

Florida LANGUAGE! Live®

TEACHER EDITION

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SAMPLE Unit Unit 6: Symbol of Freedom



The Symbol of Freedom

Nelson Mandela's lifelong fight for the cause of freedom in South Africa is a tale of inspiration and determination; it is a tale of struggle. During his fight, he became a powerful symbol of freedom that has inspired many.

South Africa has been a source of mineral resources. In the 17th, 18th, and 19th centuries, European powers were looking for natural resources and economic gain. Dutch rulers colonized the indigenous people's lands in the 1600s. By the beginning of the 1800s, England won control of the land from the Dutch. England expanded its domination and profited from diamond mining. South Africa became an independent republic in 1961.

discrimination
the act of treating some people worse than others for unfair reasons

resources
things that can be sold to create wealth

- 1 Nelson Mandela was South Africa's first what?
- 2 Who ruled South Africa during the colonial period?

Unit Big Ideas

- What causes stereotypes and prejudices?
- What inspires people to take action?
- Historically, what are some causes that you know other people have believed are worth dying for?
- Is violence ever justified? Why or why not?

Instructional Texts

“The Symbol of Freedom”

Text type: informational

“I Am Prepared to Die” by Nelson Mandela

Text type: informational—speech



Materials

- Unit 6 video (Colonialism)
- “Nelson Mandela” audio file
- “Nelson Mandela” multimedia file
- Six Traits of Writing Scoring Rubric: Expository (print as needed)

Optional

- Progress Monitoring Across the Six Traits scales

Classroom Materials

- Highlighters or colored pencils
- Notebook paper



Instructional Resources

- Unit 6 Reteach
- Handwriting Lessons
- Unit 7 Background Information (assign as homework at the end of the unit)
- Writing Project: Argument
- Progress Monitoring Across the Six Traits scales

Instructional Texts:
“The Symbol of Freedom”

Text type: informational

“I Am Prepared to Die”
by Nelson Mandela

Text type: informational—speech

LANGUAGE! Live Online



See additional practice activities online.

If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the history of Apartheid in South Africa as well as Nelson Mandela’s role in fighting Apartheid. Be sensitive to students who might have experienced unfair treatment based on their ethnicity. Post any additions to the Class Wall for students to reference.

| Lesson 1 | Lesson 2 |
|--|---|
| <p>Reading</p> <ul style="list-style-type: none"> Determine and discuss the topic of a text. Determine and discuss the author’s purpose. Use text features to preview text. <p>Vocabulary</p> <ul style="list-style-type: none"> Evaluate word knowledge. Determine the meaning of key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Read informational text. Monitor comprehension during text reading. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Explain how graphics contribute to an understanding of the text. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> Distinguish between action, linking, and helping verbs. Use future and future progressive verb tenses correctly. Use coordinating conjunctions in compound sentences. Use correct punctuation when writing compound sentences. Use verb tense to convey various times, sequences, states, and conditions. <p>Writing</p> <ul style="list-style-type: none"> Identify the structure of a sentence. Use conjunctions correctly in sentence writing. Produce, expand, and rearrange complete sentences for clarity and style. Write compound sentences. |

| Lesson 6 | Lesson 7 |
|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> Determine and discuss the author’s purpose. Determine and discuss the topic of a text. Use text features to preview text. <p>Vocabulary</p> <ul style="list-style-type: none"> Evaluate word knowledge. Determine the meaning of key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Read a persuasive speech. Monitor comprehension during text reading. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Determine how to respond to prompts. Use critical thinking skills to write responses to prompts about text. Contrast ideas and concepts within a text. Support written answers with text evidence. Identify evidence used to support an argument. <p>Writing</p> <ul style="list-style-type: none"> Write a thesis statement for a multiparagraph essay. Use correct capitalization and underlining or italics in the titles of works. |

Writing Project: Argument



| Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> Establish a purpose for rereading informational text. Use critical thinking skills to write responses to prompts about text. Support written answers with text evidence. Determine the meaning of words and phrases in text. Sequence historical events. Draw inferences from text and support with evidence. | <p>Reading</p> <ul style="list-style-type: none"> Read informational text with purpose and understanding. Answer questions to demonstrate comprehension of text. Identify and explain explicit details from text. Monitor comprehension of text during reading. Identify the conditional tense in writing. Connect pronouns to antecedents. Increase depth of word meaning through synonyms. Determine the meaning of abbreviations used in text. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Writing</p> <ul style="list-style-type: none"> Use text to write coherent paragraphs in response to reading. Analyze how ideas and events influence an individual and how an individual influences ideas and events. <p>Reading</p> <ul style="list-style-type: none"> Self-correct as comprehension of text deepens. Answer questions to demonstrate comprehension of text. Engage in class discussion. Identify the enduring understandings from a piece of text. |
| Lesson 8 | Lesson 9 | Lesson 10 |
| <p>Reading</p> <ul style="list-style-type: none"> Establish a purpose for rereading a speech. Monitor comprehension during text reading. Use critical thinking skills to write responses to prompts about text. Support written answers with text evidence. Evaluate the effectiveness of a speaker’s craft and use of strategies. Identify evidence given in support of an argument and determine if it is sound or not. Contrast ideas and concepts within a text. | <p>Reading</p> <ul style="list-style-type: none"> Read a speech with purpose and understanding. Answer questions to demonstrate comprehension of text. Identify and explain explicit details from text. Monitor comprehension during text reading. Identify the structure used to organize text and how each section contributes to the whole. Identify fallacies in persuasive text. Interpret a speaker’s claims and determine the intent and validity. Identify the purpose of correlative conjunctions. Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Writing</p> <ul style="list-style-type: none"> Analyze the effect of media and how it changes the impact of text. Compare and contrast a written speech with a multimedia version. Use a process to write a multiparagraph essay. Use a rubric to guide and assess writing. <p>Reading</p> <ul style="list-style-type: none"> Self-correct as comprehension of text deepens. Answer questions to demonstrate comprehension of text. Engage in class discussion. Identify the enduring understandings from a piece of text. |

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online. If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the unit. Post any additions to the Class Wall for students to reference.

- Tell about an issue in society that is important to you. What cause or group of people would you be willing to stand up for?
- Write two sentences about someone you admire. Identify the complete subject and the complete predicate.
- Write two sentences telling how you hope to change the world for the better someday. Identify the nouns and verbs.

Reading

Objectives

- Determine and discuss the topic of a text.
- Determine and discuss the author’s purpose.
- Use text features to preview text.

Passage Introduction

Direct students to page 231 in their Student Books. Discuss the content focus.

Content Focus

Nelson Mandela’s struggle for justice in South Africa

What do you think you will read about in this text? (Answers will vary.) What do you know about South Africa or Nelson Mandela? Provide sharing time.

Type of Text

informational

In the last unit, we read a memoir, *Breaking Night*, narrated in first-person point of view. That means that the narrator, or person telling the story, is a character in the story. Where is the narrator? (inside the story) Next, we read an article about the author of the memoir titled “From Homeless to Harvard.” It was informational. It told facts about Liz Murray’s life from the third-person point of view. In third-person point of view, the narrator is outside the text. Where is the narrator in third-person point of view? (outside the text)

Unit
6

Lesson 1 | Reading

Let’s Focus: “The Symbol of Freedom”

| | |
|---|--------------------------------------|
| Content Focus Nelson Mandela’s struggle for justice in South Africa | Type of Text informational |
| Author’s Name unknown | |
| Author’s Purpose to inform | |

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

What causes stereotypes and prejudices?

What inspires people to take action?

Informational Preview Checklist: “The Symbol of Freedom” on pages 233–236.

Title: What clue does it provide about the passage?
 Pictures: What additional information is added here?
 Headings: What will you learn about in each section?
 Features: What other text features do you notice?

Enduring Understandings
After reading the text . . .

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Unit 6 231

In this unit, we are going to read two similar texts—one written in first-person point of view and another written in third-person. The first one we will read is a nonfiction article. It will give facts about Nelson Mandela from a narrator outside the text. It will be written in third-person point of view.

Author’s Purpose

Have students glance at the text. Who is the author of this text? (unknown) This text is similar to one you would read in a textbook or encyclopedia. It presents factual information, but no author’s name is given. Still, whoever wrote the article had a purpose in mind. An author’s purpose is the reason he or she writes a text. Authors write for different reasons. They might write to entertain, to persuade, or to inform or teach. Many nonfiction texts are written to inform, or teach readers facts about a certain topic. The author of “The Symbol of Freedom” wrote the article to inform readers about a great South African leader. Have students write the answers on the page.

Before we read “The Symbol of Freedom,” we will watch a short video to help build our background knowledge. Play the Unit 6 Text Training video. Have partners discuss the main points the videographer was trying to make and what evidence was provided to support the points.

Read the Big Idea questions aloud.

Big Ideas

What causes stereotypes and prejudices?

What inspires people to take action?

As a class, consider the two Big Idea questions.

- Encourage students with limited knowledge of stereotypes and prejudices to ask for further explanation from peers or the teacher.
- Provide opportunities for students to explain their ideas and answers to the Big Idea questions in light of the discussion by ensuring students follow the rules for class discussion, which can be printed in poster form.
- Suggest students refer to the Collegial Discussion sentence frames in the back of their books.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

After discussing each question, have students write an answer. We’ll come back to these questions after we finish reading the text. You can add to your answers as you gain information and perspective.

Play the Unit 6 Text Training video found online.

Collegial Discussion poster

Class Discussion Rules poster

The screenshot shows a worksheet titled "Unit 6 Lesson 1 | Reading". The main heading is "Let's Focus: 'The Symbol of Freedom'". Below this, it lists "Content Focus: Nelson Mandela's struggle for justice in South Africa" and "Type of Text: Informational". It also states "Author's Name: Unknown" and "Author's Purpose: to inform".

The "Big Ideas" section asks students to consider two questions: "What causes stereotypes and prejudices?" and "What inspires people to take action?". Each question is followed by a set of horizontal lines for writing answers.

The "Informational Preview Checklist" includes items like "Title: What clue does it provide about the passage?", "Pictures: What additional information is added here?", "Headings: What will you learn about in each section?", and "Features: What other text features do you notice?".

The "Enduring Understandings" section asks students to write what they notice after reading the text, followed by more horizontal lines.

At the bottom, there is a copyright notice: "© 2017 Pearson Education, Inc. All rights reserved." and the page number "Unit 6 231".

Preview

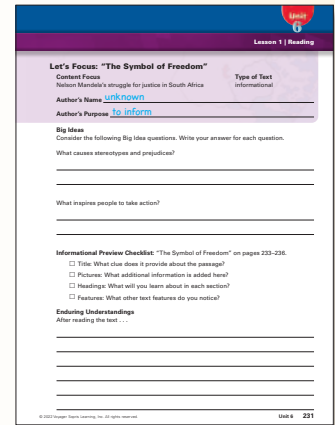
Read the Preview Checklist on page 231. Follow the Preview Procedure outlined below.

Preview Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will preview the text in addition to managing the checklist and pacing.
- The 2s and 3s will preview the text with 1s.
- Direct 1s to open their Student Books to page 231 and 2s and 3s to open their Student Books to page 233. This allows students to look at a few different pages at one time without turning back and forth.

Direct students to page 233.

If necessary, guide students in a short preview using the headings, pictures, and captions.



Vocabulary

Objectives

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary.

Rate Vocabulary Knowledge

Direct students to page 232 in their Student Books. Let's take a look at the vocabulary words from "The Symbol of Freedom." I am going to say each word aloud. You will repeat the word and write it in the third column. Then, you will rate your knowledge of the word. Display the Vocabulary Rating Scale poster or write the information on the board. Review the meaning of each rating.

Vocabulary Rating Scale

0—I have never heard the word before.

1—I have heard the word, but I'm not sure how to use it.

2—I am familiar with the word, but I'm not sure if I know the correct meaning.

3—I know the meaning of the word and can use it correctly in a sentence.

Lesson 1 | Vocabulary

Key Passage Vocabulary: "The Symbol of Freedom"

Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|----------------|----------------|----------------|------------------|
| discrimination | (n) | discrimination | 0 1 2 3 |
| resources | (n) | resources | 0 1 2 3 |
| invent | (v) | invent | 0 1 2 3 |
| access | (v) | access | 0 1 2 3 |
| impose | (v) | impose | 0 1 2 3 |
| govern | (v) | govern | 0 1 2 3 |
| impact | (v) | impact | 0 1 2 3 |
| passive | (adj) | passive | 0 1 2 3 |
| harmony | (n) | harmony | 0 1 2 3 |
| transform | (v) | transform | 0 1 2 3 |

232 Unit 6

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Remember, the points are there to help you know which words you need to focus on. By the end of this unit, you should be able to change all your ratings to a 3. That's the goal.

Read each word aloud and have students repeat it, write it, and rate it. Then, have volunteers who rated a word 2 or 3 use the word in an oral sentence.

Preteach Vocabulary

Explain that you will now take a closer look at the words. Follow the Preteach Procedure outlined below.

Note: Gauge self-reported student knowledge of vocabulary words on the Key Passage Vocabulary activity. While students will be tested on all vocabulary words in the unit, focus intensive vocabulary instruction on four to five words that most students do not understand. Use time during passage reading to emphasize meaning of all unit vocabulary words in context.

Preteach Procedure

This activity is intended to take only a short amount of time, so make it an oral exercise.

- Introduce each word as indicated on the word card.
- Read the definition and example sentences.
- Ask questions to clarify and deepen understanding.
- If time permits, allow students to share.

* If your students would benefit from copying the definitions, please have them do so in the vocabulary log in the back of the Student Books using the margin definitions in the passage selections. This should be done outside of instruction time.

discrimination (n)

Let's read the first word together. *Discrimination*.

Definition: *Discrimination* is the act of treating some people worse than others for unfair reasons. What means "the act of treating some people worse than others for unfair reasons"? (discrimination)

Example 1: Not letting someone join your club because of his or her hair color would be an act of *discrimination*.

Example 2: If restaurant owners refuse to serve people they don't like, it is *discrimination*.

Example 3: If I only handed out bubble gum to people whose names ended in a vowel, that would be *discrimination*.

Question 1: In the 1950s in the South, Black people had to sit in the backs of buses. Was this *discrimination*? Yes or no? (yes)

Question 2: After a big party, your dad volunteers to give a ride home to anyone who needs one. Is this *discrimination*? Yes or no? (no)

Pair Share: Turn to your partner and describe a form of *discrimination*. Explain why it is *discrimination*.

1

resources (n)

Let's read the next word together. *Resources*.

Definition: *Resources* are things that can be sold to create wealth. What means "things that can be sold to create wealth"? (resources)

Example 1: *Resources* such as timber, fish, and coal are called "natural" because they are found in nature, not made by human beings.

Example 2: One of the most valuable *resources* in Middle Eastern countries is oil.

Example 3: Many people believe we should use or sell *resources* only as quickly as Mother Nature can replace them.

Question 1: Countries near the Mediterranean Sea are known for their relaxed way of life. Is this a *resource*? Yes or no? (no)

Question 2: Some countries have begun using wind and water to create energy. Are wind and water *resources*? Yes or no? (yes)

Pair Share: You are the ruler of your own land. Turn to your partner and tell what major *resources* you sell to other countries.

2

invent (v)

Let's read the next word together. *Invent*.

Definition: *Invent* means "to make up or think of." What word means "to make up or think of"? (invent)

Example 1: Many people wonder whether a time machine will ever be *invented*.

Example 2: Democracy was first *invented* by the Greeks in about 500 BCE.

Example 3: I need to *invent* a new system for organizing my closet.

Question 1: If you copy someone else's style, have you *invented* your own? Yes or no? (no)

Question 2: In the 1900s, scientists came up with special ways for people to "speed read." Did they *invent* these methods? Yes or no? (yes)

Pair Share: Turn to your partner and tell what you wish someone would *invent* a new way to do.

3

access (v)

Let's read the next word together. *Access*.

Definition: *Access* means "to find a way into; to gain entry to." What word means "to find a way into; to gain entry to"? (access)

Example 1: On weekends, you have to use a security code to *access* the school building.

Example 2: If you lock yourself out of your house, you might have to *access* it through a window.

Example 3: City workers *access* drainage sewers through manholes.

