

TEACHER'S GUIDE

Skills and Strategies

Anchor Comprehension Strategies

- Distinguish and evaluate fact and opinion
- Analyze character

Genre Study

- Recognize genre features
- Analyze genre texts
- Make text-to-text genre connections

Tier Two Vocabulary

- See book's glossary

Word Study

- Prefixes

Fluency

- Read with dramatic expression

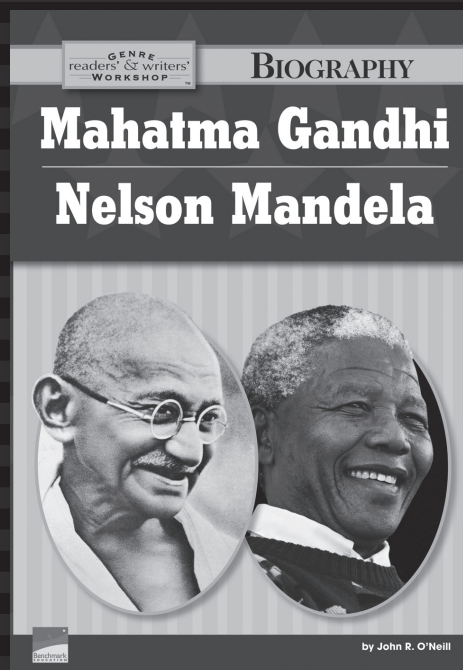
Writing

- Writer's tools: Graphic and text features
- Write a biography using writing-process steps

Genre: BIOGRAPHY

Mahatma Gandhi

Nelson Mandela



Unit at a Glance

Day 1	Prepare to Read	Day 4	Reread "Nelson Mandela: A Man Who Fought for His Country"*
Day 2	Read "Mahatma Gandhi: A Nonviolent Life"*	Day 5	Literature Circle Discussion/Reinforce Skills*
Day 3	Read "Nelson Mandela: A Man Who Fought for His Country"*	Days 6–15	Write a biography using the writing-process steps on page 10

*While you are meeting with small groups, other students can:

- read independently from your classroom library
- reflect on their learning in reading response journals
- engage in literacy workstations

ISBN 978-1-4509-3048-2



BENCHMARK EDUCATION COMPANY

Prepare to Read

Build Genre Background

- Write the word **genre** on chart paper. **Ask:** *Who can explain what the word **genre** means?* Allow responses. **Say:** *The word **genre** means “a kind of something.” A dictionary and an almanac are two kinds of reference books, but each has characteristics that distinguish it from the other and that we can use to identify it. In the same way, we can identify different kinds, or genres, of literature by their unique characteristics. As readers, we identify and think about the genre to help us comprehend. Recognizing the genre helps us anticipate what the writing will contain or what we will learn. As writers, we use our knowledge of genres to help us develop and organize our ideas.*
- **Ask:** *Who can name some literary genres? Let’s make a list.* Allow responses. Post the list on the classroom wall as an anchor chart.
- Draw a concept web on chart paper or the chalkboard. Write **Biography** in the center circle of the web.
- **Say:** *Biographies are one example of a literary genre. Think of any biographies you know. How would you define what a biography is?*
- **Turn and Talk.** Ask students to turn and talk to a classmate and jot down any features of a biography they can think of. Then bring students together and ask them to share their ideas. Record them on the group web. Reinforce the concept that all biographies have certain common features.

Introduce the Book

- Distribute a copy of the book to each student. Read the title aloud. Ask students to tell what they see on the cover and table of contents.
- Ask students to turn to pages 2–3. **Say:** *This week we are going to read biographies that will help us learn about this genre. First we’re going to focus on this genre as readers. Then we’re going to study biographies from a writer’s perspective. Our goal this week is to really understand this genre.*
- Ask a student to read aloud the text on pages 2–3 while others follow along. Invite a different student to read the web on page 3.
- Point to your Biography web on chart paper. **Say:** *Let’s compare our initial ideas about biographies with what we just read. What new features of this genre did you learn?* Allow responses. Add new information to the class web.
- Post this chart in your classroom during your biography unit. **Say:** *As we read biographies this*

week, we will come back to this anchor chart. We will look for how these features appear in each biography we read.

- Ask students to turn to page 5. **Say:** *Gandhi and Mandela are important figures in world history, particularly in the history of human rights. Let’s read page 5 to learn about each man’s accomplishments.*
- Have two students read aloud the biographical notes while others follow along.
- **Say:** *These two men from different countries and different time periods fought throughout their lives to gain equal rights for their people. What can you infer, or tell, from this?* Allow responses. Prompt students to understand that the desire for freedom and equality is a universal human value, but one that is often hard to obtain.

