why? The PAC or the ANC or the government run by the Afrikaners? **Write an argumentative paragraph explaining your position.**

*[Remind students that this issue is not just a black/white issue. The tables could be turned and it could be white/black with the blacks on top. Or it could be Asians/Latinos or Blacks/Asians. The point is to move toward an understanding that it does not matter "who is on top", that model of oppression will never work, because someone will always be on the bottom…and that someone could be you!]*

## 11. Close Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 9

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Why, when Mandela met secretly with journalists before the convention, did he say " In my mind we are closing a chapter on this question of a non-violent policy"?**
In 1961, South Africa became a republic and withdrew from the British Common wealth. Nelson Mandela made a surprise appearance at a convention of fifteen hundred black political activists. Mandela defied government restrictions and delivered the main speech. These were his first public words since he had been banned nine years earlier.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| defying (74) | sabotage (75) | elude (76) | fugitive (77) | snared (77) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 74-85**

| Setting | Characters | Pages |
|---|---|---|
| South Africa | Nelson | 74-85 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.


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Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
As a group trace Nelson's ***rationale*** for creating Spear. Start on page 74 and trace his thinking. What reasons did he have for creating Spear and what were the conditions under which he thought it would work? (i.e., no killing etc.)

**Poster**
From pages 79-85, the text highlights several passages from Nelson's statement while on trial. In small groups or individually (or if needed as a class), choose one of his statements and create a 8 x 11 poster picture depicting what Nelson wanted for his people. For instance, on the top of page 83 he states Africans just want to be able to support their families and not live in the ghettos with no running water, etc. Draw a poster depicting what Nelson wants for his people and his country.

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. What were the four forms of violence Mandela and the ANC leadership considered? Which was ultimately chosen and why?
2. Why, once Mandela became a legend, did he need to work "underground'?
3. Who betrayed Mandela? Why was he betrayed and what were the betrayer's motives?
4. Reading the paragraph below, what does Mandela mean? Explain it in your own words and use examples.
5. When sentenced, how long did the judge sentence him for and why do you think it was for that length of time?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 81**

*"Political division, based on colour, is entirely artificial and,*
*when it disappears, so will the domination of one group by the other"* (p. 81).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

**Write an argumentative paragraph describing your feelings about Nelson's statement.**

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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 10

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Where was Mandela sent to prison, and for how long?**
Mandela was sent to Robben Island Prison, the African equivalent to the US's Alcatraz. It was located off the coast of Cape Town and was the state's maximum-security prison. He was housed in a new black-only section. He and 30 other political prisoners were the first to occupy the cells there.

Nelson Mandela's prison identity card read:
Nelson Mandela
Crime: Sabotage
Sentence: Life, plus 5 years

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| porridge (87) | limestone quarry (87) | abrupt (88) | multiracial (89) | humility (89) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 86-98**


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| Setting | Characters | Pages |
|---|---|---|
| Robben Island Prison | Nelson | 86-98 |
| Coast of Cape Town | Guards, Winnie | |
| South Africa | Steve Biko | |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Bio cube information**
Look at the bio cube and make a list of the events of the past few chapters. Build your cube and add your information.

- Think about questions like: What are his interests now? Have they changed or stayed the same? (He still likes to exercise, read, study, tell stories.)
- What personality traits does he have? Have they changed or remained the same?
- What relationships are important to him?
- Think about him writing his autobiography in secret. He wrote 500 pages in 4 months. Figure out how much that is per day, if you'd like. What does that tell you about him?
- Why do you think it was important for him to hide his autobiography?
- Why do you think it was important for him to tell his story to begin with?

You may **write** about any of these questions as well. What do you find powerful and moving about his life up to now?

**Masking Tape Prison**
Tape out a 7' x 7' square on the carpet. Ask students to guess what it might be. This is the size of Nelson's cell in prison. Have students come up and stand in it, lie down in it. It is very small and Nelson was very tall. How comfortable do you think it would be to spend your LIFE in this small space?

### 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. How many other prisoners were the first to occupy the new isolation section of Robben Island Prison? Why would the authorities choose to send him to this prison?