Question 1: The gate to the community garden is locked, so you go home. Did you *access* the garden? Yes or no? (no)

Question 2: In one fairy tale, a prince climbs up the long hair of the princess to get inside a tower. Does he *access* the tower? Yes or no? (yes)

Pair Share: Turn to your partner and tell how a movie hero *accessed* a certain place in order to save the day.

4

impose (v)

Let's read the next word together. *Impose*.

Definition: *Impose* means "to force upon; to burden with." What word means "to force upon" or "to burden with"? (impose)

Example 1: Students complain when teachers *impose* rules that seem unfair.

Example 2: If a company *imposes* long work hours and low pay rates on its employees, many may quit.

Example 3: *Imposing* your strong opinions on others can actually turn people against you.

Question 1: Your brother cranks up his awful music in the car and doesn't let anyone change the station. Is he *imposing* his musical tastes on others? Yes or no? (yes)

Question 2: Your grandmother decided to stay in a hotel when she visited because she didn't want to bother anyone at your house. Did she *impose*? Yes or no? (no)

Pair Share: Do you think the city should *impose* a new tax on energy drinks? Why or why not? Tell your partner.

5

govern (v)

Let's read the next word together. *Govern*.

Definition: To *govern* is to rule or to direct. What means "to rule; to direct"? (govern)

Example 1: In this country, our elected leaders *govern* by making decisions and passing laws.

Example 2: When a person votes, he or she is helping decide who *governs* a city, county, state, or nation.

Example 3: In most schools, the student council can suggest ideas to the administration, but it doesn't really help *govern*.

Question 1: Your friend is the president of the honor society, but she constantly asks advice from you behind the scenes. Are you helping her *govern*? Yes or no? (yes)

Question 2: Your little sister puts all of her stuffed animals in a row and orders them to do what she says. Is she trying to *govern* them? Yes or no? (yes)

Pair Share: Turn to your partner and tell how you would *govern* a room full of preschool students.

6

impact (v)

Let's read the next word together. *Impact*.

Definition: *Impact* means "to have an effect on." What means "to have an effect on"? (impact)

Example 1: If you practice your solo for the musical during study hall, it might *impact* your neighbor's ability to study for a test.

Example 2: The foods you eat as a child will *impact* your eating choices as a grown-up.

Example 3: Even minor choices and small decisions can *impact* the course of a person's life.

Question 1: You thought it would be cold today, but it's hot instead. Does this *impact* your choice of clothing? Yes or no? (yes)

Question 2: You trusted a friend but then heard him say something unkind about you. Does this *impact* your feelings toward him? Yes or no? (yes)

Pair Share: Turn to your partner and describe a decision you made recently. Then, tell one thing that *impacted* your decision.

7

passive (adj)

Let's read the next word together. *Passive*.

Definition: *Passive* means "not taking action; letting something happen to you." What word means "not taking action; letting something happen to you"? (passive)

Example 1: I've heard that if you cross paths with a snake, you should remain *passive* and hope the snake moves on.

Example 2: If you don't care who goes first in a game, you have a *passive* attitude.

Example 3: A punching bag is *passive*; it doesn't punch you back.

Question 1: Before the fly can land on your nose, you swat it away. Are you being *passive*? Yes or no? (no)

Question 2: You are swimming in the ocean. A giant wave comes toward you. You close your eyes and relax. Are your actions *passive*? Yes or no? (yes)

Pair Share: Turn to your partner and describe a situation in which you think it is best to remain *passive*.

8

harmony (n)

Let's read the next word together. *Harmony*.

Definition: *Harmony* occurs when there is friendly agreement among people or when all parts of something are working together. What means "friendly agreement; the working together of all parts"? (harmony)

Example 1: In a perfectly choreographed dance, all the dancers move in *harmony*.

Example 2: Members of a community can live in *harmony* when everyone feels seen, heard, and appreciated.

Example 3: Kittens from the same litter often live in playful *harmony* with one another and their mother.

Question 1: The cheerleaders are arguing over which cheer to perform at halftime. Are they working in *harmony*? Yes or no? (no)

Question 2: Your complicated plan ended up working like a dream. Did its parts come together in perfect *harmony*? Yes or no? (yes)

Pair Share: Turn to your partner. Come up with five simple motions, and then perform them in *harmony*.

9

transform (v)

Let's read the last word together. *Transform*.

Definition: To *transform* is to change into something new. What word means "to change into something new"? (transform)

Example 1: Inside the cocoon, a caterpillar *transforms* into a butterfly.

Example 2: The empty lot near the park has been *transformed* into high-rise apartments.

Example 3: With a home hair-coloring kit, *transforming* your hair color is easy.

Question 1: You just got your braces off, but your teeth look exactly the same. Have they been *transformed*? Yes or no? (no)

Question 2: You drive by your grandfather's old house but don't recognize it. It's been painted bright yellow, and his vegetable garden is gone. Has it been *transformed*? Yes or no? (yes)

Pair Share: Which is easier, *transforming* your personality or *transforming* your looks? Turn to your partner and tell why.

10

Reading

Objectives

- Read informational text.
- Monitor comprehension during text reading.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Explain how graphics contribute to an understanding of the text.

“The Symbol of Freedom”

Direct students to page 233 in their Student Books. **Now that we have previewed vocabulary, it's time to read.**

Guiding Students Toward Independent Reading

It is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations and data. This is a good opportunity to stretch your students. If students become frustrated, scaffold the reading with paired reading, choral reading, or a read-aloud.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read



Choose an option for reading the text. Have students read according to the option that you chose.

Remind students to pause at the numbers and consider the questions.

If you choose to read the text aloud or chorally, use the following text boxes and stop to ask questions and have students answer them.

SE p. 233, paragraph 1

Nelson Mandela's lifelong fight for the cause of freedom in South Africa is a tale of inspiration and determination; it is a tale of struggle. During his 27 years in prison, he became a powerful symbol of resistance to the racial **discrimination** that has plagued South Africa, and he emerged as the first Black president of South Africa in 1994.

1. Nelson Mandela was South Africa's first what?

Note: Consider posting the following questions on the Class Wall:

How was Nelson Mandela a powerful symbol of resistance to racial discrimination?

What do you think racial discrimination looked like in South Africa?

What is America's history with racial discrimination?

Do you think racial discrimination still exists in South Africa? What about in the United States of America?

SE p. 233,
paragraphs 2–3

South Africa's landscape and environment have been described as the most enticing in the world. South Africa has a mild climate, similar to that of the San Francisco Bay. The land is fertile with plentiful mineral **resources**. In fact, South African mines are world leaders in the production of diamonds, gold, and platinum. These qualities combined to make South Africa attractive to European powers in the 17th, 18th, and 19th centuries.

South Africa had much to offer European powers looking for natural resources and economic gain. Dutch rulers colonized the indigenous people's lands in the 1600s. By the beginning of the 1800s, England won control of the land from the Dutch. England expanded its domination and profited from diamond mining. South Africa became an independent republic in 1961.

Note: Consider posting the following questions on the Class Wall: *If someone came into your home because of what you have, how would you feel?*

2. Who ruled South Africa during the colonial period?

SE p. 234, paragraph 1

Apartheid

The political parties in control of the country consisted primarily of white men of European ancestry. These groups **invented** apartheid as a means to control the economy and the people. *Apartheid* is a Dutch word that means "separateness." Apartheid laws were aimed to keep the white, European minority in power. The laws discriminated against people of color, who made up more than 70 percent of the nation's population.

3. What were apartheid laws designed to do?

Note: Consider posting the following questions on the Class Wall for discussion: *What did the apartheid laws do for Black people? What did they do for White people?*

SE p. 234,
paragraphs 2–3

These laws touched every aspect of social life. Nonwhites could not go to white schools or hospitals or visit white beaches. They could not vote and were segregated from many jobs. To **access** designated white areas, all Black Africans were required to carry “pass books” containing fingerprints, a photo, and personal information. Black Africans were forced to live in specific areas on the outskirts of South African cities and needed passports to enter the rest of the country. They were treated as visiting foreigners in their own country.

The penalties **imposed** on those who protested against the discrimination were severe. Thousands of individuals were tortured and killed. Those who were tried in court were typically sentenced to death, exile, or life in prison—like Nelson Mandela.

4. What happened to people who protested apartheid laws?

SE p. 235,
paragraphs 1–3

A Means to an End

When Mandela was 12 years old, his father died of lung disease, causing his life to abruptly change. He was adopted by a tribal chief. He lived in a palace and learned African history from elder chiefs who visited. He learned how the African people had lived in relative peace until the coming of the Europeans. According to the elders, the people of South Africa had lived as brothers, but the white man shattered this fellowship. While the Black man shared his land, air, and water with the white man, the white man took all of these things for himself.

At age 16, Mandela heard a tribal leader speak with great sadness about the future of young men in South Africa. The tribal leader explained that because the land was controlled by white men, the young Black men would struggle to earn a living and never have the power to **govern** themselves. This speech profoundly **impacted** Mandela and set the course for his life of activism.

After years of performing well at various schools, Mandela enrolled in law school, where he met people of all races and backgrounds. He was exposed to liberal and Africanist thought in addition to racism and discrimination. This experience served to further fuel his passion for politics. In 1944, he joined the African National Congress to become a voice for those who didn’t have one.

5. What organization did Mandela join? What kind of organization was this?

SE p. 235,
paragraphs 4–5

Mandela Challenges the Apartheid Government

As more and more laws were passed to limit the progress of Black South Africans, the ANC staged a campaign against apartheid laws that was structured around the theory of **passive** resistance. Mandela opened a law practice and campaigned against apartheid. Soon after, Mandela was charged with high treason, but the charges were eventually dropped. Mandela continued his important mission. The resistance to apartheid grew stronger, as did the commitment by the government to maintain white rule.

Tension with the government continued to grow. It peaked in 1960 when 69 Black people were shot dead by police. The government declared a state of emergency and banned the ANC. In response, the ANC abandoned its policy of non-violence, and Mandela helped lead the armed struggle for freedom.

6. What policy did the ANC abandon in 1960? Why?

SE p. 236, paragraph 1

Imprisonment

After playing a minor role in a workers' strike and illegally leaving the country in 1961, Mandela began a five-year prison sentence. During that time, Mandela and other members of the ANC were tried for plotting to overthrow the government by violence. Mandela defended himself during his trial with words about democracy, freedom, and equality. "I have cherished the ideal of a democratic and free society in which all persons live together in **harmony** and with equal opportunities," he said. "It is an ideal for which I hope to live and to see realized. But if needs be, it is an ideal for which I am prepared to die." The verdict was life in prison.

7. For what ideal was Mandela prepared to die? What was his actual sentence?

SE p. 236, paragraph 2

Apartheid Ends

Mandela's fight did not end. During his years in prison, he became an international symbol of resistance to apartheid. In 1990, the South African government responded to international pressure and released Mandela. Talks of **transforming** the old-style government of South Africa to a new multiracial democracy began. In 1994, for the first time in South Africa's history, all races voted in democratic elections, and Mandela was elected president.

8. What landmark event took place in South Africa in 1994?

SE p. 236, paragraph 3

Nelson Mandela struggled to end apartheid in South Africa. He led the charge, became the face of resistance, and shared the hopes and dreams of many; he was the symbol of freedom. Jailed for 27 years, he emerged to become the country's first Black president and play a leading role in the drive for human rights across the world.

9. Mandela was the symbol of what?

For confirmation of engagement, have partners share a fact they found interesting or inspiring. Have volunteers share facts with the class.

The Impact of Graphics

Direct students to page 233 in their Student Books. Have volunteers explain the impact of the images of South Africa. **Do these images look like the Africa you had pictured in your head?** (Answers will vary.) **The author likely included these images because many people have negative images of the African landscape.** Direct students to page 234 in their Student Books. **On this page, we learned that the Africans made up the majority of the population, but didn't have the rights and privileges of the whites. Look at the chart. How does this chart help clarify and expound upon the situation in South Africa?** (The discrepancies are illustrated with numbers. You can see just how poorly they were treated.) **On the next page, what is the effect of seeing Mandela's prison cell?** (You feel even more sorry for him when you realize he didn't have a bed or a toilet.)

Graphics and illustrations play a major role in most informational text. It is important that these "extras" are not overlooked. They often contribute greatly to what is in the text.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Describe your best friend. How would you feel if your friend was being unfairly treated? What would you do?
- The South Africa of Mandela’s youth would have been considered unfair by today’s standards. Write three sentences about things that are unfair. Write one sentence with a compound subject, one sentence with a compound predicate, and one sentence with a compound object.
- Write four sentences about justice. Use justice as the subject noun, direct object, predicate noun, and the object of the preposition.

Vocabulary

Objective

- Review key passage vocabulary.

Review Passage Vocabulary

Direct students to page 232 in their Student Books. Use the following questions to review the vocabulary words from “The Symbol of Freedom.” Have students answer each question using the vocabulary word or indicating its meaning in a complete sentence.

- Racial *discrimination* plagued South Africa. How did *discrimination* affect Black people? (Discrimination caused Black people to be treated unfairly.) Did Mandela support *discrimination*? (No, he fought against discrimination.)

Note: Mandela was a symbol of *resistance* against discrimination. If he *resisted* discrimination, what did he do? (He did not give in to it.)

- South Africa has plentiful *resources*. What are some of them? (South Africa’s resources include minerals, diamonds, gold, and platinum.) Why did these *resources* attract Europeans in earlier times? (The resources attracted Europeans because they were valuable and could create wealth.)

Note: The Dutch first colonized South Africa, but the English *eventually* defeated the Dutch for control of the land. Did the English defeat the Dutch quickly? (No, the defeat happened over a long period of time.)

- The Europeans in control of South Africa *invented* the system of apartheid. Did apartheid exist before they *invented* it? (No; because they invented it, it was a new system.) Was the *invention* fair? (No, the system they invented was unfair.)

Lesson 1 | Vocabulary

Key Passage Vocabulary: “The Symbol of Freedom”
Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|----------------|----------------|----------------|------------------|
| discrimination | (n) | discrimination | 0 1 2 3 |
| resources | (n) | resources | 0 1 2 3 |
| invent | (v) | invent | 0 1 2 3 |
| access | (v) | access | 0 1 2 3 |
| impose | (v) | impose | 0 1 2 3 |
| govern | (v) | govern | 0 1 2 3 |
| impact | (v) | impact | 0 1 2 3 |
| passive | (adj) | passive | 0 1 2 3 |
| harmony | (n) | harmony | 0 1 2 3 |
| transform | (v) | transform | 0 1 2 3 |

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- Under apartheid, was it easy for Black Africans to *access* non-Black areas? (No, it was difficult for them to access non-Black areas.) **What did Black Africans need in order to *access* areas reserved for whites?** (To access areas reserved for whites, Black Africans needed a “pass book” containing fingerprints, a photo, and other information.)
- What were *imposed* on people who protested apartheid? (Severe penalties or punishments were imposed on them.) **What were some of the penalties *imposed*?** (The penalties included torture, life in prison, or death.) **Which of these were *imposed* on Nelson Mandela?** (Imprisonment was imposed on him.)
- When he was 16, Mandela heard a tribal leader talk sadly about the future. He said that young Black men would never have the power to *govern* themselves. **What did he mean?** (If they could not govern themselves, they could not rule or direct themselves. In other words, they could not be in charge of themselves.) **Did Mandela earn the power to *govern* South Africa?** (Yes, he became president and governed South Africa.)
- The tribal leader’s speech *impacted* Mandela. **What did it do to him?** (If the speech impacted Mandela, it had an effect on him.) **Would you say the *impact* was positive or negative?** (The impact was positive; it inspired him to take action to create change.)
- The movement led by Mandela was based on *passive* resistance. **What kind of resistance is *passive* resistance?** (Passive resistance does not take action or fight back.) **So, would a person involved in *passive* resistance allow him- or herself to be imprisoned or even die? Why or why not?** (Yes, a person involved in passive resistance would let action be taken against him or her as a way to make a statement about not giving in.)
- While on trial, Mandela stated that he treasured the idea of a society where people lived in *harmony*. **If people live in *harmony*, what do they live in?** (If people live in harmony, they live in a state of peaceful agreement.) **Has any society reached a state of total *harmony*? Why or why not?** (No society has reached a state of total harmony because humans have competing interests and ideas about many things.)
- Mandela was imprisoned for many years and then released. Leaders began talking about *transforming* the system. **If the system were *transformed*, what would happen to it?** (It would change into something new.) **What was South Africa’s system of apartheid eventually *transformed* into?** (It was transformed into a democracy.) **How was Mandela’s own role in South Africa *transformed* in 1994?** (His role was transformed from that of resister to that of president of the new democracy.)