Introduce the Tools for Readers and Writers: Graphic and Text Features

- Read aloud “Graphic and Text Features” on page 4.
- **Say:** *Graphic and text features are useful tools in nonfiction. Photographs and other visuals help authors clarify important points and facts. Headings and other emphasized text highlight main ideas and indicate the text’s organizational plan. The biographies in this book make extensive use of graphic and text features. Let’s practice identifying some so we can recognize them in the biographies we read.*
- Distribute BLM 1 (Graphic and Text Features). Read aloud the text with students and discuss the graphic and text features.
- **Model Identifying Graphic and Text Features:** *The heading tells me what the paragraph is about—British control of India. If this were a section of a larger article, I could scan all the headings and quickly find this information again. By looking at the column headings on the table, I can tell that the writer is comparing the populations of India and Great Britain in 1900 and 2001. Notice, too, that the table adds to the information in the paragraph by providing specific details in an easy-to-read format.*
- Ask students to work with a partner or in small groups to answer the questions about the paragraph and graphic and text features and write their own paragraph with text and graphic features.
- Bring the groups together to share their findings.
- Ask the groups to read their paragraphs. Use the examples to build students’ understanding of how and why writers use graphic and text features. Remind students that these features help readers locate and understand information.
- Ask the groups to hand in their work. Transfer student-written paragraphs and features to chart

Before Reading

Introduce “Mahatma Gandhi: A Nonviolent Life”

- Reread the Biography anchor chart or the web on page 3 to review the features of a biography.
- Ask students to turn to page 6. **Ask:** *Based on the title, photographs, map, and graph, what do you think you will learn about Mahatma Gandhi?*
- Have students look for the boldfaced words (**euphoric, comprehend, illegal, sympathetic, symbolic, deliberation**). **Say:** *As you read, pay attention to these words. Try to use clues in the surrounding text to help you define them.*

Set a Purpose for Reading

- Ask students to read the biography, focusing on the genre elements they noted on their anchor chart. They should also look for examples of graphic and text features and think about how the author's use of these features helps them locate and understand key ideas in the text.

Read “Mahatma Gandhi”

- Place students in groups based on their reading levels. Ask them to read the biography silently, whisper-read, or read with a partner.
- Confer briefly with individual students to monitor their use of fix-up strategies and their understanding of the text.
- Ask students to place self-stick notes in the margins where they notice examples of graphic or text features or other features of the genre.

After Reading

Build Comprehension: Evaluate Fact and Opinion

- Lead a student discussion using the “Analyze the Subject” and “Focus on Comprehension” questions on page 14. Then, use the following steps to provide explicit modeling of how to evaluate facts and opinions in a biography.
- **Explain:** *In a biography, an author presents many facts about the subject's life, such as dates, names of family members, and names of places the subject lived and worked. These facts can be proven true by checking reliable sources. The author may also tell what the subject believed or might have thought during a certain event and may express his or her own feelings about the subject or a situation. Statements that express beliefs or feelings are opinions, because they cannot be proven true or false. Evaluating facts and opinions can help you better understand the subject—and the author—of a biography.*
- Distribute copies of BLM 2 (Evaluate Fact and Opinion) and/or draw a chart like the one below.

Name _____ Date _____

Graphic and Text Features

Directions: Read the paragraph. Study the graphic and text features. Answer the questions below.

British Control of India

In 1900, the United Kingdom (U.K.) controlled many **colonies** around the world. India was considered the “jewel” in the crown of this **British Empire**. The British wielded absolute control over the people of India although India's population was more than six times larger than the United Kingdom's. How could so few hold power over so many? In 1900, most Indians lived in abject poverty; the vast majority were uneducated. They were not prepared to unite and plan a campaign to promote self-government. It would take many sacrifices and efforts by determined leaders to gain independence for India.

Population	India	U.K.
1900	234,000,000	38,000,000
2001	1,130,000,000	61,000,000

1. Why was India unable to break the control of the U.K. in 1900?
Most Indians were poor, uneducated, and uninterested in pursuing independence.
2. In 1900, what was the ratio of U.K. population to the population of its colony India? How had that ratio changed by 2001?
approximately 1 to 6; approximately 1 to 19
3. What text and graphic features does the writer use? How do these features help readers?
heading, boldfaced words, table. The heading tells the topic of the text below. The boldfaced words emphasize important terms that may be defined in the text or elsewhere in the book. The table makes it easy to compare the populations of the two countries at two different times.

Directions: On a separate sheet of paper, write a paragraph for an article about a familiar topic. Include at least one graphic feature and one text feature.

TWO BIOGRAPHIES BLM 1 ©2011 Benchmark Education Company, LLC

paper, title the page “Graphic and Text Features,” and post it as an anchor chart in your classroom.

Reflect and Review

- **Turn and Talk.** Write one or more of the following questions on chart paper.
What is a literary genre, and how can understanding genres help readers and writers?
What did you learn today about the biography genre?
How can readers recognize and use graphic and text features?
Ask partners or small groups to discuss their ideas and report them back to the whole group as a way to summarize the day's learning.