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2. Did prison change Nelson Mandela? Explain.
3. When did Mandela begin writing his autobiography and why?
4. Whom did the New York Times compare the political prisoners in South Africa to, including Nelson Mandela?
5. Reading the quote by Mandela below, why would Mandela write that, and what is the deeper meaning?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 90**

"To Winnie he wrote: *Sometimes I feel like one who is on the sidelines, who has missed life itself*" (p. 90).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Imagine that you have been in prison for this long. **Write a few paragraphs describing what you think Nelson meant by the quote above. How would you feel if you were in his shoes?**

Steve Biko was described as a martyr. Define martyr, and explain how that definition fits or doesn't fit in an **argumentative paragraph. Include details such as; was his treatment just? What does it say about the level of hatred and bigotry that still existed in the mid-1970s?**

## 11. Close Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 11

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Why did Vorster give the appearance of making cosmetic changes by allowing whites and blacks to integrate, yet made no real changes or laws were actually made?**
There were two schools of thought, some whites felt blacks should be kept in their place, while some knew change had to come. Blacks especially urban blacks were tired of waiting for change. New voices began to emerge. One of the most eloquent was Steve Bilko.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| repressed-102 | incensed-105 | boycotted-105 | contemptuously-106 | turmoil-110 |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 99-111**

| Setting | Characters | Pages |
|---|---|---|
| Soweto | students, police, Winnie | 91-111 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.


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Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**

In both of these chapters, black people are uniting to fight for freedom and to support Winnie Mandela. Write a few thoughts after your discussion about these questions.

- *Why were they so upset when the government changed the language they wanted taught in school?*
- *Why did blacks value education so much? What did it mean to them? (better life, advancement, security etc.)*
- *Why were people upset that Winnie was banned from her hometown? Was her treatment by the police fair?*

**Prop**

In both chapters people are marching either by boycotting the government's decision or protesting Winnie's harassment. By yourself, or in pairs or small groups, create boycotting or protesting placards.

- *If you were going to march against the government's policy to use Afrikaans (the language) in schools, what would your sign say?*
- *Or, if you were going to march in protest against Winnie being banned from her hometown, what would your sign say?*
- Remember to **be specific** about what it is you disagree about. Choose your words carefully! Would you have any symbols of your poster?

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why was apartheid able to exist for so long?
2. How did the Prime Minister know things had to change?
3. What did he mean when he said "adapt or die?" Did he really mean his citizens were in danger of death?
4. Who was applying the pressure for change?
5. Did any changes occur as a result of his plea?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 106**

"The students had done something that had never been done before: confronted the government with every means available to them. The uprising was the most serious confrontation between blacks and the government in modern times" (p. 106).

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## EXTEND

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

In 1980 South African Prime Minister P.W. Botha told white citizens they must "adapt or die". Apartheid as it existed could not continue indefinitely. Pressure to make changes was coming from a variety of sources.

**Write a few paragraphs arguing why or why not white citizens must "adapt or die". Using the argumentative approach explore why apartheid could or could not continue indefinitely. Should the Afrikaans give in to the pressure?**

**11. Close** Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 12

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**What spark ignited Soweto in early 1976?**
Soweto was calm and under control on the surface, but underneath it was a city of bitter, angry and frustrated people. These people were like thousands of sticks of dynamite waiting for the spark that would ignite them.

**Brief summary: Chapter 16:** In 1980 the government put into place many reforms that were decided to give more rights to blacks. Then in 1983, the government voted to give South Africa's "coloreds" (mix of black and white ancestry) and the Indians each their own house of Parliament. The caveat was that the white house could outvote the other two.

**Chapter 17:** In 1983, the United Democratic Front was founded. Now blacks were fighting against blacks. It was the most prolonged rebellion the country had ever experienced. In 1985 the government declared a state of emergency. The renewed the state of emergency for 4 years. This gave the government the power to be even more restrictive. Newspapers were no longer allowed to report the news. No news of the rebellion was to be reported. The South African police started torturing people. There was a 3-day protest organized by the nonwhite trade unions; 80% of the black workforce did not attend work. Several people were killed. The government controlled the television stations too, and only showed rugby games.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.


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| | | | | |
|---|---|---|---|---|
| indefinitely (115) | desegregated (116) | camouflage (116) | imposition (121) | subversive (122) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 115-125**

| Setting | Characters | Pages |
|---|---|---|
| South Africa | people living there | 115-125 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class Discussion**
Discuss what it might be like to have the government control television, even more than it does now. *Some students will not know television is already regulated.* What would life be like if it were completely unregulated? Would that be helpful for our society? For your younger brothers and sisters? Explain your answers in a few sentences and debrief.