Grammar

Objectives

- Distinguish between action, linking, and helping verbs.
- Use future and future progressive verb tenses correctly.
- Use coordinating conjunctions in compound sentences.
- Use correct punctuation when writing compound sentences.
- Use verb tense to convey various times, sequences, states, and conditions.

Action, Linking, or Helping Verbs

We already know that every sentence must contain a verb. We've worked with different kinds of verbs. Some verbs answer the *did what* question, but some verbs “link,” or connect, the subject—*who* or *what*—to the rest of the sentence. Sometimes, action verbs need a little help to answer the *did what* question. Direct students to page 237 in their Student Books and read the instructions aloud.

Guided Practice

Listen as I read the first sentence: *He was the symbol of freedom.* *Who* or *what* is the sentence about? (He) Can you answer the *did what* question? (no) What is the verb? (was) Instead of “doing something,” it links the subject to the rest of the sentence. Underline *was* and write it in the proper column in the chart.

Listen as I read the second sentence: *All Black Africans were required to carry “pass books.”* *Who* or *what*? (Africans) *Did what*? (were required) This sentence has two verbs working together: a helping verb and a main verb. Underline the verb phrase, and write it in the proper column in the chart.

Independent Practice

Read the remaining sentences and have students identify the verbs and the verb types. Review the answers as a class.

Action, Linking, or Helping Verbs

Read each sentence and underline the verb or verb phrase. Write the verbs in the proper column in the chart below.

1. He was the symbol of freedom.
2. All Black Africans were required to carry “pass books.”
3. He learned how the African people had lived in relative peace until the coming of the Europeans.
4. He was adopted by a tribal chief.
5. South Africa remained a colony of England until 1961.
6. This group invented apartheid as a means to control the economy and the people.
7. The verdict was life in prison.
8. Thousands of individuals were tortured and killed.
9. Mandela opened a law practice and campaigned against apartheid.
10. Nelson Mandela's lifelong fight for the cause of freedom in South Africa is a tale of inspiration and determination.

| Action Verb | Linking Verb | Helping Verb + Main Verb | |
|-------------------|-----------------|--------------------------|----------------------|
| <u>learned</u> | <u>remained</u> | <u>was</u> | <u>were required</u> |
| <u>invented</u> | <u>opened</u> | <u>was</u> | <u>was adopted</u> |
| <u>campaigned</u> | | <u>is</u> | <u>were tortured</u> |
| | | | <u>were killed</u> |

Tense Timeline: Future and Future Progressive Tenses

All verbs, regardless of their type, convey a sense of time. Another word for time is *tense*. To talk about today, we use some form of the present tense, and to talk about yesterday, we use some form of the past tense.

Write the word *fight* on the board. Have students use the word in present tense sentences with the pronouns *they* and *she*. (They fight against oppression. She fights against oppression.) Then, have them use the word in past tense sentences with the same pronouns. (They fought against oppression. She fought against oppression.) Do the same with the present progressive and the past progressive tenses. (They are fighting against oppression. She is fighting against oppression. They were fighting against oppression. She was fighting against oppression.)

Let's look at the verbs in the activity you just completed and figure out what tense they are. *Was* is a past tense verb. In fact, all of the verbs on this page are past tense except one. Which verb is not past tense? (is)

Direct students to page 238 in their Student Books. Today, we are going to add to our knowledge of verb tenses by considering how verbs reflect an action that has not happened yet. If it is going to happen tomorrow or in the future, we use the future tense. One way to create the future tense is to simply add *will* to the verb. Have students use *fight*, *they*, and *she* to demonstrate the future tense. (They will fight against oppression. She will fight against oppression.)

Look at the first line in the chart and read it with me: *I spoke. I speak. I will speak*. Read the next line with me: *You spoke. You speak. You will speak*. Write *will speak* in the Future tense column. Continue reading each line chorally, and have students write the future tense for each pronoun. When completed, point out that in the future tense, the verb *speak* never changes form. For first, second, third, singular, and plural, all they had to do was add the helping verb *will*. Contrast that with the challenge of using the present tense correctly. Have students look at the past tense of *speak* and note that once they put the verb in the past tense, it didn't change according to person or number either.

Work through progressive verb tenses in a similar manner, making sure students complete the chart with future progressive verbs.

Lesson 2 | Grammar

Tense Timeline: Future and Future Progressive Tenses
Complete the sentences for the future and future progressive tense with the verb *speak*.

| Tense Timeline: Future and Future Progressive Tenses | | |
|--|---------------------|-------------------------------|
| Past | Present | Future |
| | | will + verb |
| I spoke. | I speak. | I will speak. |
| You spoke. | You speak. | You will speak. |
| She spoke. | She speaks. | She will speak. |
| We spoke. | We speak. | We will speak. |
| They spoke. | They speak. | They will speak. |
| Past Progressive | Present Progressive | Future Progressive |
| | | will + be + -ing |
| I was speaking. | I am speaking. | I will be speaking. |
| You were speaking. | You are speaking. | You will be speaking. |
| She was speaking. | She is speaking. | She will be speaking. |
| We were speaking. | We are speaking. | We will be speaking. |
| They were speaking. | They are speaking. | They will be speaking. |

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Direct students to page 239 in their Student Books. Read the instructions for the activity.

Model

Listen as I read the first example: *The government declared a state of emergency.* My first task is to find the verb and underline it. What did the government do? It declared. *Declared* is my verb, so I've underlined it. Next, I have to change the verb to the future tense. I can look back at the chart and see that I create the future tense by adding *will* to the present tense verb. My new sentence: *The government will declare a state of emergency.* The last step is to underline the verb phrase in the new sentence: *will declare.*

Listen as I read the second example: *Mandela served a five-year prison sentence.* The first thing I have to do is find the verb, so I ask the question *Did what?* *Served* is the verb, so I've underlined it. I have to rewrite the sentence using the future progressive tense. Again, I can refer to the chart to see how I write the future progressive tense: *will + be + verb + -ing.* My new sentence is *Mandela will be serving a five-year prison sentence.* My last step is to underline the verb phrase in the new sentence: *will be serving.*

Guided Practice

Listen as I read the first sentence: *These laws touched every aspect of social life.* What is the first thing you need to do? (Find the verb and underline it.) What did these laws do? (*touched*) Remember to underline it. What tense are you going to use for the new sentence? (*future progressive*) How do you write the future progressive tense? Remember to look at the chart if you don't remember. (*will + be + verb + -ing*) The hardest part of rewriting the verb is figuring out the present tense. What is the present tense for *touched*? (*touch*) Write it on the board. What ending do you need to add to it? (*-ing*) What is the new sentence? (*These laws will be touching every aspect of social life.*) Make sure you remember to underline the verb phrase in the new sentence.

Verb Tenses

Underline the verb in each sentence. Rewrite the sentence, changing the tense as indicated in the parentheses. Underline the verb in the new sentence.

Examples:

The government declared a state of emergency. (future)
The government will declare a state of emergency.
Mandela served a five-year prison sentence. (future progressive)
Mandela will be serving a five-year prison sentence.

1. These laws touched every aspect of social life. (future progressive)
These laws will be touching every aspect of social life.
2. Mandela enrolled in law school. (future)
Mandela will enroll in law school.
3. The resistance to apartheid grew stronger. (future)
The resistance to apartheid will grow stronger.
4. Mandela continued his important mission. (future progressive)
Mandela will be continuing his important mission.
5. The South African government responded to international pressure and released Mandela. (future)
The South African government will respond to international pressure and release Mandela.

Independent Practice

Read the remaining sentences and have students change the verbs to future or future progressive tense. Review the answers as a class.

Conjunctions

Let's talk more about conjunctions. The primary function of these words is to join other words or groups of words. They can join nouns, verbs, and even sentences.

And

Use the items on your desk to complete the following sentence frame: I have _____ *and* _____ on my desk. **What is the function of the conjunction *and*?** (The word *and* joins two objects together.)

But

What is the function of the conjunction *but*? (The word *but* joins contrasting ideas together.) Sometimes, you need to join contrasting ideas. I wanted to go to the concert, *but* I couldn't afford the ticket. The word *but* signals a change, or contrast, in the outcome.

Or

If you have a choice between two things, you often use a different connecting word: I will have pizza *or* a sandwich for lunch. The word *or* signals a choice. **What is the function of the conjunction *or*?** (The word *or* signals a choice.)

Have students turn to page 240 in their Student Books. **These three words—*and*, *but*, *or*—are conjunctions.**

Consider the word *conjunction*. What do you think of when you hear the word *junction*? (Possible answers: where two roads come together, where roads or railroad track cross) *Junction* means “a place where two or more things come together or join.” This is exactly what conjunctions do. In your book, you see examples of how these three conjunctions can be used in compound sentences. Review the bulleted information and each example.

Conjunctions

Conjunctions join words, phrases, or clauses in a sentence. They also join sentences.

Coordinating Conjunctions

Coordinating conjunctions are the most common type of conjunction. They connect words that have the same function. Common coordinating conjunctions are **and**, **but**, and **or**.

- The conjunction **and** relates two similar ideas.

Nelson closed his eyes to rest. His friends left.
Nelson closed his eyes to rest, **and** his friends left.

- The conjunction **but** signals contrasting ideas.

Nelson was arrested. His family was safe.
Nelson was arrested, **but** his family was safe.

- The conjunction **or** signals an alternative choice.

Mandela will give up the fight for equality.
The government will punish him for treason.
Mandela will give up the fight for equality, **or** the government will punish him for treason.

Direct students to page 241 in their Student Books. Read the instructions aloud.

Model

Listen to the example: *Nelson Mandela was sentenced to life in prison, and the fight for freedom was in danger.* The first step is to find and circle the conjunction. I'm looking for one of three words: *and, but, or*. I see the conjunction *and*, so I'm going to circle it. The next step is to determine its meaning. Does it connect similar ideas, present contrasting ideas, or provide alternative choices? Nelson Mandela's prison sentence and the possible danger of the fight for freedom go together or complement each other. The conjunction is joining two similar ideas, so I would place the check mark in that column.

Guided Practice

Listen to the first sentence: *Mandela could allow the government to end his campaign, or he could continue the fight, risking imprisonment.* What is the conjunction? (*or*) Circle *or*. We are reading about two possible options Mandela could pursue regarding his campaign. Where does the check mark go? (Alternative Choices) He has a choice to make. Place the check mark in the Alternative Choices column.

Have students read the second sentence chorally. What is the conjunction in this sentence? (*but*) It's joining the hope of the government and an outcome that was very different from that hope. Where did you place the check mark? (Contrasting Ideas) The check mark goes under *Contrasting Ideas* because instead of the fight ending, the people continued the struggle.

Independent Practice

Have students work independently to circle the conjunctions and place the check marks in the proper columns for the remaining sentences. Review the answers as a class.

Lesson 2 | Grammar

Coordinating Conjunctions

Circle the conjunction(s) in each sentence. Determine the meaning of the conjunction and place a check mark in the corresponding column.

| | Similar Ideas | Contrasting Ideas | Alternative Choices |
|---|---------------|-------------------|---------------------|
| Ex: Nelson Mandela was sentenced to life in prison, <u>and</u> the fight for freedom was in danger. | ✓ | | |
| 1. Mandela could allow the government to end his campaign, <u>or</u> he could continue the fight, risking imprisonment. | | | ✓ |
| 2. The government hoped to end the fight against apartheid, <u>but</u> the people continued the struggle against injustice. | | ✓ | |
| 3. Nonwhites could not go to white schools, <u>or</u> hospitals, <u>or</u> visit white beaches. | | | ✓ |
| 4. The ANC abandoned its policy of non-violence, <u>and</u> Mandela helped lead the armed struggle for freedom. | ✓ | | |
| 5. The people of South Africa had lived as brothers, <u>but</u> the white man shattered this fellowship. | | ✓ | |
| 6. The white people controlled the wealth, <u>and</u> the Black Africans lived in poverty. | ✓ | | |
| 7. Mandela was charged with high treason, <u>but</u> the charges were dropped. | | ✓ | |

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Spotlight on Punctuation: Commas with Conjunctions

Most sentences in the previous activity have two complete thoughts joined by a conjunction. When you combine two independent thoughts or clauses, you create compound sentences. To punctuate a compound sentence correctly, you have to include commas.

However, you don't always create a compound sentence when you use a conjunction.

Write the following sentences on the board:

Maria and Sylvia walked to the movie theater.

We can walk through the woods or ride our bikes to the theater.

Read the first sentence aloud. This is not a compound sentence. I did not combine two complete thoughts. All I did was join two *whos*. This is a compound subject.

Read the second sentence aloud. Who or what? (We) Do what? (can walk or ride) This sentence contains two *do whats*. That is what is joined, not two sentences. This is a compound predicate.

Notice neither sentence has a comma.

Direct students to page 242 in their Student Books. Read the instructions aloud.

Guided Practice

Listen as I read the first sentence in the activity: *South Africa's landscape and environment have been described as the most enticing in the world.* What conjunction do you see? (and) What is it joining? (landscape and environment) Is it joining two complete thoughts? (no) What is it joining? (two *whats*) Does this sentence need a comma? (no) It does not need a comma because the conjunction is not joining two complete thoughts. This is a compound subject.

Listen as I read the second sentence: *Mandela opened a law practice and the people came to him for help.* What conjunction do you see? (and) Is it joining *practice* and *the people*? (no)

If students do not understand this, read the sentence again as if *practice* and *the people* were together as one direct object. Let's see if we have two complete thoughts. What is the first *who* or *what*? (Mandela) Did *what*? (opened) Couple that with the direct object *a law practice*, and you have a complete thought. Is there another *who* or *what* that follows the conjunction? (yes, the people) Did *what*? (came) Couple that with the prepositional phrase *to him*, and what do you have? (a complete thought) Listen

Lesson 2 | Grammar

Spotlight on Punctuation: Commas with Conjunctions

Circle the conjunction in each sentence. Add a comma where needed.

1. South Africa's landscape and environment have been described as the most enticing in the world.
2. Mandela opened a law practice and the people came to him for help.
3. Nonwhites could not go to white schools or visit white beaches.
4. Black Africans were allowed to visit other areas of South Africa but needed a passport.
5. The government imprisoned Mandela to end his campaigns, but Mandela emerged more powerful than ever.
6. All races voted in democratic elections, and Mandela was elected president.
7. Black Africans wanted equal rights, but they were continually denied.
8. It is an ideal that I hope to live for, and to see realized.
9. Black Africans were treated as foreigners, and the government felt justified.
10. Black Africans could not vote, and were segregated from many jobs.

to each part of the sentence and tell me if it is a complete thought. Mandela opened a law practice. (yes) The people came to him for help. (yes) Do we need to place a comma in front of the conjunction? (yes)

Independent Practice

Read the remaining sentences, and have students circle the conjunctions and determine if the sentence requires a comma. Review the answers as a class.

Note: Draw students' attention to number 7. Explain that the subject of each independent clause is the same; therefore, this didn't need to be a compound sentence. It could have been a sentence with a compound predicate without a comma. Have students say the sentence with a compound predicate. Explain that the second use of the subject (pronoun *they*) made it a compound sentence and thus required the use of the comma.

Writing

Objectives

- Identify the structure of a sentence.
- Use conjunctions correctly in sentence writing.
- Produce, expand, and rearrange complete sentences for clarity and style.
- Write compound sentences.

Masterpiece Sentences Using Conjunctions

Direct students to page 243 in their Student Books. Read the instructions aloud. You have worked through the six stages of Masterpiece Sentences, and your sentences are becoming more interesting and descriptive.