Management Tips

- Throughout the week, you may wish to use some of the Reflect and Review questions as prompts for reader response journal entries in addition to Turn and Talk activities.
- Have students create genre folders. Keep blackline masters, notes, small-group writing, and checklists in the folders.
- Create anchor charts by writing whole-group discussion notes and mini-lessons on chart paper. Hang charts in the room where students can see them.

Day 2 (cont.)

Facts	What They Show About Subject or Time	Opinions	What They Show About Subject or Time
married at age 13	respected customs	felt like an outsider in London	strength of beliefs, Hindu values
worked in Africa; had few rights	Gandhi open to change; racism widespread	spiritual nature could not comprehend discrimination	strong sense of compassion and fairness
1893: worked to unite Indian community of South Africa politically	courageous, thoughtful, principled man	South African police used unnecessary brutality on nonviolent protesters, made public sympathetic	understood human nature; inequality so deep-rooted any protest considered outrageous
at age 46, returned to India; worked with Indian National Congress	recognized oppression; decided to make fighting for rights his life's work	morally wrong for suffering, starving Indians to pay taxes to British	acted out of convictions, compassion for Indians less fortunate than he
1929: urged Indians to make their own salt	understood power of mass protest, boycott	felt women could protest alongside men	understood that real unity meant including all people

- **Model:** In "Mahatma Gandhi," the author reports that Gandhi was married at age thirteen, as was customary in his culture at that time. This is a fact that can be proven true by checking a source such as government records for India in the 1880s. Later, the author says that "Gandhi felt like an outsider" in London. This statement expresses Gandhi's feeling that he did not belong in a country where the values were so different from his own. This is an opinion, or belief, that cannot be proven. Both the fact and the opinion help us understand the influences and events that shaped Gandhi.
- **Guide Practice.** Work with students to identify and evaluate facts and opinions in the biography. Help them analyze the reasons behind the opinions. Discuss what the facts and opinions suggest about Gandhi or the social and political climate of his time.
- Students keep BLM 2 in their genre studies folders.

Practice Text Comprehension Strategies for ELA Assessment

- Remind students that when they answer questions on standardized assessments, they must be able to support their answers with facts or clues and

evidence directly from the text.

- Use the Comprehension Question Card to practice answering text-dependent questions.
- **Say:** *Today I will help you learn how to answer Find It! questions. The answer to a Find It! question is in one place in the text.*
- **Model.** Read the second *Find It!* question. **Say:** *When I read the question, I look for important words that tell me what to look for in the book. What words in this question do you think will help me? I'm looking for the words **divide**, **India**, **separate**, and **dominions**. On page 12, I read "In 1947, Britain divided India into two separate dominions. . . ." This sentence answers the question.*
- **Guide Practice.** Use the Power Tool Flip Chart to help you develop other *Find It!* questions.

Focus on Vocabulary: Prefixes

- **Explain/Model.** Read aloud "Prefixes" on page 4. **Say:** *Adding a prefix to a word changes the word's meaning. For example, adding the prefix **non-** to the word **violent** creates the opposite meaning: **nonviolent** methods are peaceful. Sometimes readers can figure out the meaning of an unfamiliar word by dividing the word into its prefix and base word and thinking about the meanings of each part.*
- **Practice.** Ask students to find other words with prefixes in the biography, such as **noncooperative** and **encouraged**. List the words on the board, underline the prefix in each, and discuss the meanings of the prefixes and the words.
- **Say:** *If you don't know what the boldfaced words in this story mean, you can look in the text or in the words themselves. One in-the-word strategy is to divide the word into its prefix and base word and consider the meanings of those parts.*
- Ask partners to complete the "Focus on Words" activity on page 15 using BLM 3 (Focus on Prefixes). They should reread the sentence to identify the boldfaced word's part of speech and then analyze the meanings of its prefix and base word. Students should also be able to predict the word's meaning from the meanings of those parts and the context.
- **Transfer Through Oral Language.** Have pairs brainstorm other words with these prefixes, using each target word and one other word with the same prefix in a new sentence. Ask other students to listen carefully and identify the two words that contain the prefix. List the word pairs on the board and discuss the meaning of each word.
- Ask students to save their work in their genre studies folders to continue on Days 3 and 4.

Reflect and Review

- **Turn and Talk.** Ask partners or small groups to reread the "Features of a Biography" web on page 3 and decide whether all of these features are present in "Mahatma Gandhi: A Nonviolent Life."