### 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why was the newspaper and television coverage so biased?
2. Does the government in the US control the newspapers and television? Explain your answer.
3. Were Afrikaners true Africans in your opinion? Why or why not?
4. Do you think it is ever possible for any country to have completely unbiased news or newspaper coverage? What do you think the way you do?
5. Do you think the public actually knew in reality what was going on in their country? Support your answer.


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## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 125**

"Government controlled television…continued to cover the usual rugby matches…The Afrikaner papers that did cover the crisis reported only the destruction of government property or violence done by blacks to other blacks. They urged the government to use maximum force to restore law and order" (p. 125).

# EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

**In a few paragraphs, write about why you think the government should or should not report that blacks are fighting against other blacks? What might the government be trying to prevent?**

## 11. Close Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 13

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**The ANC once again became a presence in the mid 1980's, why was this?**
Amid the terror and hatred of what had now become daily life people began to govern themselves.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| debris (127) | turmoil (127) | comrades (128) | scrutinized (129) | ambassadors (129) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 126-132**

| Setting | Characters | Pages |
|---|---|---|
| Townships of South Africa | people of South Africa | 126-132 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline


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## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
On page 129, the Pope says: "…that apartheid weighed on the conscience of mankind." What do you think he meant by that?

**Open Mind Portrait**
*Pretend that the Pope and Nelson Mandela are having a conversation.*
**Have one person be Nelson and one be the Pope.** Perhaps the teacher can be the Pope. What would they say to one another? Get students started this way and then have them continue by drawing their own OMPs for each character.
**Draw two OMP heads** and write dialogue in balloons above each head. What would they say to one another about what is going on in South Africa right now? What would they agree about? What do you think they would say to one another? How might their solutions to South Africa's racial problems be similar? Be different?

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. What happened after the uprising in 1976? What was the result and why?
2. Why had the Spear of the Nation intensified by the mid-1980's?
3. Why did Mandela's original plan of non-violence and including whites change so drastically?
4. How would striking out against blacks benefit the group?
5. Describe the situation in South Africa at this time period. Use your book as a reference and include direct quotes.

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 127-128**

"Black collaborators were targets for revenge by comrades. Anyone suspected of working with the government was subjected to 'necklacing.' The victim of a 'necklacing' had an automobile tire that was soaked in gasoline placed around his neck and set on fire. Comrades hoped this would make anyone who was thinking about working with the police think twice" (p. 127-128).

# EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reflecting on the method of "necklacing", **write a compelling argument regarding this practice. Include details such as whether it was effective, necessary, validated, or against it – was it inhumane and as bad as apartheid itself in some ways?**


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 14

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| delegation-137 | tuberculosis-138 | negotiate-141 | stalemate-142 | multiracial-142 |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 135-144**

| Setting | Characters | Pages |
|---|---|---|
| Robben Island | Nelson | |
| Pollsmoor Prison | Winnie | |
| Victor Verster Prison | F.W. de Klerk | |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline


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## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
This chapter continues to show us Nelson's determination and character. He continues, in the face of adversity, to show courage and persistence.

- *How does Nelson who courage by not accepting the offer to get out of prison the first time? Why didn't he agree to leave?*
- *What does that say about his priorities in terms of self versus his fellow man?*
- *What would you have done?*

**Biography Cube**
Take another look at the biography graphic organizer. A lot has happened to Nelson over the course of the book thus far. What other details can you add to these topics? Eventually, to practice writing a biography, students will take what they know about Nelson Mandela and write up his biography. Then, if you have time, they will research another person and do an abridged biography. Taking a look at the timeline/lifeline and thinking about this past chapter, fill in more information on these issues:

1. **Relationships**: Whom does he normally hang out with? The guards, other inmates? When does he finally get to see his wife? How old are his kids now? When is he his loneliest?
2. **Characteristics**: Which characteristics have remained the same throughout the book and what are current experiences that demonstrate that he still has those characteristics. (Ex. Fitness is still a priority. He is still exercising 2 hours every morning. Or, passion to teach others about politics- the nicknamed the prison Mandela University etc).
3. **What are other interesting facts that a person might want to include in a shorter biography of Mandela?**

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why was South Africa being criticized by and scrutinized by countries all over the globe?
2. At first apartheid was met with much sympathy from around the world, and then many countries began to change their feelings towards it. Why? How do you feel at this point? What are your thoughts?
3. Was it inevitable that the conflicts would turn violent eventually? Why?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 139**
"But Nelson Mandela had been offered his freedom before and had refused it" (p. 139).