Guided Practice

Let's write sentences about what we learned in the text. The structure for each sentence has been established to make sure you write compound sentences. Look at the first pattern and think about who the sentence could be about. Write their responses on the board. (Possible answers: Nelson Mandela, South Africa, the government, the ANC) **What did they do?** (Possible answers: spoke, fought, treated, listened, failed) **How?** (Possible answers: eloquently, hard, unfairly, closely, miserably) Notice the conjunction *and*. This sentence has two complete ideas that are similar. Thus, they are connected by *and*. Who

Lesson 2 | Writing

Masterpiece Sentences Using Conjunctions

Use the following painter questions and information about Nelson Mandela to create sentences with a variety of structures and elements. Answers will vary.

| | | | | | | |
|---|-----------|------|------------|------|-----------|------|
| Who? | Did what? | How? | AND | Who? | Did what? | How? |
| Nelson Mandela spoke eloquently, and the people watched in awe. | | | | | | |

| | | | | | | |
|--|-----------|----------|------------|------|-----------|----------|
| Who? | Did what? | To what? | BUT | Who? | Did what? | To what? |
| The whites influenced the laws, but Mandela influenced the people. | | | | | | |

| | | | | | | |
|---|-----------|----------|------------|------|-----------|----------|
| Who? | Did what? | To what? | AND | Who? | Did what? | To what? |
| Mandela fought apartheid, and the government ignored his pleas. | | | | | | |

| | | | | | | | |
|---|-----------|--------|------------|------|-----------|----------|------|
| What? | Did what? | Where? | BUT | Who? | Did what? | To what? | How? |
| Mandela lived in South Africa, but the government treated him like a foreigner. | | | | | | | |

| | | | | | | | |
|---|------|---------------|----------|-----------|------|---------------|----------|
| When? | Who? | Will do what? | To what? | OR | Who? | Will do what? | To what? |
| While in prison, Mandela will continue the fight, or the government will win the war. | | | | | | | |

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else was involved? (Answers will vary.) What did they do? (Answers will vary.) How? (Answers will vary.)

Independent Practice

Have partners write the remaining sentences. Have volunteers share their sentences. If students struggle, continue to prompt them with questions and possible answers.

Punctuation: Comma or Semicolon

Write *and*, *but*, and *or* on the board. These are the coordinating conjunctions we used to build compound sentences. Add *so* to the list on the board. Explain that *so* can also be used as a coordinating conjunction. Offer this example: *I love pizza, so I went to Freddy's Pizza Parlor for lunch.* Have partners use *so* in a compound sentence and share them with the class.

Punctuating compound sentences ensures the ideas that are being expressed are accurately understood. Punctuation marks impact meaning. Punctuation marks provide important clues for meaning. When we write compound sentences, punctuation becomes very important. If our compound sentence has a conjunction, or joining word, we use a comma before the conjunction. If we don't have a conjunction, we need to use a semicolon. A semicolon looks like a comma with a dot above it. It signals the joining or junction between two complete thoughts. Write the following sentences on the board, and point out the comma and semicolon usage.

I cannot sing a lick, but Mrs. Jones sings like an angel.

I cannot sing a lick; Mrs. Jones sings like an angel.

Direct students to page 244 in their Student Books. Read the instructions aloud.

Our first step is to decide what kind of punctuation mark is needed. How will we determine that? What does the sentence have to contain if I should use a comma? (a coordinating conjunction) If the sentence doesn't have a coordinating conjunction, what punctuation mark do I need to use? (semicolon) Then, our first step needs to be to look for a coordinating conjunction. What are the four we've used? (and, but, or, so)

Model

Listen as I read the example: *The whites were treated as native South Africans; the nonwhites were treated as foreigners.* Is a coordinating conjunction used to join these two independent clauses? (no) There is no joining word connecting the two

Lesson 2 | Writing

Comma or Semicolon

Read the compound sentences and decide if the sentence needs a comma or a semicolon. Fill in the blank with the proper punctuation mark.

Example:

The whites were treated as native South Africans ; the nonwhites were treated as foreigners.

1. The government punished protestors ; the people protested anyway.
2. Whites were allowed to live anywhere , but nonwhites were forced to live on the outskirts of South African cities.
3. Mandela was charged with high treason ; the charges were dropped.
4. Mandela was sentenced to life in prison , so his fight against apartheid came to an end.
5. The struggle continued in Mandela's absence , and eventually the laws were changed.
6. New laws were passed that dictated where Black Africans could live and work , so the resistance to apartheid grew stronger.
7. The government sought to limit Mandela's popularity ; the people's love of him grew.
8. Mandela could see the injustice , but the government remained ignorant.
9. Mandela was jailed for 27 years , but the international fight against apartheid continued.
10. The government wished to keep the people apart ; the people wished to unite.

independent clauses: *The whites were treated as native South Africans. The nonwhites were treated as foreigners.* Because there is no conjunction, I need to place a semicolon between the two clauses. It is important to remember the first criterion is that we have joined two independent clauses. If one of these clauses could not stand on its own, then we would need to consider punctuation differently.

Guided Practice

Listen as I read the first sentence: *The government punished protesters; the people protested anyway.* Is there a coordinating conjunction joining the two clauses? (no) What kind of punctuation mark do you need to use? (a semicolon) What does a semicolon look like? (a comma with a period above it)

Listen as I read the next one: *Whites were allowed to live anywhere, but nonwhites were forced to live on the outskirts of South African cities.* Insert the correct punctuation mark. After a brief pause, call on a student to share his or her choice. Clarify the correct response, if necessary.

Independent Practice

Read the remaining sentences and have students insert the proper punctuation. Review the answers as a class.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *South Africa has a mild climate, fertile land, and rich resources. Tell how the place you live is similar to or different from South Africa.*
- *Mandela's life was forever changed when he heard a tribal elder talk sadly about the future. Write five present tense sentences about a family elder you respect. Then, write five future tense sentences about what this person has inspired you to do in the future.*
- *Write four reasons to speak out for justice in our society. Write four reasons not to. Combine the eight sentences into four sentences using conjunctions or semicolons.*
- *Europeans set out to obtain wealth and invaded a thriving country. What impact did this have for the people of South Africa?*

Reading

Objectives

- Establish a purpose for rereading informational text.
- Use critical thinking skills to write responses to prompts about text.
- Support written answers with text evidence.
- Determine the meaning of words and phrases in text.
- Sequence historical events.
- Draw inferences from text and support with evidence.

Reading for a Purpose: “The Symbol of Freedom”

Sometimes it is helpful to give yourself a purpose for reading.

One purpose for rereading is to find information that will help us answer questions about the text. Let's read the questions now.

Direct students to pages 245–247 in their Student Books. Have students read the prompts aloud with you.

1. Paraphrase the first paragraph.
2. Delineate the events that led to apartheid in South Africa.
3. Delineate the events in Mandela's youth that led him to join the African National Congress (ANC).
4. Create a poster persuading people to join the African National Congress (ANC).
5. Determine the meaning of the following sentence from the text:

According to the elders, the people of South Africa had lived as brothers, but the white man shattered this fellowship.

6. Determine whether Mandela's activism was successful and the reason for this success or failure.

Lesson 3 | Reading

Passage Comprehension

Directions: “The Symbol of Freedom.” Respond to each prompt using complete sentences. Refer to the chart on page 66 to determine how to respond to each prompt. Provide text evidence when requested.

1. Paraphrase the first paragraph.
Mandela's effort to bring freedom to South Africa is a story of strength, motivation, and challenges. During his time in prison, and later as the author's first Black president, Mandela came to represent the struggle of his people to overcome racism.
2. Delineate the events that led to apartheid in South Africa. South Africa's natural resources attracted European powers. In the 1600s, the Dutch colonized South Africa. Eventually, England gained control of the land. The white men of European descent invented apartheid to control nonwhites and keep power in the hands of whites.
3. Delineate the events in Mandela's youth that led him to join the African National Congress (ANC). Write the events in the boxes.

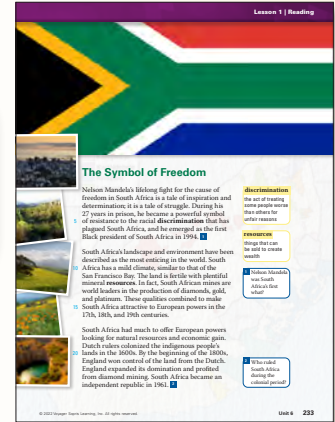
| | | | |
|--|---|--|---|
| Father died of lung cancer | → | Adopted by a tribal king | → |
| Heard one elder speak sadly about the future | → | Went to law school and was exposed to Africanist ideas | → |
| Joined the ANC | | | |

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Direct students to page 233 in their Student Books or have them tear out the extra copy from the back of their book.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.

Choose an option for reading text. Have students read the text according to the option that you chose.



Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Passage Comprehension

Write the words *create*, *delineate*, *determine*, and *paraphrase* on the board. Have students read the words aloud with you.

Direct students to page 66 in their Student Books. **It is critical to understand what the question is asking and how to answer it. Today, we will review four direction words used in prompts.**

Have students review the words on the board in the chart on page 66. Check for understanding by requesting an oral response to the following questions.

- If the prompt asks you to *create*, the response requires you to . . . (make or produce something).
- If the prompt asks you to *delineate*, the response requires you to . . . (show or list evidence, claims, ideas, reasons, or events).
- If the prompt asks you to *determine*, the response requires you to . . . (find out, verify, or decide).
- If the prompt asks you to *paraphrase*, the response requires you to . . . (say or write in your own words what the text says).

| Direction Word | What It Requires |
|----------------|---|
| Analyze | break down and evaluate or draw conclusions about the information |
| Assess | decide on the value, impact, or accuracy |
| Compare | state the similarities between two or more things |
| Contrast | state the differences between two or more things |
| Create | make or produce something |
| Define | set or write the meaning or definition |
| Delineate | show or list evidence, claims, ideas, reasons, or events |
| Describe | state detailed information about a topic |
| Determine | find out, verify, decide |
| Distinguish | recognize or explain the difference |
| Evaluate | think carefully to make a judgment; form a central opinion of |
| Explain | express understanding of an idea or concept |
| Identify | name or write what it is |
| Infer | provide a logical answer using evidence and prior knowledge |
| Interpret | make sense of or assign meaning to something |
| Paraphrase | say or write it using different words |
| Report | tell or write about a topic |
| Summarize | tell the most important ideas or concepts |
| Tell | say or write specific information |
| Use | apply information or a procedure |

Direct students to pages 245–247 in their Student Books.

Lesson 3 | Reading

Passage Comprehension

Reread "The Symbol of Freedom." Respond to each prompt using complete sentences. Refer to the chart on page 66 to determine how to respond to each prompt. Provide text evidence when requested.

- Paraphrase the first paragraph.
Mandela's effort to bring freedom to South Africa is a story of strength, motivation, and challenges. During his time in prison, and later as the nation's first Black president, Mandela came to represent the struggle of his people to overcome racism.
- Delineate the events that led to apartheid in South Africa.
South Africa's natural resources attracted European powers. In the 1600s, the Dutch colonized South Africa. Eventually, England gained control of the land. The white men of European descent invented apartheid to control nonwhites and keep power in the hands of whites.
- Delineate the events in Mandela's youth that led him to join the African National Congress (ANC). Write the events in the boxes.

| | | | |
|--|---|--|---|
| Father died of lung cancer | → | Adopted by a tribal king | → |
| Heard one elder speak sadly about the future | → | Went to law school and was exposed to Africanist ideas | → |
| Joined the ANC | | | |

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Lesson 3 | Reading

Passage Comprehension (cont.)

- Create a poster persuading people to join the African National Congress (ANC).

Poster should include the aim of the group to bring about political equality and serve as a voice for oppressed Black South Africans.

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Lesson 3 | Reading

Passage Comprehension (cont.)

- Determine the meaning of the following sentence from the text:
According to the elders, the people of South Africa had lived as brothers, but the white man shattered this fellowship.
The sentence means that before the white men came, South African tribes lived peacefully together and shared the land and resources. When the white men came, they created tension among the tribes and took the land and resources for themselves. Friendly relations ended as a result.
- Determine whether Mandela's activism was successful and the reason for this success or failure. Provide the text evidence that most strongly supports your answer.
Mandela's activism was successful because, though he was imprisoned, the fight to end apartheid raged on in South Africa and across the globe.

Text Evidence: While imprisoned for 27 years, Mandela became "an international symbol of resistance to apartheid." Four years after he was released, "all races voted in democratic elections, and Mandela was elected president."

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Let's practice answering questions written as prompts that require critical thinking.

Model

Listen as I model the first one for you.

1. Paraphrase the first paragraph.

According to the chart, if the prompt asks me to *paraphrase*, I need to write what someone else has said using my own words.

Now, we need to turn the prompt into a question to confirm our understanding.

For this prompt, we will ask ourselves a basic question using the question word *what*. What is the paragraph about? The first paragraph is about "Nelson Mandela's lifelong fight for the cause of freedom in South Africa." Another question I could ask is this: What details tell more about Mandela's lifelong fight? The author states that during his 27 years in prison, he became a powerful symbol of resistance, and that he emerged as the nation's first Black president.

So, how can I state the topic—Mandela's lifelong fight—plus the details—his years in prison, his presidency, and his symbolism—in my own words? Here is one way I could paraphrase this paragraph:

Mandela's effort to bring freedom to South Africa is a story of strength, motivation, and challenges. During his time in prison, and later as the nation's first Black president, Mandela came to represent the struggle of his people to overcome racism.

Have students write the answer on the page.

Guided Practice

2. Delineate the events that led to apartheid in South Africa.

How should we respond according to the chart? (If the prompt asks me to *delineate*, I need to show or list evidence, claims, ideas, reasons, or events.) In this case, what will we be showing or listing? (events) When we tell what events led to a final event, would we do so in any old order, or would we tell the events in a certain order? (We would tell the events in chronological order.) We would tell what happened first, next, and so on, until we get to the final event—in this case, the establishment of apartheid in South Africa. Now, turn the prompt into a question to confirm your understanding. Tell your partner the question. (What events led to apartheid in South Africa?)

Guide students to find events in paragraphs 3 and 4 that led to the establishment of apartheid in South Africa.

1. *South Africa had much to offer European powers looking for natural resources and economic gain.*
2. *colonized by the Dutch in the 1600s*
3. *England . . . eventually defeated the Dutch.*
4. *The white men of European descent . . . invented apartheid to control the economy and the people.*

Now, let's use this text evidence to delineate, or outline the events. Let's paraphrase the events—put them in our own words—to make sure we understand them. Because we're describing events that happen in time, let's also use time-order words and phrases to clarify the sequence of events.

While providing partner time, write the sentence starters on the board.

South Africa's natural resources _____.

In the 1600s, the Dutch _____.

Eventually, England _____.

The white men of European descent _____.

Have partners answer the question and provide evidence from the text.

Independent Practice

Have students respond to the remaining questions. For students who need more assistance, provide the following alternative questions and sentence starters.

Alternative questions and sentence starters:

3. What events led to Mandela joining the African National Congress? In what order did they happen?

4. What was the main goal of the African National Congress? What kind of people would they have wanted to recruit? Include: goals and aims; qualities of a good member; catchy, persuasive language

5. What does the sentence "According to the elders, the people of South Africa had lived as brothers, but the white man shattered this fellowship." mean?

The sentence means _____.

6. Was Mandela's activism successful? How? Give strong evidence from the text to support your answer.

Mandela's activism _____.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Think of one strong belief you have about the world. Tell what events in your earlier life led to you having this strong belief.
- Use linking verbs to write five sentences telling why non-violence is a good policy.
- Describe how you would feel if you could not go to certain schools or beaches because of your skin color. Use conjunctions in your description.

Reading

Objectives

- Read informational text with purpose and understanding.
- Answer questions to demonstrate comprehension of text.
- Identify and explain explicit details from text.
- Monitor comprehension of text during reading.
- Identify the conditional tense in writing.
- Connect pronouns to antecedents.
- Increase depth of word meaning through synonyms.
- Determine the meaning of abbreviations used in text.

Close Reading of “The Symbol of Freedom”

Let’s reread “The Symbol of Freedom.” I will provide specific instructions on how to mark the text that will help with comprehension.

Have students get out a highlighter or colored pencil.

Direct students to pages 248–252 in their Student Books. **Please mark your text according to my instructions.**

Draw a rectangle around the title, “The Symbol of Freedom.”

Circle the headings.

Now, let’s read the vocabulary words aloud.