Page	Word	Part of Speech	Prefix and Its Meaning	How Prefix Changes the Meaning of the Base Word
8	euphoric	adjective	eu-, "well"	adds meaning "well" to word meaning "to bear"
8	comprehend	verb	com-, "together, thoroughly"	adds meaning "thoroughly" to word meaning "to grasp"
8	illegal	adjective	il-, "not"	reverses meaning; creates antonym of legal
9	sympathetic	adjective	sym-, "with, together"	adds meaning "together" to word meaning "emotion, experience"
10	symbolic	adjective	sym-, "with, together"	adds meaning "together" to word meaning "to throw"
12	deliberation	noun	de-, "from, down, away"	adds meaning "from" to word meaning "scale, pound"—weighing the meaning of something

Fluency: Read with Dramatic Expression

- Have students reread the biography with a partner, focusing on reading with dramatic expression. Explain that readers use clues such as pictures, punctuation, and word choice to figure out the mood of a passage. Then they use tone of voice, inflection, and pacing as well as facial expression and body language to show that mood. Invite partners to take turns reading "The Fight for Civil Rights" on pages 8–9 using dramatic expression.

Note Regarding This Teacher's Guide

Each book provides an opportunity for students to focus on an additional comprehension strategy that is typically assessed on state standards. The strategy is introduced on page 4 (the third item in the "Tools for Readers and Writers" section) with text-specific follow-up questions found on the Reread pages. Some Reread sections also introduce an advanced language arts concept or comprehension strategy, such as protagonist/antagonist, perspective, or subtitles, because students at this level should be able to consider more than one comprehension strategy per text.

Before Reading

Introduce "Nelson Mandela: A Man Who Fought for His Country"

- Ask students to turn to page 16. **Say:** *This biography is written in a different format from the first. Notice the notes in the margins. First, we will read to understand the biography, focusing on the subject's characteristics and impact on the world. Tomorrow, we will read this biography like a writer and think about how the notes in the margins can help us write our own biographies.*
- **Say:** *Let's look at the title, photographs, map, and chart in this biography. What do you predict you will learn about Nelson Mandela?*
- Ask students to scan the text and look for the boldfaced words (**hyperactive, paramount, counteract, communal**). **Ask:** *What do you notice about these words? (All these words have prefixes.)*
- **Say:** *As you read, try to figure out the meanings of these words. Identify the prefix and root or base word. After we read, we will talk about how you used your knowledge of the word parts along with context clues to figure out the definitions.*

Set a Purpose for Reading

- Ask students to read the biography, focusing on how the details and descriptions reveal Mandela's inner qualities and the injustice of apartheid in South Africa. Encourage them to notice the author's use of graphic and text features.

Read "Nelson Mandela"

- Place students in groups based on their reading levels. Ask them to read the biography silently, whisper-read, or read with a partner.
- Confer briefly with individual students to monitor their use of fix-up strategies and their understanding of the text.

After Reading

Build Comprehension: Evaluate Fact and Opinion

- **Say:** *This biography includes some facts and opinions. How can you tell which is which? What do they show about the subject or the time in which he lived? Record responses on a whole-group chart like the one below.*
- **Discuss Facts and Opinions Across Texts.** Lead a discussion using the following questions: *How are the facts of Ghandi's and Mandela's imprisonment similar? How did their time in prison affect public opinion in both nations? In what ways were Gandhi and Mandela similar in their thinking? In their methods and strategies? How did each man make a lasting impact in his*

Day 4

native country? On the world? What graphic and text features does the author use in the biographies? How do these help you understand the information?

Facts	What They Show About Subject or Time	Opinions	What They Show About Subject or Time
at age 9, father died; adopted by Thembu regent	learned from powerful people	hyperactive child; deserved the nickname “troublemaker”	had lots of energy; was not easily controlled by adults
at university studied politics; planned boycott	always interested in government; knew how to bring about change	hero to the poor because he modernized the African National Congress (ANC)	dedicated to ending racial injustice
formed African National Youth League (ANYL); used boycotts, civil disobedience	had learned effective social reform methods from Gandhi	as leader, had power, needed strength, courage, spirit; terrible change coming	change difficult; “troublemakers” would be punished
nonwhites not permitted to live in white neighborhoods	Afrikaners determined to keep apartheid	living conditions for nonwhites were terrible	punishment likely to lead to revolt
imprisoned 1962–1990; earned law degree	still seeking ways to get justice for his people	inner strength, hope kept him alive	remarkable endurance, moral fiber

Practice Text Comprehension Strategies for ELA Assessment

- Use the Comprehension Question Card to practice answering text-dependent questions.
- **Say:** *Today we will learn how to answer Look Closer! questions. The answer to a Look Closer! question is in the book. You have to look in more than one place. You find the different parts of the answer. Then you put the parts together to answer the question.*
- **Model.** Read the first Look Closer! question. **Say:** *This question asks me to identify a stated main idea. I know because it asks, “What sentence tells the main idea . . .?” Now I need to look for other important information to find in the book. I need to reread the third paragraph on page 20. The first sentence explains that blacks felt negative effects of ANP policies. All the other sentences describe examples of the negative effects. These details support what the first sentence says, so that sentence states the main idea. I have found the answer in the book. I looked in several sentences to find the answer.*

- **Guide Practice.** Use the Power Tool Flip Chart to help you develop other *Look Closer!* questions.