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## EXTEND

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

**Write a few paragraphs arguing why it did or did not take courage for Nelson Mandela not to say yes to the first offer to get out of prison. Do you admire someone who has that much leadership and commitment to a cause? Tell why or why not.**

**11. Close** Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 15

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**What does "AMANDALA" mean? How about "NGAWETHU"?**
Discuss the meanings and draw comparisons between the relations between the Russians and the US..ie. Perestroika.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| repeal (147) | assassination (147) | obstacle (148) | reconciliation (149) | deployed (150) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 145-151**

| Setting | Characters | Pages |
|---|---|---|
| Soweto | Nelson, Winnie | 145-151 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline


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- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

# EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Snapshot**
Imagine being Nelson Mandela in the Mandela Mobile at the parade in New York City. What would it have been like to have so much attention placed on you?

- *What are your thoughts? Feelings? What are you hearing? Seeing?*
- Describe the scene as if you are in it and are actually Nelson.
- Write from the first person. (**I** feel amazed at how many people came out to see me….etc.)

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. What does Nelson Mandela really mean when he says he feels young and recharged in the paragraph below?
2. Do you think when Nelson Mandela started his law firm all of those years ago, he could have ever imagined what his life's path would be? Explain why you think he may have or not.
3. Why do you think Americans were so welcoming to Mandela in the major cities he visited?
4. Why was Mandela released if he had been sentenced to life plus 5 years originally?
5. How do you think he was feeling at this juncture? Had he accomplished all he wanted to?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 151**

"Despite my seventy-one years, at the end of this visit I feel like a young man of thirty-five. I fee like an old battery that has been recharged. And if I feel so young it is the people of the United States of America that are responsible for this" (p. 151).

# EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

What do you think Nelson meant by this statement? What do you think made him feel young again? What did the people of the United States do that made Nelson feel so good? **Write a compelling argumentative piece choosing to support or go against Nelson's statement. Perhaps was his statement propaganda to gain the support of the U.S.?**


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 16

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Let students know that they will either be compiling information about Nelson Mandela to write a shorter biography of him later in the week, or they will be researching another person of their choice and writing a short biography.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| complications (155) | decisive (155) | seize (155) | compatriots (157) | vengeance (157) |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 155-167**

| Setting | Characters | Pages |
|---|---|---|
| Africa | Nelson | 155-167 |
| Cape Town | Winnie | |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.


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Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

## 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

## EXPLORE

## 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
The author states on the bottom of page 157 that, according to Mandela, "the road to peace would have to be paved with determination, cooperation, and compromise." Write each of these words on the board and define them. Then, thinking back on Nelson's life and recent events in this chapter, *write down specific examples* of how he has shown **determination, cooperation and compromise**.

## 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why, if Mandela was so well known and loved internationally, did he not have real power in South Africa?
2. What did he believe he could do by turning the ANC into a viable political party?
3. Who would or wouldn't support him at this point?
4. Define "unbuntu" as several different people did.
5. Why were South Africans lining up to vote after Mandela and de Klerk won the Nobel Peace prize?
6. Who ultimately won the election?

## 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 158**

"Even as apartheid was dying and Mandela was emerging as the leader of the ANC, however, there was much opposition to the ANC's desire to form a single democratic government that would represent all the people" (p. 158).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Thinking back to the definitions of determination, cooperation and compromise, **do you feel Nelson has *shown these character traits (determination, cooperation, and compromise) in you're his life*? Argue your opinion in two paragraphs.**


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# Character Based Literacy Program Lesson Plan
# *Nelson Mandela*, Day 17

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

| | | | | |
|---|---|---|---|---|
| august-174 | vanquished-174 | Consigned-174 | insure -174 | restoration-174 |

## READ

### 3. Review Review the timeline from the beginning every day.

### 4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**p. 168-174**

| Setting | Characters | Pages |
|---|---|---|
| Johannesburg | Nelson | 168-174 |

## RESPOND

### 5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

### 6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?


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## EXPLORE

### 7. Activity Explore the reading more deeply with a visual or oral language activity.

**Class discussion**
What were your impressions when you found out Nelson won the election? What do you think it felt like to be a black person and finally be able to vote…and then to win?
**As a class,** closely read each line on page 174 (Nelson's speech to the U.N.) and go through its meaning. How did other people respect for their dignity play itself out in the history of another nation? (Hint: We are all people and we do not want to see others suffer for no reason.)