- What’s the first bold vocabulary word? (discrimination) *Discrimination* means “the act of treating some people worse than others for unfair reasons.” Mandela led the struggle against *discrimination* in South Africa. Have partners use the word in a sentence.
- What’s the next vocabulary word? (resources) *Resources* means “things that can be sold to create wealth.” South Africa was rich in natural *resources*. Have partners use the word in a sentence.
- Next word? (invented) *Invented* means “made up or thought of.” The white leaders in South Africa *invented* apartheid. Have partners use the word in a sentence.
- Let’s continue. (access) *Access* means “to find a way into; to gain entry to.” Under apartheid, it was difficult for nonwhites to *access* white areas. Have partners use the word in a sentence.

Highlighters or
colored pencils

- Next word? (imposed) *Imposed* means “forced upon; burdened with.” Harsh penalties were *imposed* on people who protested the apartheid laws. Have partners use the word in a sentence.
- Let’s continue. (govern) *Govern* means “to rule; to direct.” Tribal leaders worried that young Black men would never have the chance to *govern* themselves. Have partners use the word in a sentence.
- Next word? (impacted) *Impacted* means “had an effect on.” Hearing the tribal leaders speak sadly about the future *impacted* Nelson Mandela. Have partners use the word in a sentence.
- Let’s continue. (passive) *Passive* means “not taking action; letting something happen to you.” The ANC had a policy of *passive* resistance. They would resist the laws by not following them, but they would not resort to violence. Have partners use the word in a sentence.
- Next word? (harmony) *Harmony* means “friendly agreement; the working together of all parts.” Mandela treasured the idea of a South African society in which all citizens lived together in *harmony*. Have partners use the word in a sentence.
- Last word. (transforming) *Transforming* means “changing into something new.” Mandela’s efforts were key in *transforming* South Africa into a democracy. Have partners use the word in a sentence.

Talk with a partner about any vocabulary word that is still confusing for you to read consistently or to understand its meaning.

You will reread “The Symbol of Freedom” one section at a time. After each section, you will monitor your understanding by circling the check mark if you understand the text or the question mark if you don’t understand the text. I also want you to draw a question mark over any confusing words, phrases, or sentences.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Choose an option for reading text. Have students read the introduction according to the option that you chose.

When most of the students are finished, continue with the entire class.

Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 1. Mark what Mandela fought for. (freedom in South Africa)
- Go to lines 3 and 4. Mark what Mandela became a symbol of. (resistance to the racial discrimination)
- Go back to line 2. Mark the synonym for *resistance*. (struggle)
- Go to line 5. Mark what Mandela became in 1994. (first Black president of South Africa)
- Go to the second paragraph. Underline the words and phrases that describe South Africa. (most enticing in the world; mild climate; land is fertile, with plentiful mineral resources; mines are world leaders; attractive to European powers)
- Go to lines 9 and 10. Mark three examples of resources. (diamonds, gold, platinum)
- Go to line 11. Mark the synonym for *enticing*. (attractive)
- Go to lines 12 and 13. Mark the two things European powers were looking for. (natural resources and economic gain)
- Go to lines 13 and 14. Mark the two groups who ruled South Africa. (the Dutch, England)
- Go to line 15. Mark the synonym for *increased*. (expanded)
- Go to line 17. Mark when South Africa gained freedom from England. (1961)

Lesson 4 | Reading

Close Reading
Read the text.

The Symbol of Freedom

Nelson Mandela's lifelong fight for the cause of freedom in South Africa is a tale of inspiration and determination; it is a tale of struggle. During his 27 years in prison, he became a powerful symbol of resistance to the racial **discrimination** that has plagued South Africa, and he emerged as the first Black president of South Africa in 1994.

South Africa's landscape and environment have been described as the most enticing in the world. South Africa has a mild climate, similar to that of the San Francisco Bay. The land is fertile with plentiful mineral **resources**. In fact, South African mines are world leaders in the production of diamonds, gold, and platinum. These qualities combined to make South Africa attractive to European powers in the 17th, 18th, and 19th centuries.

South Africa had much to offer European powers looking for natural resources and economic gain. Dutch rulers colonized the indigenous people's lands in the 1600s. By the beginning of the 1800s, England won control of the land from the Dutch. England expanded its domination and profited from diamond mining. South Africa became an independent republic in 1961.

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Have students read the section Apartheid according to the option that you chose.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to lines 18 and 19. Mark who ruled South Africa after it gained independence. (white men of European ancestry)
- In line 19, mark the subject of the next sentence. (These groups) Draw an arrow from the subject to the noun phrase it represents. (political parties in control of the country)
- Go to line 20. If you haven't done so already, mark the two things apartheid controlled. (the economy and the people)
- Go to line 21. Mark the meaning of the Dutch word *apartheid*. ("separateness")
- Go to lines 21 and 22. Mark what the apartheid laws aimed to do. (keep the white, European minority in power)
- Go to line 22. Mark what else the laws did. (discriminated against people of color)
- On line 23, mark the percent of the population that was people of color. (70 percent)
- Go to line 24. Mark the subject of the first sentence. (These laws) Draw a line from the subject to the descriptive noun in the previous paragraph. (Apartheid laws)
- On the same line, mark the synonym for *affected*. (touched)
- Go to line 25. Mark three places the apartheid laws kept nonwhites from going. (white schools, hospitals, white beaches)
- Go to line 28. Mark three things "pass books" contained. (fingerprints, photo, personal information)
- Underline the part of *pass books* that tells what they allowed Black Africans to do. (pass)

Close Reading (cont.)

Apartheid

The political parties in control of the country consisted primarily of white men of European ancestry. These groups **invented** apartheid as a means to control the economy and the people. *Apartheid* is a Dutch word that means "separateness." Apartheid laws were aimed to keep the white, European minority in power. The laws discriminated against the people of color, who made up more than 70 percent of the nation's population.

These laws touched every aspect of social life. Nonwhites could not go to white schools or hospitals or visit white beaches. They could not vote and were segregated from many jobs. To **access** designated white areas, all Black Africans were required to carry "pass books" containing fingerprints, a photo, and personal information. Black Africans were forced to live in specific areas on the outskirts of South African cities and needed passports to enter the rest of the country. They were treated as visiting foreigners in their own country.

The penalties **imposed** on those who protested against the discrimination were severe. Thousands of individuals were tortured and killed. Those who were tried in court were typically sentenced to death, exile, or life in prison—like Nelson Mandela.



- Go to line 29. Mark where Black Africans were forced to live. (outskirts of South African cities)
- Go to line 30. Mark the documentation needed by all travelers to enter another country. (passport) Do you need a passport to visit another city in your state or another state in your country? Write your answer in the margin. (no)
- Go to line 32. Mark the clause that clarifies who “those” were. (who protested against the discrimination)
- Go to lines 33 and 34. Mark the clause that clarifies who “those” were. (who were tried in court)
- In the same sentence, number the three possible sentences for protesters. (1. death, 2. exile, 3. life in prison) Mark the penalty that means “kicked out of your country and forbidden to return.” (exile) Circle the option you would prefer.

Have students read the section A Means to an End according to the option that you chose.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 36. Mark what happened to Mandela's father. (died of lung disease)
- Go to line 37. Mark who adopted Mandela. (tribal chief)
- Go to lines 38 and 39. Mark two things Mandela learned from visiting elders. (African history; how the African people had lived in relative peace)
- Go to line 41. Mark a synonym for *destroyed*. (shattered)
- Go to lines 42 and 43. Mark the verb that tells what the Black man did and the verb that tells what the white man did. (shared; took)
- On line 43, mark the reflexive pronoun used because the subject of the clause, *the white man*, could not be reused as the object of the preposition. (himself)
- Go to line 44. Mark what Mandela did at age 16. (heard a tribal elder speak with great sadness)
- On line 48, mark the reflexive pronoun used because the object is the same as the subject of the clause. (themselves)
- Go to lines 48 and 49. Mark how the elder's words affected Mandela. (profoundly impacted Mandela and set the course for his life of activism)
- Go to line 51. Mark the kind of school Mandela enrolled in. (law school) Go to the beginning of the sentence and mark when he enrolled. (After years of performing well at various schools)
- Go to lines 52 and 53. Mark four things Mandela was exposed to. (liberal and Africanist thought, racism, discrimination)
- Go to lines 53 and 54. Mark what was fueled. (passion for politics)
- Go to line 54. Mark what Mandela joined. (the African National Congress) Mark his reason for joining. (to become a voice for those who didn't have one)

Lesson 4 | Reading

Close Reading (cont.)

A Means to an End

When Mandela was 12 years old, his father died of lung disease, causing his life to abruptly change. He was adopted by a tribal chief. He lived in a palace and learned African history from elder chiefs who visited. He learned how the African people had lived in relative peace until the coming of the Europeans. According to the elders, the people of South Africa had lived as brothers, but the white man shattered this fellowship. While the Black man shared his land, air, and water with the white man, the white man took all of these things for himself.

At age 16, Mandela heard a tribal leader speak with great sadness about the future of young men in South Africa. The tribal leader explained that because the land was controlled by white men, the young Black men would struggle to earn a living and never have the power to govern themselves. This speech profoundly impacted Mandela and set the course for his life of activism.

After years of performing well at various schools, Mandela enrolled in law school, where he met people of all races and backgrounds. He was exposed to liberal and Africanist thought in addition to racism and discrimination. This experience served to further fuel his passion for politics. In 1944, he joined the African National Congress to become a voice for those who didn't have one.

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Have students read the section Mandela Challenges the Apartheid Government according to the option that you chose.

When most of the students are finished, continue with the entire class.

Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 57. Mark the abbreviation used to represent the African National Congress. (ANC) Mark what the ANC staged, or organized. (a campaign against apartheid laws)
- Go back to line 56. Underline when they staged the campaign. (as more and more laws were passed)
- Go to line 58. Mark the synonym for *idea*. (theory)
- In the same line, mark the phrase that means "fighting against something through non-violent means." (passive resistance)
- In the same paragraph, mark four phrases that tell what Mandela did. (opened a law practice, campaigned against apartheid, was charged with high treason, continued his important mission)
- Go to line 62. Mark the phrase that indicates something else happened at the same time. (as did)
- In the same sentence, mark the synonym for *keep up or preserve*. (maintain)
- Go to line 64. Mark what continued to grow. (tension)
- Go to line 65. Mark what happened in 1960. (69 Black people were shot dead by police)
- Go to line 66. Mark what the government banned. (the ANC)
- Mark what the ANC did in response. (abandoned its policy of non-violence)
- Circle the word that is similar to peace. (non-violence) Draw an arrow from this word to a synonymous term in the preceding paragraph. (passive resistance)
- Go to lines 67 and 68. Mark the phrase that means "a struggle with weapons." (armed struggle)

Close Reading (cont.)

Mandela Challenges the Apartheid Government

As more and more laws were passed to limit the progress of Black South Africans, the ANC staged a campaign against apartheid laws that was structured around the theory of **passive** resistance. Mandela opened a law practice and campaigned against apartheid. Soon after, Mandela was charged with high treason, but the charges were eventually dropped. Mandela continued his important mission. The resistance to apartheid grew stronger, as did the commitment by the government to maintain white rule.

Tension with the government continued to grow. It peaked in 1960 when 69 Black people were shot dead by police. The government declared a state of emergency and banned the ANC. In response, the ANC abandoned its policy of non-violence, and Mandela helped lead the armed struggle for freedom.



Have students read the sections Imprisonment and Apartheid Ends according to the option that you chose.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to lines 69 and 70. Number the two reasons why Mandela was imprisoned. (1. playing a minor role in a workers' strike; 2. illegally leaving the country)
- Go to lines 70 and 71. Mark the phrase that answers when. (During that time) Draw a line from the phrase to the words in the previous sentence that indicate what time. (five-year prison sentence)
- Go to lines 71 and 72. Mark what Mandela and others were tried for. (plotting to overthrow the government by violence)
- Go to line 72. Mark the reflexive pronoun used because the subject of the sentence is the same as the direct object. (himself)
- Go to line 74. Mark the word that means "perfect thing or situation." (ideal) Mark the ideal Mandela dedicated his life to. (a democratic and free society)
- Go to line 76. Mark the phrase that indicates that what he is about to say is a condition that may or may not happen because it is dependent on something else. (if needs be)
- Go to line 77. Mark what Mandela was prepared to do for this ideal. (die)
- Go to line 79. Mark the word that means "around the world." (international)
- When was Mandela released from prison? Circle the year. (1990)
- Mark what caused his release. (international pressure)
- Go to line 82. Mark the adjective that describes the kind of democracy that came to South Africa. (multiracial) Circle the part of this adjective that means "many." (multi)
- In the next paragraph, mark four phrases that tell what Mandela did. (struggled to end apartheid; led the charge; became the face; shared the hopes and dreams of many)
- What was he the symbol of? Circle the word. (freedom)
- Go to line 88. Mark what Mandela became. (the country's first Black president) Circle the word that is a possessive noun. (country's)
- In the final line, mark what Mandela had an effect on around the world. (human rights)

Lesson 4 | Reading

Close Reading (cont.)

Imprisonment
After playing a minor role in a workers' strike and illegally leaving the country in 1961, Mandela began a five-year prison sentence. During that time, Mandela and other members of the ANC were tried for plotting to overthrow the government by violence. Mandela defended himself during his trial with words about democracy, freedom, and equality. "I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities," he said. "It is an ideal for which I hope to live and to see realized. But if needs be, it is an ideal for which I am prepared to die." The verdict was life in prison.

Apartheid Ends
Mandela's fight did not end. During his years in prison, he became an international symbol of resistance to apartheid. In 1990, the South African government responded to international pressure and released Mandela. Talks of transforming the old-style government of South Africa to a new multiracial democracy began. In 1994, for the first time in South Africa's history, all races voted in democratic elections, and Mandela was elected president.

Nelson Mandela struggled to end apartheid in South Africa. He led the charge, became the face of resistance, and shared the hopes and dreams of many; he was the symbol of freedom. Jailed for 27 years, he emerged to become the country's first Black president and play a leading role in the drive for human rights across the world.

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Have partners compare text markings and correct any errors.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write four sentences with at least two vocabulary words in each. Show you know the meanings. (*discrimination, resources, invent, access, impose, govern, impact, passive, harmony, transform*)
- Write three sentences that describe an action the ANC took to resist apartheid. Answer the following questions in your sentences. What? When? How? Combine the three sentences into one Masterpiece Sentence.
- What would you have done if you were a member of the ANC, and the harder you tried to resist apartheid, the stricter the apartheid laws grew? Would you have continued using non-violence? Why or why not?

Vocabulary

Objective

- Review key passage vocabulary.

Recontextualize Passage Vocabulary

Direct students to page 232 in their Student Books. Use the following questions to review the vocabulary words in “The Symbol of Freedom.”