Focus on Vocabulary: Prefixes

- Ask students to work with a partner to complete the “Focus on Words” activity on page 29 using BLM 3. Have groups of students share their findings.
- **Transfer Through Oral Language.** Invite pairs of students to discuss the meaning of each target word, give examples that illustrate the meaning, and explain any personal experiences that add to their understanding of the word. Then challenge partners to make up a skit that shows in words and actions the full meaning of the word.

Page	Word	Part of Speech	Prefix and Its Meaning	How Prefix Changes the Meaning of the Base Word
17	hyperactive	adjective	hyper-, “above, beyond, super”	increases or raises the level of activity
17	paramount	adjective	par-, “by”	adds meaning “by” to word meaning “above”—showing superiority or supremacy
25	counteract	verb	counter-, “opposite, contrary”	describes an action that tries to undo another earlier action
27	communal	adjective	com-, “together, thoroughly”	adds meaning “together” to word meaning “service, gift”

Reflect and Review

- **Turn and Talk.** Ask partners or small groups to discuss the following questions and report their ideas to the whole group: *Do you agree that Mandela is a person of courage, admirable character, and strong convictions? Support your answer with reasons. Think of a time in your life when you stuck by your principles when it was difficult to do so. What was the result of your action?*

Fluency: Read with Dramatic Expression

- You may wish to have students reread the biography with a partner, focusing on reading with dramatic expression. Ask students to discuss character traits of Nelson Mandela and locate passages in the biography that illustrate one or more of these qualities. Invite partners to practice

Day 4 (cont.)

reading one of the passages aloud with dramatic expression to portray the feelings of Mandela and the author.

Day 5

Before Reading

Set a Purpose for Rereading

- Have students turn to page 16. **Say:** *Until now, we have been thinking about biographies from the perspective of the reader. Learning the features of biographies has helped us be critical readers. Now we are going to put on a different hat. We are going to reread “Nelson Mandela: A Man Who Fought for His Country” and think like writers. We’re going to pay attention to the annotations in the margins. These annotations will help us understand what the author did and why he did it.*

Reread “Nelson Mandela”

- Place students in groups based on their reading levels. Ask them to reread the biography silently or whisper-read.
- Confer briefly with individual students to monitor their use of fix-up strategies and their understanding of the text and annotations.

After Reading

Analyze the Mentor Text

- Explain to students that the text they have just read is a mentor text. A mentor text is a text that teaches. This text is designed to help them understand what writers do to write a biography and why they do it.
- Read and discuss each mentor annotation with students. Encourage them to comment on the writer’s style, knowledge of the subject’s life, and use of tools such as graphic and text features.

Practice Text Comprehension Strategies for ELA Assessment

- Use the Comprehension Question Card with small groups of students to practice answering text-dependent questions.
- **Say:** *Today I will help you learn how to answer Prove It! questions. The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model.** Read the second *Prove It!* question. **Say:** *This question asks me to support a conclusion. I know because it asks, “What clues help you conclude . . . ?” Now I need to look for other important information in the question. What information do you think will help me? Allow responses. **Say:** Yes, I need to find details about Mandela and de Klerk cooperating. On page 24, the author says that de Klerk freed Mandela unconditionally in 1990. On page 25, I read that Mandela and de Klerk were awarded the Nobel Peace Prize in 1993 for their unprecedented collaboration. The author also states that the two men did not always agree, yet they both were committed to a better, more humane South Africa. I have found the clues I need.*

Day 5 (cont.)

- **Guide Practice.** Use the Power Tool Flip Chart to help you develop other *Prove It!* questions.

Analyze the Writer's Craft

- Ask students to turn to page 30. **Explain:** *Over the next few days, you will have the opportunity to write your own biographies. First, let's think about how the author wrote "Nelson Mandela: A Man Who Fought for His Country." When he developed this biography, he followed certain steps. You can follow these same steps to write your own biographies.*
- Read step 1. **Say:** *The first thing you'll do is choose the person you want to write about. Let's reread the beginnings of the biographies to see why the author chose to write about these people. Write the subjects' names and the reasons students offer on chart paper.* **Say:** *We might write a biography about John Adams because he was an important figure in the founding of the United States. What other people would be good subjects for a biography? Why?* Allow responses. Write down students' ideas on chart paper.
- Read step 2. **Say:** *In the biographies we read, the author included information about people who were important in each subject's life, such as family members, political allies, and opponents. Their influence or actions caused the subject to think or act in certain ways. For example, Mahatma Gandhi's father and mother helped him develop leadership skills and strong moral values. What people were important to the subject of our biography? Let's make a list of people and how they were important.* Allow responses. Write down students' ideas on chart paper.
- Read step 3. **Say:** *Before you're ready to write, you need to list the important events in the subject's life and the settings in which they took place. The biography of Nelson Mandela describes significant events from his childhood through his election as president of South Africa in 1994. The setting moves with the subject to many different parts of South Africa. What events and settings will you describe in your biography?* Choose one of the subjects and some of the people the class has brainstormed, and work as a group to outline important events and accomplishments and the settings in which they occurred.