**Bio Cube**
Assemble the Bio Cube after adding any new facts from the past few days.

### 8. Discussion Ask discussion questions of all 9 types.

**Key Questions**

1. Why did Mandela turn his attention to the critical issue of sanctions while addressing the UN?
2. What was the purpose of him stating that the sanctions that had been imposed by the United Nations and other governments remain in place?
3. How do economic sanctions effect a country?
4. Why was the US Congress interrupted frequently with applause when Mandela underlined the importance of maintaining these sanctions?
5. Mandela's meeting with President Bush lasted 3 hours, in your opinion why was it so long?

### 9. Analyze Analyze the key paragraph.

**Key Paragraph, p. 174**

"*It is indeed a most welcome thing that this august organization will mark its 50th anniversary next year with the apartheid system having been vanquished and consigned to the past…The millions of our people say thank you, and thank you again, that the respect for your own dignity as human beings inspired you to act to insure the restoration of our dignity as well"* (p. 174).

## EXTEND

### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Were you moved and inspired by Nelson Mandela's life? Would you like to meet him? What questions would you ask him? What would you want to know more about?

**Employing the argumentative method, write in support for or against Mandela's approach.**

### 11. Close Close by extending today's lesson to life and the world.


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 18

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

**Brainstorming web and outline**

- **Thinking through Biography:** In the next two pages you will see a flowchart and an outline for writing a biography. The idea is for your students to access the timeline, lifeline, bio cube and all their quickwrites, snapshots, journal entries, OMPs and so forth to decide which memories, characteristics, facts etc. they would like to include in Nelson's biography.

- Option 1: Together, you can go through the brainstorming outline and write Nelson's biography as a class. Then students can choose their own person to research and write a short biography using the same format.

- Option 2: Your students can write a biography of Nelson Mandela using the materials generated over the last 3 weeks. You can get them started on the web outline as needed.

- Option 3: You can move to a biography of someone else completely, using the discussions and written work of the past 3 weeks as a model of what might be interesting for them to pursue in their own biography.

For today, decide which format you feel most comfortable pursuing and begin filling in the brainstorming web and basic written outline. Students may want to fill in the web and then only choose to write about a portion of those items listed. Steer them in the right direction given their needs and talents.


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**Biographical Essay**

***Basic information***

Name:
Date/place of birth:
Profession:

**Memories of this person**

Which is the most important memory? Why do you think you feel this way?

Memory 1:
Memory 2:
Memory 3:

**Personality traits**

What is this person like? Write adjectives that describe him or her, and back them up with examples.

Trait 1:
Trait 2:
Trait 3:

**Actions**

What kinds of things does this person do? Consider his or her work, recreation, leisure time, etc.

Action 1:
Action 2:
Action 3:

**Beliefs/opinions**

What does this person believe about life, the world, society, etc.?

Belief 1:
Belief 2:
Belief 3:

**Lessons**

What have you learned from this person?


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# Character Based Literacy Program Lesson Plan
## *Nelson Mandela*, Day 19-20

## Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
sd.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Web and outline, writer's workshop, revising and editing**

- Continue completing outlines and web.
- Once students have finished those, begin building paragraphs stemming from the outline. Students will already have written about many of these topics. Have them refine what they wrote and add transitions between paragraphs.
- You may want to only do 2 memories and 2 characteristics. Of course, use your judgment about how much you expect. Keep in mind however, that their finished written product should be 500-700 words long.
- Once rough drafts are complete, have students check one another's work for basic punctuation, spelling and capitalization. ***See student response sheet and revising and editing questions.***
- Have them rewrite and revise any parts that still are unclear.
- Polish it up!
- Celebrate and share your written products! Add them to your portfolio!


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Student Response Sheet

I noticed…

I wondered…

Strong words, phrases, images in the writing:

Questions I still have:


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**Revising checklist**

- ☐ Is my biography clear and understandable when I read it aloud?
- ☐ Does each paragraph start by clearly telling the reader what to expect?
- ☐ Do my examples help the reader understand the text?
- ☐ Do I have transitions between my paragraphs?
- ☐ Do I need to ADD any information, dialogue, text?
- ☐ Do I need to CUT any information, dialogue, text?
- ☐ Do I need to put anything in any different order?
- ☐ Do I need to rewrite any parts?

**Editing checklist**

- ☐ Are the beginning of my sentences capitalized? People's names? Other proper nouns?
- ☐ Do I have periods, exclamation marks and question marks in the correct places?
- ☐ Do I have any misspelled words? Are there any words I should look up in the dictionary that I am unsure about?


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