- Your friends will play basketball with anybody, regardless of how good or bad that person’s skills are. Do they practice *discrimination*? (no) At one time, women were not allowed to attend universities. Today, would we consider this *discrimination*? (yes) Your little sister won’t let anyone over the age of 10 in her bedroom. You consider this what? (*discrimination*)
- Texas is full of mosquitoes. Are mosquitoes one of its natural *resources*? (no) Texas is also rich in natural gas. Is natural gas one of its *resources*? (yes) Your aunt grows herbs and sells them at a street kiosk. Your aunt’s herbs are what? (*resources*)
- You and your friend make up a complicated hand-slapping routine. Did you *invent* the routine? (yes) You download a photo-editing app. Did you *invent* the app? (no) Alexander Graham Bell thought of and built the first telephone. What did he do? (*invented it*)
- You need to get in the supply closet for some paper towels, but it’s locked. Can you *access* it? (no) You run down the hall and grab paper towels from the restroom instead. Have you *accessed* the restroom? (yes) Your cousin is working backstage at a concert, and she gives you a badge that allows you into the area. You can now what? (*access the backstage area*)

Lesson 5 | Vocabulary

Key Passage Vocabulary: “The Symbol of Freedom”
Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|----------------|----------------|-----------------------|------------------|
| discrimination | (n) | <i>discrimination</i> | 0 1 2 3 |
| resources | (n) | <i>resources</i> | 0 1 2 3 |
| invent | (v) | <i>invent</i> | 0 1 2 3 |
| access | (v) | <i>access</i> | 0 1 2 3 |
| impose | (v) | <i>impose</i> | 0 1 2 3 |
| govern | (v) | <i>govern</i> | 0 1 2 3 |
| impact | (v) | <i>impact</i> | 0 1 2 3 |
| passive | (adj) | <i>passive</i> | 0 1 2 3 |
| harmony | (n) | <i>harmony</i> | 0 1 2 3 |
| transform | (v) | <i>transform</i> | 0 1 2 3 |

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- A late paper gets docked 10 points. You turn in a paper early. Is the penalty *imposed*? (no) Your older brother stayed out too late too many times, and now your mom has given both of you a 9:00 curfew. Has she *imposed* the curfew on you? (yes) A new law forbids skateboards on sidewalks. You skateboard everywhere you go. What will happen to you? (the law will be imposed upon me)
- Do the elected leaders of a nation *govern* it? (yes) Do the players on a team *govern* the team? (no) What does a coach do? (govern the team)
- Does stormy weather *impact* outdoor events? (yes) Does the explosion of a star 6,000 light-years away *impact* your daily life? (no) You were going to bake a cake, but you are out of eggs. Having no eggs does what? (impacts your plan to bake a cake)
- Your brother is not affected by tickling. When you tickle him, can he remain *passive*? (yes) A character on TV plays a prank on another character, and that character plays a prank right back. Was the second character *passive*? (no) Your puppy jumps and barks and begs for a treat. You are trying to train him not to do this, so you completely ignore him. You remain what? (passive)
- The family next door is constantly bickering and carrying on. Does that family live in a state of *harmony*? (no) The triplets agree on everything. They spend all their time together. They love each other. Do they live in *harmony*? (yes) You write a poem for a competition. Its last lines go like this: "If we agree to disagree, there'll be peace for you and me." What is your poem about? (harmony)
- Your mom is busy turning the ugly balcony into a garden oasis. Is she *transforming* the balcony? (yes) You lie on your bed and daydream about ways to improve your life. Are you *transforming* your life? (no) Your uncle takes outdated computers and cell phones and turns them into works of art. What does he do to the old hardware? (transforms it)

Writing

Objectives

- Use text to write coherent paragraphs in response to reading.
- Analyze how ideas and events influence an individual and how an individual influences ideas and events.

Quick Write in Response to Reading

Direct students to page 253 in their Student Books. Read the prompt. Make sure students understand the term *demise*. Encourage them to look back through the text for evidence that most strongly supports their answer before they begin writing.

Lesson 5 | Writing

Quick Write in Response to Reading

Answers will vary.

Nelson Mandela helped end apartheid in South Africa. Write an essay summarizing what apartheid was and how Mandela's activism led to its demise. Include major turning points and events in Mandela's life in sequential order.

When South Africa gained freedom from England, its white rulers created apartheid laws to keep control of the nonwhite population. The apartheid laws prevented nonwhites from entering white-only buildings and areas. Black people were forced to live on the outskirts and carry passports to enter other parts of the country.

As a child, Nelson Mandela learned that South Africa hadn't always been this way. Long ago, Africans had lived in peace. The coming of the white man had shattered this way of life. Mandela decided to devote his life to the cause of regaining his people's freedom. After attending law school, he joined the African National Congress. This group was built on the idea of passive resistance. However, the apartheid laws got tighter and tighter, and the government began using violence to put down the resistance.

The ANC eventually decided to use force too. Mandela and others were imprisoned and tried for attempting to overthrow the government. While on trial, Mandela stated that he had dedicated his life to the ideal of a peaceful, democratic South Africa and was prepared to die for it too. Mandela was imprisoned for 27 years, during which time he became a symbol of resistance and freedom. He was eventually released due to international pressure and, in 1994, became the first democratically elected Black president of South Africa.

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Unit 6 253

Reading

Objectives

- Self-correct as comprehension of text deepens.
- Answer questions to demonstrate comprehension of text.
- Engage in class discussion.
- Identify the enduring understandings from a piece of text.

Revisit Passage Comprehension

Direct students back to pages 245–247 in their Student Books. Have students review their answers and make any necessary changes. Then, have partners share their answers and collaborate to perfect them.

Passage Comprehension
Reread "The Symbol of Freedom." Respond to each prompt using complete sentences. Refer to the chart on page 66 to determine how to respond to each prompt. Provide text evidence when requested.

1. Paraphrase the first paragraph.
Mandela's effort to bring freedom to South Africa is a story of strength, motivation, and challenges. During his time in prison, and later as the nation's first Black president, Mandela came to represent the struggle of his people to overcome racism.

2. Delineate the events that led to apartheid in South Africa. South Africa's natural resources attracted European powers. In the 1600s, the Dutch colonized South Africa. Eventually, England gained control of the land. The white men of European descent invented apartheid to control nonwhites and keep power in the hands of whites.

3. Delineate the events in Mandela's youth that led him to join the African National Congress (ANC). Write the events in the boxes.

```
graph LR
    A[Father died of lung cancer] --> B[Adopted by a tribal king]
    C[Heard one elder speak sadly about the future] --> D[Went to law school and was exposed to Africanist ideas]
    E[Joined the ANC] --> B
    E --> D
```

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Enduring Understandings

Direct students back to page 231 in their Student Books. Reread the Big Idea questions.

What causes stereotypes and prejudices?

What inspires people to take action?

Generate a class discussion about the questions and the answers students came up with in Lesson 1. Have them consider whether their answers have changed any after reading the text.

Use the following talking points to foster conversation. Refer to the Class Discussion Rules poster and have students use the Collegial Discussion sentence frames on page 380 of their Student Books.

- Where do hatred and fear really come from? Do they come from ignorance? Do they come from experiences? Do they come from outside influences—those trying to make us think or believe in a certain way?
- What type of the injustices and oppression might lead to someone being willing to risk his or her life for fair treatment here?
- Do people just wake up one day and decide to do great things? What has to happen in the weeks, months, and years before? Do people do great things just because they are told to do them? What external factors inspire people to take action? What internal factors inspire them? Can change start with one person? Can one person accomplish great things alone?

What we read should make us think. Use our discussion and your thoughts about the text to determine what you will “walk away with.” Has it made you think about a personal experience or someone you know? Has your perspective or opinion on a

Let's Focus: "The Symbol of Freedom"

Content Focus: Nelson Mandela's struggle for justice in South Africa
Author's Name: Linknow
Author's Purpose: to inform
Type of Text: informational

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.
What causes stereotypes and prejudices?
What inspires people to take action?

Informational Preview Checklist: "The Symbol of Freedom" on pages 232–236.
 Title: What clue does it provide about the passage?
 Pictures: What additional information is added here?
 Headings: What will you learn about in each section?
 Features: What other text features do you notice?

Ending Understandings
After reading the text: ...

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specific topic changed? Do you have any lingering thoughts or questions? Write these ideas as your enduring understandings. What will you take with you from this text?

Discuss the enduring understandings with the class. Then, have students write their enduring understandings from the unit. If time permits, have them post a personal response about their enduring understandings to the online class wall.

Remind students to consider why the author wrote the passage and whether he or she was successful.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *Imagine you are Nelson Mandela, standing trial for trying to create change in society. What ideal, or hope for the future, would you say you are totally dedicated to? Why?*
- *Describe a time when you felt unfairly judged. What did you do about it?*
- *Write one sentence about a friend who inspires you to be a better person. Write one sentence about a teacher who has inspired you to be a better person. Combine the sentences using a conjunction to create a compound sentence.*

Reading

Objectives

- Determine and discuss the author’s purpose.
- Determine and discuss the topic of a text.
- Use text features to preview text.

Passage Introduction

Direct students to page 254 in their Student Books. Discuss the content focus.

Content Focus

Nelson Mandela’s trial statement

After reading about Nelson Mandela in the first half of this unit, we are now going to hear from Mandela himself. We are going to hear him describe his work for the cause of freedom in South Africa. Before we read this text, what questions do you have about what we read in the text “The Symbol of Freedom”? Record questions on the board. Revisit questions after reading the text to see if they were answered. Assign unanswered questions for further discovery if time permits.

Type of Text

informational—speech

A speech is a work of nonfiction. It is spoken by a real person, in a real situation, and includes true information. The speaker in the text we are about to read is Nelson Mandela. Who is speaking in this text? (Nelson Mandela) Because Mandela himself is the speaker and author of the text, what is this point of view called? (first-person point of view) What words convey it in the text? (*I, myself, me, and we*)

Lesson 6 | Reading

Let’s Focus: “I Am Prepared to Die”

| | |
|--|---|
| Content Focus Nelson Mandela’s trial statement | Type of Text informational—speech |
| Author’s Name <u>Nelson Mandela</u> | |
| Author’s Purpose <u>to defend and persuade</u> | |

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

Historically, what are some causes that you know other people have believed are worth dying for?

Is violence ever justified? Why or why not?

Speech Preview: “I Am Prepared to Die” on pages 257–268.

Title: What clue does it provide about the passage?

Pictures: What additional information is added here?

Epigraph: What do you know from reading this?

Predict what tone of voice Mandela will use in his speech.

Enduring Understandings
After reading the text . . .

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Is a speech a work of fiction or nonfiction? (nonfiction) Does it include information about real events? (yes) When the speaker in a text refers to him- or herself using *I* or *me*, we say the text is written in what point of view? (first person)

Author's Purpose

This text was spoken aloud by Mandela at his trial in 1964. It was later transcribed, or written down. Like other authors' texts, Mandela's speech has a purpose. One purpose of nonfiction texts is to give information—and Mandela's speech does that. What other purpose might the speech have? Remember, he gave the speech while he was on trial. Provide sharing time. In addition to giving information, Mandela's speech was given to explain and defend his actions. He wanted to convince his audience—the judge—that his actions were justified, or made sense, given the circumstances.

Have students write the answers on the page.

Public Speaking Strategies

When speakers are trying to persuade an audience to take action or agree with certain ideas, they use strategies. They might speak forcefully, or they might speak softly. They might directly state their central idea, or they might lead the audience toward it indirectly. They sometimes give powerful evidence, or facts and figures. They sometimes use figurative language, or word pictures. They sometimes repeat words or phrases to make an impression or a point. They might also use aphorisms, or memorable phrases. These are all valid, or honest and effective, strategies. Direct students to page 255 in their Student Books. Review the first six strategies listed in the chart.

Point out the seventh strategy. In their attempt to persuade, however, speakers can also use errors in logic called fallacies. They hope by “fudging” a point, they will sway the audience's thinking.

Review the fallacies listed in the second chart.

If you pay attention while you listen to news or talk shows, you'll hear people using these fallacies all the time. As we read “I Am Prepared to Die,” we'll watch to see whether Mandela uses any of the strategies or fallacies we've identified.

| Public Speaking | |
|---|---|
| When speakers are trying to persuade an audience to take action or agree with certain ideas, they use strategies. One of the strategies is fallacy, which has many different varieties. | |
| Strategies | Explanations |
| Change in tone | variance in speaking voice for effect (from forceful to soft, from compassionate to ironic) |
| Declaration of purpose | statement of the central idea (can be directly stated or led to indirectly) |
| Proof | evidence, facts, and figures |
| Concessions | stories and examples that the audience will connect with |
| Counterclaims | evidence, stories, or proof to debunk the opposing side |
| Word craft | figurative language repeated words or phrases to make an impression or a point; aphorisms (memorable phrases) |
| Fallacy | errors in logic |
| Fallacy | Explanation |
| Exaggeration | overstating, making an action or idea of the opponent's seem bigger than it really is |
| Stereotype | treating a whole group or category of people as if they all act, think, or look the same |
| Overgeneralization | claims about all the members of a group or category; claims that one rule, action, or event |
| Irrelevant facts | distraction facts that are “beside the point” but may sway audience's thinking |
| Loaded terms | words that bring up strong feelings, memories, or associations |
| Contradiction | overstating the opponent's lies or bad ideas |
| Leading questions | questions that force an audience to think a certain way or imply that they already think that way |
| False assumptions | taking something for granted that isn't true; acting as if the audience believes something they might not |
| Incorrect premises | beginning from a starting point that isn't true or correct |
| All horumism | an attack on the arguer, not the argument |

Direct students to page 254 in their Student Books. Read the Big Idea questions aloud.

Big Ideas

Historically, what are some causes that you know other people have believed are worth dying for?

Is violence ever justified? Why or why not?

As a class, consider the two Big Idea questions.

- Provide opportunities for students to explain their ideas and answers to the Big Idea questions in light of the discussion by ensuring students follow the rules for class discussion, which can be printed in poster form.
- Suggest students refer to the Collegial Discussion sentence frames in the back of their books.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

After discussing each question, have students write an answer. [We'll come back to these questions after we finish reading the text. You can add to your answers as you gain information and perspective.](#)

Preview

Read the Preview Checklist on page 254. Follow the Preview Procedure outlined below.

Preview Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will preview the text in addition to managing the checklist and pacing.
- The 2s and 3s will preview the text with 1s.
- Direct 1s to open their Student Books to page 254 and 2s and 3s to open their Student Books to page 257. This allows students to look at a few different pages at one time without turning back and forth.

Lesson 6 | Reading

Let's Focus: "I Am Prepared to Die"

Content Focus: Nelson Mandela's oral statement
Type of Text: Informational—speech

Author's Name: Nelson Mandela

Author's Purpose: to defend and persuade

Big Idea
Consider the following Big Idea questions. Write your answer for each question.
Historically, what are some causes that you know other people have believed are worth dying for?

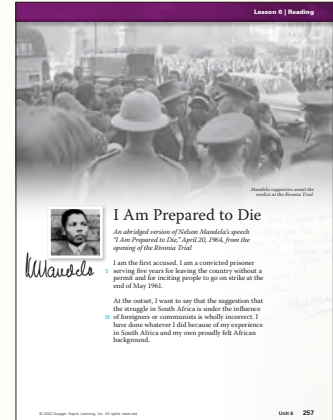
Is violence ever justified? Why or why not?

Speech Preview: "I Am Prepared to Die" on pages 257–265.
 Title: What does it provide about the passage?
 Purpose: What additional information is added here?
 Epigraph: What do you know from reading this?
Predict what tone of voice Mandela will use in his speech.

Enduring Understanding
After reading the text...

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Direct students to page 257. If necessary, guide students through a preview of the pictures and captions on pages 257–268. Then, read the prediction prompt on page 254. Tell students that tone is the feeling or attitude a speaker’s words express. Have students make a prediction.



Vocabulary

Objectives

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary.

Rate Vocabulary Knowledge

Direct students to page 256 in their Student Books.

Before we read the text, let’s take a look at the vocabulary words that appear in this speech. Remind students that as you read each word in the first column aloud, they will write the word in the third column and then rate their knowledge of it. Display the Vocabulary Rating Scale poster or write the information on the board. Review the meaning of each rating.

Vocabulary Rating Scale

0—I have never heard the word before.

1—I have heard the word, but I’m not sure how to use it.

2—I am familiar with the word, but I’m not sure if I know the correct meaning.

3—I know the meaning of the word and can use it correctly in a sentence.

Lesson 6 | Vocabulary

Key Passage Vocabulary: “I Am Prepared to Die”
Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|--------------|----------------|----------------|------------------|
| contribution | (n) | contribution | 0 1 2 3 |
| exploitation | (n) | exploitation | 0 1 2 3 |
| defy | (v) | defy | 0 1 2 3 |
| suspend | (v) | suspend | 0 1 2 3 |
| policy | (n) | policy | 0 1 2 3 |
| massive | (adj) | massive | 0 1 2 3 |
| prospect | (n) | prospect | 0 1 2 3 |
| legacy | (n) | legacy | 0 1 2 3 |
| hamper | (v) | hamper | 0 1 2 3 |
| irrelevant | (adj) | irrelevant | 0 1 2 3 |

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The points are not a grade; they are just there to help you know which words you need to focus on. By the end of this unit, you should be able to change all your ratings to a 3. That's the goal.

Read each word aloud. Have students repeat it, write it, and rate it. Then, ask volunteers who rated a word 2 or 3 to use the word in an oral sentence.

Preteach Vocabulary

Let's take a closer look at the words. Follow the Preteach Procedure below.