Build Comprehension: Analyze Character

- **Explain:** *Authors report people's words and actions in a biography. From these details, we can determine what character traits each person possesses. Gandhi did not want to study law and was unhappy in London, but he stayed until he completed his law degree because his family wanted him to. These actions show that Gandhi was a dutiful son who was willing to think of others before himself. Analyzing*

character traits helps us better understand the subject of a biography and his or her experiences, reactions, and motives.

- **Model:** *When Gandhi went to South Africa to work, he saw and experienced racism. He was deeply affected and began to fight for civil rights for Indians, who were considered second class citizens in South Africa. His reaction and actions show a passion for social justice and the courage to act on it. Analyzing the subject's character helps me understand his motivations and appreciate his accomplishments.*
- **Guide Practice.** Invite students to work in small groups to locate other details that indicate character traits of Gandhi and of Mandela. Ask the groups to share and explain how understanding what the two men were like helps students understand the men's actions and accomplishments.

Reflect and Review

- Ask and discuss the following questions.
How is thinking about a biography as a reader different from thinking about one as a writer? How is it similar?
What new words have you added to your vocabulary this week? Which is your favorite?
The former governments of South Africa and India thought of Mandela and Gandhi as "troublemakers." Do you agree or disagree? Why?
How can you use prefixes and graphic and text features as a writer?

Fluency: Read with Dramatic Expression

- You may wish to have students reread the biography with a partner, focusing on reading with dramatic expression. Ask students how they think the author feels about the events he relates in the section "Fighting the New Regime" on pages 20–21. Invite partners to take turns reading the passage aloud, using tone of voice, inflection, pacing, volume, facial expression, and body language to communicate indignation and approval.

Analyze & Synthesize

Practice Text Comprehension Strategies for ELA Assessment

- Use the Comprehension Question Card with small groups of students to practice answering text-dependent questions.
- **Say:** *Today I will help you learn how to answer Take It Apart! questions. To figure out the answer to a Take It Apart! question, you must think like the author.*
- **Model.** Read the first *Take It Apart!* question. **Say:** *This question asks me to evaluate the author's purpose. I know because I must figure out why the author included a graphic feature. Now I need to look for other important information in the question. What information do you think will help me? Allow responses. Say: Yes, I need to analyze the map and text on page 18. The text says that Mandela fled to Johannesburg, the largest city in South Africa. I already read on page 17 that Mandela was born in a village in South Africa. I think the author included the map so readers could see where the biography is set. Thinking like the author helped me figure out the answer.*
- **Guide Practice.** Use the Power Tool Flip Chart to help you develop other *Take It Apart!* questions.

Summarize & Make Connections Across Texts

- Engage students in a discussion about the two biographies in this book. Invite a different student to summarize each biography. Encourage other students to add their ideas and details.
- Ask students to turn to the inside back cover of the book. **Say:** *Good readers think about how literary works are related. We know, for example, that both of these biographies share certain features. They both tell about the main events in the subject's life. They both explain what the subject achieved. What else do they have in common? Allow responses. Say: Today we will think about how the subjects of these two biographies are alike and different and about the impact each has on history.*
- Ask students to work individually or in small groups to complete BLM 4 (Make Connections Across Texts).
- **Class Discussion or Literature Circles.** Facilitate a whole-class discussion or keep students in their small groups for a literature circle discussion. If you choose to conduct literature circles, share the rules for good discussion below. Each group should discuss and be prepared to share its ideas about the following prompts.
What do you think is the most important similarity between Mandela and Gandhi? The most important difference?
How is the setting (both time and place) in each biography important to the events that occur?
Which subject do you find most interesting and inspiring? Why?

- Tell students that at the end of their discussion, you will ask them to share the important text-to-text, text-to-world, and text-to-self connections they have made.
- While each small group of students discusses the book, confer with individual or small groups of students. You may wish to revisit elements of the genre, take running records, or model fluent reading skills.

Directions: Use the chart to compare and contrast the subjects of the two biographies.

	Mahatma Gandhi	Nelson Mandela
Attributes of Subject	dutiful, compassionate, devoted to Hinduism and causes of social justice and independence for India, patient, nonviolent, determined, problem-solving, visionary	energetic, intelligent, tenacious, determined to end racial injustice in his country, resilient, courageous, strong in spirit, hopeful, dedicated, visionary
Important Influences	Hindu mother, political father, faith, experience of racism and discrimination in South Africa	regent adoptive father, time in racially divided Johannesburg, Gandhi's ideas, violent response of white South Africa
Challenges	living as Hindu in London, mob and other attacks, organizing and helping poor Indians, dismal social conditions for Indians, imprisonment, threat of violence from within and from outside Indian organizations	arranged marriage, conflict within ANC, 1948 ANP victory and oppressive policies, arrest and travel restriction, deciding to use violence, long imprisonment and hard labor, working with de Klerk
Historical Importance	empowered Indians and led them in nonviolent protest and resistance until they won social changes, rights, and finally independence from Great Britain	organized and led his people in resisting apartheid, achieved free elections in South Africa, elected first black president of South Africa, won Nobel Peace Prize

Name _____ Date _____
Title: _____

Biography Checklist

Features of the Genre Checklist

1. My biography has a strong lead.
2. My biography is logically sequenced.
3. My biography includes the person's date and place of birth.
4. My biography includes important events from the person's life.
5. My biography includes people who have influenced the person.
6. My biography describes the person's personality.
7. My biography quotes the person.
8. My biography quotes people who knew or know the person.
9. My biography explains why the person is worthy of a biography.
10. My biography has a strong ending.

Quality Writing Checklist

1. I looked for and corrected ...
- run-on sentences
- sentence fragments
- subject/verb agreement
- correct verb tense
- punctuation
- capitalization
- spelling
- indented paragraphs

Yes No

Yes No

Name _____ Date _____

Biography Planning Guide

Directions: Use the steps below to plan your own biography.

1. Decide on someone to write about.

2. Decide who else needs to be in the biography.

Person or Group	Impact on Subject's Life
Family Members	
Friends	
Peers	
Others	

3. Recall events and settings.

Setting	Important Events That Occurred
Setting #1	
Setting #2	
Setting #3	

Graphic and Text Features

Directions: Read the paragraph. Study the graphic and text features. Answer the questions below.

British Control of India

In 1900, the United Kingdom (U.K.) controlled many **colonies** around the world. India was considered the “jewel” in the crown of this **British Empire**. The British wielded absolute control over the people of India although India’s population was more than six times larger than the United Kingdom’s. How could so few hold power over so many? In 1900, most Indians lived in abject poverty; the vast majority were uneducated. They were not prepared to unite and plan a campaign to promote self-government. It would take many sacrifices and efforts by determined leaders to gain independence for India.

Population	India	U.K.
1900	234,000,000	38,000,000
2001	1,130,000,000	61,000,000

1. Why was India unable to break the control of the U.K. in 1900?
Most Indians were poor, uneducated, and uninterested in pursuing independence.
2. In 1900, what was the ratio of U.K. population to the population of its colony India? How had that ratio changed by 2001?
approximately 1 to 6; approximately 1 to 19
3. What text and graphic features does the writer use? How do these features help readers?
heading, boldfaced words, table; The heading tells the topic of the text below. The boldfaced words emphasize important terms that may be defined in the text or elsewhere in the book. The table makes it easy to compare the populations of the two countries at two different times.

Directions: On a separate sheet of paper, write a paragraph for an article about a familiar topic. Include at least one graphic feature and one text feature.

Name _____

Date _____

Evaluate Fact and Opinion

Directions: Use the charts below to evaluate facts and opinions in the biographies.

Mahatma Gandhi: A Nonviolent Life

Facts	What They Show About Subject or Time	Opinions	What They Show About Subject or Time
married at age 13	respected customs	felt like an outsider in London	strength of beliefs, Hindu values
worked in Africa; had few rights	Gandhi open to change; racism widespread	spiritual nature could not comprehend discrimination	strong sense of compassion and fairness
1893: worked to unite Indian community of South Africa politically	courageous, thoughtful, principled man	South African police used unnecessary brutality on nonviolent protesters, made public sympathetic	understood human nature; inequality so deep-rooted any protest considered outrageous
at age 46, returned to India; worked with Indian National Congress	recognized oppression; decided to make fighting for rights his life's work	morally wrong for suffering, starving Indians to pay taxes to British	acted out of convictions, compassion for Indians less fortunate than he
1929: urged Indians to make their own salt	understood power of mass protest, boycott	felt women could protest alongside men	understood that real unity meant including all people

Nelson Mandela: A Man Who Fought for His Country

Facts	What They Show About Subject or Time	Opinions	What They Show About Subject or Time
at age 9, father died; adopted by Thembu regent	learned from powerful people	hyperactive child; deserved the nickname "troublemaker"	had lots of energy; was not easily controlled by adults
at university studied politics; planned boycott	always interested in government; knew how to bring about change	hero to the poor because he modernized the African National Congress (ANC)	dedicated to ending racial injustice
formed African National Youth League (ANYL); used boycotts, civil disobedience	had learned effective social reform methods from Gandhi	as leader, had power; needed strength, courage, spirit; terrible change coming	change difficult; "troublemakers" would be punished
nonwhites not permitted to live in white neighborhoods	Afrikaners determined to keep apartheid	living conditions for nonwhites were terrible	punishment likely to lead to revolt
imprisoned 1962–1990; earned law degree	still seeking ways to get justice for his people	inner strength, hope kept him alive	remarkable endurance, moral fiber

Focus on Prefixes

Directions: Reread each biography. For each word below, record its part of speech, the prefix and its meaning, and how the prefix changes the meaning of the base or ~~base word~~.