Note: Gauge self-reported student knowledge of vocabulary words on the Key Passage Vocabulary activity. While students will be tested on all vocabulary words in the unit, focus intensive vocabulary instruction on four to five words that most students do not understand. Use time during passage reading to emphasize meaning of all unit vocabulary words in context.

Preteach Procedure

This activity is intended to take only a short amount of time, so make it an oral exercise.

- Introduce each word as indicated on the word card.
- Read the definition and example sentences.
- Ask questions to clarify and deepen understanding.
- If time permits, allow students to share.

* If your students would benefit from copying the definitions, please have them do so in the vocabulary log in the back of the Student Books using the margin definitions in the passage selections. This should be done outside of instruction time.

contribution (n)

Let's read the first word together. *Contribution.*

Definition: A *contribution* is something given in support of an effort or cause. What word means "something given in support of an effort or cause"? (contribution)

Example 1: The Nobel Peace Prize is given to people who make a significant *contribution* to world peace.

Example 2: The pet shelter is asking for *contributions* of blankets and pet food.

Example 3: Soup kitchens and food pantries rely on *contributions* of canned goods.

Question 1: Your group leader asks for ideas, but you are too shy to offer any. Have you made a *contribution*? Yes or no? (no)

Question 2: You read your friend's paper and make several suggestions for improvements. She gets an A on the paper. Did you make a *contribution*? Yes or no? (yes)

Pair Share: Turn to your partner and tell how you could make a *contribution* to world peace today.

1

exploitation (n)

Let's read the next word together. *Exploitation.*

Definition: *Exploitation* is the act of using someone for your own selfish gain. What word means "the act of using someone for your own selfish gain"? (exploitation)

Example 1: Companies that own factories in very poor countries and pay workers very low wages are sometimes accused of *exploitation*.

Example 2: Dating someone who is popular only to be popular yourself is a form of *exploitation*.

Example 3: You make your little brother clean your room in exchange for a nickel. He is only five, so he thinks this is a good deal. This is *exploitation*.

Question 1: You enjoy doing people's hair. You help your cousin do her hair for a big dance. Is this *exploitation*? Yes or no? (no)

Question 2: You agree to babysit your neighbors' child because you know they have good snacks and satellite TV. You put the child to bed an hour early and invite friends over. Is this *exploitation*? Yes or no? (yes)

Pair Share: You make friends with someone just so she can help you get an A in algebra, but you end up really liking her. Is this *exploitation*? Tell your partner why or why not.

2

defy (v)

Let's read the next word together. *Defy*.

Definition: To *defy* means "to boldly resist; to challenge." What means "to boldly resist; to challenge"? (defy)

Example 1: If you break the dress code on purpose, you are *defying* it.

Example 2: The Civil Rights movement succeeded because thousands of people were willing to take risks and *defy* laws that they believed were unfair.

Example 3: You command your dog to sit. He jumps up, even though he knows better. He is *defying* your command.

Question 1: Every time your mother asks you to do something, you say no. Are you *defying* her? Yes or no? (yes)

Question 2: Your conscience tells you to apologize for a rude comment. You do. Have you *defied* your conscience? Yes or no? (no)

Pair Share: Recently, a law was passed that banned the eating of chocolate. Will you *defy* this law? Why or why not? Tell your partner.

3

suspend (v)

Let's read the next word together. *Suspend*.

Definition: *Suspend* means "to put off or do away with." What means "to put off or do away with"? (suspend)

Example 1: If an athlete is hurt on the field, play will be *suspended* until he or she is checked out and taken care of.

Example 2: Community programs are sometimes *suspended* if money is short or volunteer participation is low.

Example 3: A session of Congress may be *suspended* if an agreement cannot be reached.

Question 1: Even though it's sprinkling, the parade will go on. Has the parade been *suspended*? Yes or no? (no)

Question 2: The jury cannot make a decision. They decide to go home for the night and meet again tomorrow. Have their deliberations been *suspended*? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a time a game, a play, a concert, or another event you were involved in was *suspended*, and why. If you can't think of one, make something up.

4

policy (n)

Let's read the next word together. *Policy*.

Definition: A *policy* is a rule or a stated way of doing things. What word means "a rule; a way of doing things"? (policy)

Example 1: My *policy* in this classroom is that if you want to speak, you must raise your hand.

Example 2: It is the *policy* of many stores to give a refund for a purchase only if you have your receipt.

Example 3: Many Americans support *policies* that protect animals.

Question 1: A club you belong to can't really decide on its membership rules. Does it have a firm membership *policy*? Yes or no? (no)

Question 2: Your bus driver requires anyone who stands up while the bus is in motion to sing three rounds of "Row, Row, Row Your Boat." Is this your bus driver's *policy*? Yes or no? (yes)

Pair Share: Turn to your partner and name one school *policy* you wish you could change.

5

massive (adj)

Let's read the next word together. *Massive*.

Definition: If something is *massive*, it is huge or on a very large scale. What word means "huge; on a very large scale"? (massive)

Example 1: It takes a lot of money to launch a *massive* political campaign.

Example 2: Poverty is a *massive* problem that will take many creative minds to solve.

Example 3: Social media can turn a small complaint into a *massive* national movement for change.

Question 1: You see gigantic thunderclouds forming on the horizon. Are they *massive*? Yes or no? (yes)

Question 2: You notice a fleck of parsley in your teacher's teeth. Is the parsley *massive*? Yes or no? (no)

Pair Share: You are directing a science fiction movie. In one scene, people walk out their front doors and see something *massive* in the sky. Describe what they see to your partner.

6

prospect (n)

Let's read the next word together. *Prospect*.

Definition: A *prospect* is a possibility that something will happen soon. What word means "a possibility that something will happen soon"? (prospect)

Example 1: If you are the only person running for office, your *prospects* for winning are very good.

Example 2: After the financial crisis of 2008, many people's job *prospects* disappeared.

Example 3: The *prospect* of change kept Nelson Mandela hopeful for the future.

Question 1: At the basketball tryout, you miss every shot, foul five people, and yell at the volunteer referee. Are you *prospects* good for making the team? Yes or no? (no)

Question 2: You and a friend are tired of arguing. You miss being friends. Are your *prospects* good for making up? Yes or no? (yes)

Pair Share: You are an astronaut lost in space. The only way you can get back home is to solve a complicated mathematical formula. How strong are your *prospects*? Tell your partner why.

7

legacy (n)

Let's read the next word together. *Legacy*.

Definition: A *legacy* is something passed down from earlier people or times. What means "something passed down from earlier people or times"? (legacy)

Example 1: If a school's team always wins, that school has a *legacy* of victory and pride.

Example 2: If your grandparents died poor but left you hundreds of happy memories, you could say they left you a *legacy* of love.

Example 3: In many ways, the *legacy* of racial discrimination still haunts our society.

Question 1: You receive an invitation to a party. Is this a *legacy*? Yes or no? (no)

Question 2: Students are benefiting from decades of efforts of state education leaders and school principals through the ages. Could this be considered a *legacy*? Yes or no? (yes)

Pair Share: Turn to your partner and tell what *legacy* you hope to leave behind for future generations.

8

hamper (v)

Let's read the next word together. *Hamper*.

Definition: To *hamper* is to make it hard for someone to do something. What word means "to make it hard for someone to do something"? (hamper)

Example 1: Windy weather can *hamper* the efforts of firefighters battling a forest fire.

Example 2: Wearing gloves can *hamper* your ability to use your smartphone.

Example 3: Travelers are sometimes *hampered* by delayed flights.

Question 1: You are on a relay team. Your teammate smoothly hands you the baton. Does the hand-off *hamper* your running? Yes or no? (no)

Question 2: Music is blaring outside your window. Does it *hamper* your ability to sleep? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a time you were trying to get somewhere but were *hampered*.

9

irrelevant (adj)

Let's read the last word together. *Irrelevant*.

Definition: If something is *irrelevant*, it is unrelated or beside the point. What word means "unrelated; beside the point"? (irrelevant) Something that *is* related is *relevant*. Add the prefix *ir-* (meaning "not") and you get *irrelevant*, or not related.

Example 1: Math skills are usually *irrelevant* in a language arts classroom, but grammar skills are completely relevant.

Example 2: When a witness in a court case is shown to have lied, his or her testimony becomes *irrelevant*.

Example 3: Your teacher asks the class to write reports on weather types. You write a report on World War II. Your report is *irrelevant*.

Question 1: You know how to solve a problem, and so you speak up. Is your input *irrelevant*? Yes or no? (no)

Question 2: Your friend asks, "Does this outfit look good?" You answer, "It's Tuesday!" Is your answer *irrelevant*? Yes or no? (yes)

Pair Share: Turn to your partner and ask the first question you think of. Give each other an *irrelevant* answer.

10

Reading

Objectives

- Read a persuasive speech.
- Monitor comprehension during text reading.

“I Am Prepared to Die”

Direct students to page 257 in their Student Books.

Now that we have previewed vocabulary, it's time to read. Remember, the text is written in first-person point of view. Only one person is speaking in the text.

Guiding Students Toward Independent Reading

It is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations and data. This is a good opportunity to stretch your students. If students become frustrated, scaffold the reading with paired reading, choral reading, or a read-aloud.

Options for reading text:

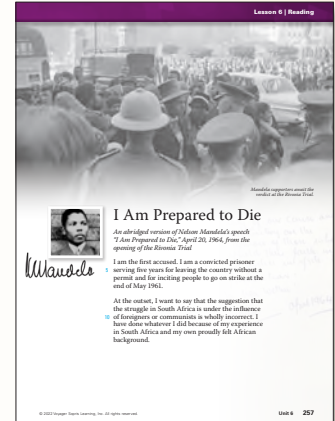
- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read

Choose an option for reading text. Students read according to the option that you chose. Review the purpose of the numbered squares in the text and prompt students to stop periodically and check comprehension.

If you choose to read the text aloud or chorally, use the text boxes on the following pages and stop to ask questions and have students answer them.

Due to the difficult nature of the text, a complete audio recording is online. If you feel students would benefit from hearing the text—as it was delivered—prior to reading, play the audio file and have students follow along in their Student Books.

“Nelson Mandela”
audio file



SE p. 257,
paragraphs 1–3

An abridged version of Nelson Mandela’s speech “I Am Prepared to Die,” April 20, 1964, from the opening of the Rivonia Trial

I am the first accused. I am a convicted prisoner serving five years for leaving the country without a permit and for inciting people to go on strike at the end of May 1961.

At the outset, I want to say that the suggestion that the struggle in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did because of my experience in South Africa and my own proudly felt African background.

SE p. 258,
paragraphs 1–3

In my youth, I listened to the elders of my tribe telling stories of wars fought by our ancestors in defense of the fatherland. I hoped then that life might offer me the opportunity to serve my people and make my own humble **contribution** to their freedom struggle.

Some of the things so far told to the court are true and some are untrue. I do not, however, deny that I planned sabotage. I did not plan it in a spirit of recklessness, nor because I love violence. I planned it as a result of a calm assessment of the political situation that had arisen after many years of tyranny, **exploitation**, and oppression of my people by the whites.

I admit that I was one of the persons who helped to form Umkhonto we Sizwe. I deny that Umkhonto was responsible for a number of acts which have been charged in the indictment against us. We felt that without sabotage there would be no way open to the African people to succeed in their struggle against white supremacy. All lawful modes of expressing opposition had been closed by legislation, and we were placed in a position in which we had either to accept permanent inferiority or to **defy** the government. We chose to defy the government.

1. What does Mandela admit he helped to plan? What reasons does he give for this?

SE p. 258,
paragraphs 4–5

We first broke the law in a way which avoided violence; when this form was legislated against, and the government resorted to a show of force to crush opposition, only then did we decide to answer violence with violence. But the violence we chose was not terrorism. We who formed Umkhonto were all members of the African National Congress and had behind us the ANC tradition of non-violence.

page break

The African National Congress was formed in 1912 to defend the rights of the African people, which had been seriously curtailed. For 37 years—that is, until 1949—it adhered strictly to a constitutional struggle. It put forward demands and resolutions; | it sent delegations to the government in the belief that African grievances could be settled through peaceful discussion. But white governments remained unmoved, and the rights of Africans became less instead of becoming greater.

SE p. 259, paragraph 1

Even after 1949, the ANC remained determined to avoid violence. At this time, however, a decision was taken to protest against apartheid by peaceful, but unlawful, demonstrations. More than 8,500 people went to jail. Yet there was not a single instance of violence. I and nineteen colleagues were convicted, but our sentences were **suspended** mainly because the judge found that discipline and non-violence had been stressed throughout.

2. The ANC was determined not to use what?

SE p. 259,
paragraphs 2–3

During the defiance campaign, the Public Safety Act and the Criminal Law Amendment Act were passed. These provided harsher penalties for offenses against the laws. Despite this, the protests continued and the ANC adhered to its **policy** of non-violence.

In 1956, 156 leading members of the Congress Alliance, including myself, were arrested. When the court gave judgment some five years later, it found that the ANC did not have a policy of violence. We were acquitted.

SE p. 260, paragraph 1

In 1960, there was the shooting at Sharpeville, which resulted in the declaration of the ANC as unlawful.* My colleagues and I, after careful consideration, decided that we would not obey this decree. The African people were not part of the government and did not make the laws by which they were governed. We believed the words of the Universal Declaration of Human Rights, that “the will of the people shall be the basis of authority of the government.” The ANC refused to dissolve but instead went underground.

3. What did the government declare the ANC to be? How did the ANC respond?

SE p. 260
paragraphs 2–3

The government held a referendum which led to the establishment of the republic. Africans, who constituted approximately 70 percent of the population, were not entitled to vote. I undertook to be responsible for organizing the national stay-at-home called to coincide with the declaration of the republic. The stay-at-home was to be a peaceful demonstration. Careful instructions were given to avoid any recourse to violence.

The government's answer was to introduce new and harsher laws, to mobilize its armed forces, and to send armed vehicles into the townships in a **massive** show of force. The government had decided to rule by force alone, and this decision was a milestone on the road to Umkhonto.

4. What was the government's answer to the stay-at-home strike organized by Mandela?

SE p. 260,
paragraphs 4–5

What were we, the leaders of our people, to do? We had to continue the fight. Anything else would have been surrender. Our problem was not whether to fight, but was how to continue the fight.

By this time, violence had become a feature of the South African political scene. There had been violence in 1957 when the women of Zeerust were ordered to carry passes; there was violence in 1958 with the enforcement of cattle culling in Sekhukhuneland; there was violence in 1959 when the people of Cato Manor protested against pass raids; there was violence in 1960 when the government attempted to impose Bantu authorities in Pondoland. Each disturbance pointed to the growth among Africans of the belief that violence was the only way out. A government which uses force to maintain its rule teaches the oppressed to use force to oppose it.

page break

SE p. 261, paragraph 1

I came to the conclusion that as violence was inevitable, it would be unrealistic to continue preaching peace and non-violence. This conclusion was not easily arrived at. It was only when all channels of peaceful protest had been barred that the decision was made to embark on violent forms of struggle. I can only say that I felt morally obliged to do what I did.

5. Why did Mandela stop preaching peace and non-violence?

SE p. 261, paragraph 2

Four forms of violence are possible. There is sabotage, there is guerrilla warfare, there is terrorism, and there is open revolution. We chose to adopt the first. Sabotage did not involve loss of life, and it offered the best hope for future race relations.

SE p. 262, paragraph 1

The initial plan was based on a careful analysis of the political and economic situation of our country. We believed that South Africa depended to a large extent on foreign capital. We felt that planned destruction of power plants, and interference with rail and telephone communications, would scare away capital from the country, thus compelling the voters of the country to reconsider their position. The selection of targets is proof of this policy. Had we intended to attack life, we would have selected targets where people congregated and not empty buildings and power stations.

6. Why did the ANC decide that sabotage was the form of violence they should use?

SE p. 262, paragraphs 2–4

The whites failed to respond by suggesting change; they responded to our call by suggesting the laager. In contrast, the response of the Africans was one of encouragement. Suddenly, there was hope again. People began to speculate on how soon freedom would be obtained.

But we in Umkhonto weighed the white response with anxiety. The lines were being drawn. The whites and blacks were moving into separate camps, and the **prospects** of avoiding a civil war were made less. The white newspapers carried reports that sabotage would be punished by death.