Page	Word	Part of Speech	Prefix and Its Meaning	How Prefix Changes the Meaning of the Base Word
8	euphoric	adjective	<u>eu</u> -, "well"	adds meaning "well" to word meaning "to bear"
8	comprehend	verb	<u>com</u> -, "together, thoroughly"	adds meaning "thoroughly" to word meaning "to grasp"
8	illegal	adjective	<u>il</u> -, "not"	reverses meaning; creates antonym of <u>legal</u>
9	sympathetic	adjective	<u>sym</u> -, "with, together"	adds meaning "together" to word meaning "emotion, experience"
10	symbolic	adjective	<u>sym</u> -, "with, together"	adds meaning "together" to word meaning "to throw"
12	deliberation	noun	<u>de</u> -, "from, down, away"	adds meaning "from" to word meaning "scale, pound"—weighing the meaning of something

Page	Word	Part of Speech	Prefix and Its Meaning	How Prefix Changes the Meaning of the Base Word
17	hyperactive	adjective	<u>hyper</u> -, "above, beyond, super"	increases or raises the level of activity
17	paramount	adjective	<u>par</u> -, "by"	adds meaning "by" to word meaning "above"—showing superiority or supremacy
25	counteract	verb	<u>counter</u> -, "opposite, contrary"	describes an action that tries to undo another, earlier action
27	communal	adjective	<u>com</u> -, "together, thoroughly"	adds meaning "together" to word meaning "service, gift"

Make Connections Across Texts

Directions: Use the chart to compare and contrast the subjects of the two biographies.

	Mahatma Gandhi	Nelson Mandela
Attributes of Subject	dutiful, compassionate, devoted to Hinduism and causes of social justice and independence for India, patient, nonviolent, determined, problem-solving, visionary	energetic, intelligent, tenacious, determined to end racial injustice in his country, resilient, courageous, strong in spirit, hopeful, dedicated, visionary
Important Influences	Hindu mother, political father, faith, experience of racism and discrimination in South Africa	regent adoptive father, time in racially divided Johannesburg, Gandhi's ideas, violent response of white South Africa
Challenges	living as Hindu in London, mob and other attacks, organizing and helping poor Indians, dismal social conditions for Indians, imprisonment, threat of violence from within and from outside Indian organizations	arranged marriage, conflict within ANC, 1948 ANP victory and oppressive policies, arrest and travel restriction, deciding to use violence, long imprisonment and hard labor, working with de Klerk
Historical Importance	empowered Indians and led them in nonviolent protest and resistance until they won social changes, rights, and finally independence from Great Britain	organized and led his people in resisting apartheid, achieved free elections in South Africa, elected first black president of South Africa, won Nobel Peace Prize

Name _____

Date _____

Title: _____

Biography Checklist

Features of the Genre Checklist

Yes

No

- | | | |
|---|--------------------------|--------------------------|
| 1. My biography has a strong lead. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. My biography is logically sequenced. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My biography includes the person's date and place of birth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My biography includes important events from the person's life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. My biography includes people who have influenced the person. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. My biography describes the person's personality. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. My biography quotes the person. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. My biography quotes people who knew or know the person. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. My biography explains why the person is worthy of a biography. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. My biography has a strong ending. | <input type="checkbox"/> | <input type="checkbox"/> |

Quality Writing Checklist

Yes

No

I looked for and corrected . . .

- | | | |
|--------------------------|--------------------------|--------------------------|
| • run-on sentences | <input type="checkbox"/> | <input type="checkbox"/> |
| • sentence fragments | <input type="checkbox"/> | <input type="checkbox"/> |
| • subject/verb agreement | <input type="checkbox"/> | <input type="checkbox"/> |
| • correct verb tense | <input type="checkbox"/> | <input type="checkbox"/> |
| • punctuation | <input type="checkbox"/> | <input type="checkbox"/> |
| • capitalization | <input type="checkbox"/> | <input type="checkbox"/> |
| • spelling | <input type="checkbox"/> | <input type="checkbox"/> |
| • indented paragraphs | <input type="checkbox"/> | <input type="checkbox"/> |

Biography Planning Guide

Directions: Use the steps below to plan your own biography.

1. Decide on someone to write about.

2. Decide who else needs to be in the biography.

Person or Group	Impact on Subject’s Life
Family Members:	
Friends:	
Heroes:	
Others:	

3. Recall events and settings.

Setting	Important Events That Occurred
Setting #1	
Setting #2	
Setting #3	