We felt it our duty to make preparations to use force in order to defend ourselves against force. We decided, therefore, to make provision for the possibility of guerrilla warfare. All whites undergo compulsory military training, but no such training was given to Africans. It was in our view essential to build up a nucleus of trained men who would be able to provide the leadership if guerrilla warfare started.

7. What seemed inevitable, or likely to happen? How did Mandela's group prepare for this?

SE p. 262, paragraph 5

page break

SE p. 263, paragraph 1

At this stage, the ANC decided that I should attend the Conference of the Pan-African Freedom Movement, which was to be held in 1962. After the conference, I would take a tour of the African states with a view to whether facilities were available for the training of soldiers. My tour was successful. | Wherever I went, I met sympathy for our cause and promises of help. All Africa was united against the stand of white South Africa.

I started to make a study of the art of war and revolution and, while abroad, underwent a course in military training. If there was to be guerrilla warfare, I wanted to be able to fight with my people. On my return, I found that there had been little alteration in the political scene save that the threat of a death penalty for sabotage had now become a fact.

8. What did Mandela learn during his tour of the African states? What did he learn on his return home?

SE p. 263,
paragraphs 2–3

Another of the allegations made by the state is that the aims and objects of the ANC and the Communist Party are the same. The allegation is false. The creed of the ANC is, and always has been, the creed of freedom and fulfillment for the African people in their own land. The most important document ever adopted by the ANC is the Freedom Charter. It is by no means a blueprint for a socialist state. It calls for redistribution, but not nationalization, of land; it provides for nationalization of mines, banks, and monopoly industry because big monopolies are owned by one race only, and without such nationalization racial domination would be perpetuated. Under the Freedom Charter, nationalization would take place in an economy based on private enterprise. The realization of the Freedom Charter would open up fresh fields for a prosperous African population.

As far as the Communist Party is concerned, and if I understand its policy correctly, it stands for the establishment of a state based on the principles of Marxism. The Communist Party's main aim was to remove the capitalists and to replace them with a working-class government. The Communist Party sought to emphasize class distinctions while the ANC seeks to harmonize them. This is a vital distinction.

9. How is the ANC different from the Communist Party? (Remember, *harmony* means "all parts working together.")

SE p. 264,
paragraphs 1–2

It is true that there has often been close cooperation between the ANC and the Communist Party. But cooperation is merely proof of a common goal—in this case, the removal of white supremacy—and is not proof of a complete community of interests. The history of the world is full of similar examples. Perhaps the most striking is the cooperation between Great Britain, the United States, and the Soviet Union in the fight against Hitler. Nobody but Hitler would have dared to suggest that such cooperation turned Churchill or Roosevelt into communists.

What is more, for many decades communists were the only political group in South Africa prepared to treat Africans as human beings and their equals; who were prepared to eat with us, talk with us, and work with us. They were the only group prepared to work with the Africans for the attainment of political rights.

10. Why did the ANC choose to work with the Communist Party? Give two reasons.

SE p. 264,
paragraphs 3–5

Because of this, many Africans today tend to equate freedom with communism. They are supported in this belief by a legislature which brands all exponents of democratic government and African freedom as communists and banned many of them under the Suppression of Communism Act. Although I have never been a member of the Communist Party, I myself have been convicted under that act.

I have always regarded myself, in the first place, as an African patriot. Today, I am attracted by the idea of a classless society, an attraction which springs in part from my admiration of the structure of early African societies. The land belonged to the tribe. There were no rich or poor, and there was no exploitation.

I and many leaders of the new independent states accept the need for some form of socialism to enable our people to catch up with the advanced countries of this world and to overcome their **legacy** of extreme poverty. But this does not mean we are Marxists.

11. Why do Mandela and his colleagues think some form of socialism—redistribution of wealth—is needed?

SE p. 265,
paragraphs 1–2

Our fight is against real and not imaginary hardships or, to use the language of the state prosecutor, “so-called hardships.” Basically, we fight against two features of African life in South Africa: poverty and lack of human dignity. We do not need communists to teach us about these things.

South Africa is the richest country in Africa. But it is a land of remarkable contrasts. The whites enjoy the highest standard of living, while Africans live in poverty and misery. The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws are designed to preserve this situation.

12. What is the main complaint of Black Africans?

SE p. 265,
paragraphs 3–5

There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The government has always sought to **hamper** Africans in their search for education. There is compulsory education for all white children at virtually no cost to their parents. But approximately 40 percent of African children between seven and fourteen do not attend school. For those who do, the standards are vastly different from those afforded to white children.

The other main obstacle to the advancement of the African is the industrial color bar under which all the better jobs of industry are reserved for whites. Moreover, Africans in the unskilled and semi-skilled occupations are not allowed to form trade unions. This means that they are denied the right of collective bargaining permitted to white workers.

13. How does the South African government hamper Black South Africans' opportunities for advancement?

SE p. 266,
paragraphs 1–2

The government answers its critics by saying that Africans in South Africa are better off than inhabitants of other countries in Africa. Even if this statement is true, it is **irrelevant**. Our complaint is not that we are poor by comparison with people in other countries, but that we are poor by comparison with the white people in our own country, and that we are prevented by legislation from altering this imbalance.

The lack of human dignity experienced by Africans is the direct result of the policy of white supremacy. White supremacy implies black inferiority. Legislation designed to preserve white supremacy entrenches this notion. Menial tasks in South Africa are invariably performed by Africans. When anything has to be carried or cleaned, the white man will look around for an African to do it for him. Because of this sort of attitude, whites tend to regard Africans as a separate breed. They do not look upon them as people with families of their own; they do not realize that we fall in love, that we want to be with our wives and children, that we want to earn enough money to support our families properly.

14. How do whites view Black Africans? Why?

SE p. 266, paragraph 3

Poverty and the breakdown of family have secondary effects. Children wander the streets because they have no schools to go to, or no parents at home to see that they go, because both parents, if there be two, have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy, and to violence. Not a day goes by without somebody being stabbed or assaulted. And violence is carried out of the townships into the white living areas. People are afraid to walk the streets after dark. Housebreakings and robberies are increasing, despite the fact that the death sentence can now be imposed for such offences. Death sentences cannot cure the festering sore.

15. What are some secondary effects of poverty?

SE p. 266, paragraph 4

page break

SE p. 267,
paragraphs 1–2

The only cure is to alter the conditions under which Africans are forced to live. Africans want to be paid a living wage. Africans want to perform work which they are capable of doing. We want to be allowed | to own land. We want to be part of the general population and not confined to ghettos. We want to be allowed out after eleven o'clock at night and not to be confined to our rooms like children. We want to be allowed to travel in our own country. We want security and a stake in society.

Above all, we want equal political rights because without them, our disabilities will be permanent. I know this sounds revolutionary to the whites in this country because the majority of voters will be Africans. This makes the white man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement of all will result in racial domination. Political division, based on color, is entirely artificial. When it disappears, so will the domination of one color group by another. The ANC has spent half a century fighting against racialism. When it triumphs, it will not change that policy.

16. What do Black South Africans want, above all? Why do white South Africans fear this?

SE p. 268, paragraph 1

Our struggle is a national one. It is a struggle of the African people, inspired by our own suffering and our own experience. It is a struggle for the right to live. During my lifetime, I have dedicated myself to this struggle. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal for which I hope to live and to see realized. But if needs be, it is an ideal for which I am prepared to die.

17. For what is Nelson Mandela prepared to die?

For confirmation of engagement, have students discuss at least two things Mandela used as reason for his actions. Have volunteers share reasons with the class.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write a sentence telling why Nelson Mandela is on trial.
- Make a list of adjectives describing Mandela’s tone of voice in the speech.
- Think of a group of people you feel are treated unfairly. Write three sentences in the future progressive tense telling what you will do to support that group.

Vocabulary

Objective

- Review key passage vocabulary.

Review Passage Vocabulary

Direct students to page 256 in their Student Books. Use the following questions to review the vocabulary words in “I Am Prepared to Die.” Have students answer each question using the vocabulary word or indicating its meaning in a complete sentence.

- Nelson Mandela hoped to make a *contribution* to his people’s struggle for freedom. What did he hope to do? (He hoped to give something in support of the struggle.) What kind of a *contribution* did he end up making? (He made a major contribution. He gave his time, energy, and ultimately his freedom for the cause.)
- Mandela worked to end the *exploitation* of his people. What did he work to end? (He worked to end the selfish use and abuse of Blacks by the whites who ran the country.) Had the *exploitation* of Blacks by whites been happening for only a short while? (No, the exploitation of Blacks by whites had been happening for generations.)
- Mandela and his colleagues decided to *defy* the government rather than be oppressed, or beaten down. What did they decide to do? (They decided to resist or challenge the government.) Did they plan to *defy* the government by using violence? (No, they decided to resist the government in nonviolent ways.)

Lesson 6 | Vocabulary

Key Passage Vocabulary: “I Am Prepared to Die”
 Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|--------------|----------------|----------------|------------------|
| contribution | (n) | contribution | 0 1 2 3 |
| exploitation | (n) | exploitation | 0 1 2 3 |
| defy | (v) | defy | 0 1 2 3 |
| suspend | (v) | suspend | 0 1 2 3 |
| policy | (n) | policy | 0 1 2 3 |
| massive | (adj) | massive | 0 1 2 3 |
| prospect | (n) | prospect | 0 1 2 3 |
| legacy | (n) | legacy | 0 1 2 3 |
| hamper | (v) | hamper | 0 1 2 3 |
| irrelevant | (adj) | irrelevant | 0 1 2 3 |

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Note: Remember, *govern* means “to rule; to direct.” A *government* does the work of *governing*.

- After a peaceful demonstration, Mandela and some others went to jail. However, the judge *suspended* their sentences. What did the judge do? (He put off or did away with the sentences.) Why did he *suspend* the sentences? (He suspended them because he found that the demonstrations were nonviolent.)

- For Mandela’s group, the ANC, non-violence was a *policy*. What was it? (Non-violence was a rule or a way of doing things.) Did the South African government share this *policy*? How so? (No, it did not share this policy. It often responded to the demonstrations with violence.)
- After a national stay-at-home day organized by the ANC, the South African government responded with a *massive* show of military force. Was it a small show of force? (No; if it was a massive show of force, it was a huge or large-scale show of force.) The stay-at-home day was organized to protest the fact that 70 percent of the population could not vote. Was a small portion of the population unable to vote? (No; a massive portion of the population was unable to vote.)
- The ANC thought the *prospects* for civil war were great. Did civil war seem inevitable? (Yes; if the prospects for war were great, war seemed inevitable.) Because war seemed inevitable, the ANC made plans to use sabotage. Sabotage uses attacks on buildings and facilities, not people. With sabotage, were the *prospects* of hurting people great? (No; with sabotage, the prospects for hurting people were small.)

Note: Remember, *inevitable* means “expected; hard to keep from happening.”

- Mandela’s group believed that some redistribution of wealth was needed to help Black people overcome their *legacy* of poverty. Where does a *legacy* come from? (A legacy comes from the past.) What *legacy* did Mandela want to hand on to his fellow South Africans? (He wanted to hand on a legacy of hope and equality.)
- Mandela accused the South African government of *hampering* Black South Africans’ search for education. Did the government help educate Black people? (No, the government made it difficult for Black people to get an education.) Did the government *hamp* the education of white children? (No, the government made it easy for white children to be educated.)
- The government pointed out that Black people in South Africa were better off than Black people in other African countries. Mandela replied that this fact was *irrelevant*. Did he think it was a valid claim? (No, he thought it was unrelated or beside the point.) Mandela responded that Black people in South Africa were poor by comparison with white people there. Did he think this imbalance was *irrelevant*? (No; he believed the imbalance was so important that he was willing to die to change it.)



Assign online practice. Be sure to select the correct class from the drop-down menu.

Reading

Objectives

- Determine how to respond to prompts.
- Use critical thinking skills to write responses to prompts about text.
- Contrast ideas and concepts within a text.
- Support written answers with text evidence.
- Identify evidence used to support an argument.

Critical Understandings: Direction Words *analyze, assess, distinguish, evaluate*

Prompts are statements that require a constructed response, which can range from a list to a complete sentence to a paragraph or an essay. It can be helpful to take prompts and turn them into questions to help them understand what is being asked.

Write the words *analyze, assess, distinguish, and evaluate* on the board. Have students read the words aloud with you.

Direct students to page 66 in their Student Books. It is critical to understand what the question is asking and how to answer it. Today, we will look at four direction words used in prompts.

| Lesson 8 Reading | | |
|--|---|---|
| Critical Understandings: Direction Words | | |
| Prompt | How to Respond | Model |
| If the prompt asks you to . . . | The response requires you to . . . | For example . . . |
| Analyze | break down and evaluate or draw conclusions about the information | Analyze the development of the text's central idea. |
| Assess | decide on the value, impact, or accuracy | Assess the level of pressure in an arranged marriage. |
| Compare | state the similarities between two or more things | Compare novels and dramas. |
| Contrast | state the differences between two or more things | Contrast a biography with an autobiography. |
| Create | make or produce something | Create a timeline of events. |
| Define | tell or write the meaning or definition | Define the unknown word using context clues. |
| Delineate | show or list evidence, claims, ideas, reasons, or events | Delineate the evidence in the text. |
| Describe | state detailed information about a topic | Describe the relationship between the plot and character development. |
| Determine | find out, verify, decide | Determine the main idea. |
| Distinguish | recognize or explain the differences | Distinguish between facts and opinions. |
| Evaluate | think carefully to make a judgment; form a critical opinion of | Evaluate the ANC's plan for change. |
| Explain | express understanding of an idea or concept | Explain how the author develops the narrator's point of view. |
| Identify | say or write what it is | Identify the character's motive. |
| Infer | provide a logical answer using evidence and prior knowledge | Use information from the text to infer the value of education. |
| Interpret | make sense of or assign meaning to something | Interpret the quote to confirm your understanding. |
| Paraphrase | say or write it using different words | Paraphrase the main idea. |
| Report | Tell or write about a topic | Report the main events of the setting. |
| Summarize | tell the most important ideas or concepts | Summarize the key details of the passage. |
| Tell | say or write specific information | Tell the date that the poem was written. |
| Use | apply information or a procedure | Use text features to identify the topic. |

Have students read about the four direction words in the chart with their partner.

Chart Reading Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will read the left column (Prompt) in addition to managing the time and turn-taking if working with a triad.
- The 2s will explain the middle column of the chart (How to Respond). If working in triads, 2s and 3s take turns explaining the middle column.
- The 1s read the model in the right column (Model), and 2s and 3s restate the model as a question.
- All students should follow along with their pencil eraser while others are explaining the chart.
- Students must work from left to right, top to bottom in order to benefit from this activity.

Check for understanding by requesting an oral response to the following questions.

- If the prompt asks you to *analyze*, the response requires you to . . . (break down and evaluate or draw conclusions about the information).
- If the prompt asks you to *assess*, the response requires you to . . . (decide on the value, impact, or accuracy).
- If the prompt asks you to *distinguish*, the response requires you to . . . (recognize or explain the differences).
- If the prompt asks you to *evaluate*, the response requires you to . . . (think carefully to make a judgment; form a critical opinion of).

Direct students to pages 269 and 270 in their Student Books and read the instructions aloud. **Let's read some prompts about a small section of the text before we expand to the entire text.**

1. Mandela argues that the ANC is not a communist group. His first piece of evidence is a document called the Freedom Charter. Evaluate the strength of this document as evidence.
2. Distinguish between the goals of the Communist Party and the goals of the African National Congress.
3. Analyze the attraction of many Black South Africans to communism.
4. Assess the law that branded all supporters of democracy "communists."

Lesson 7 | Reading

Critical Understandings

Reread lines 183–236 of “I Am Prepared to Die.” Refer to the chart on page 66 to determine how to respond to each prompt. Respond using complete sentences.

1. Mandela argues that the ANC is not a communist group. His first piece of evidence is a document called the Freedom Charter. Evaluate the strength of this document as evidence.
The Freedom Charter was a strong piece of evidence because it called for an economy based on free enterprise. Even though it also called for some redistribution and nationalization, it did so only to create a level playing field for oppressed Black South Africans—a playing field on which they could build their own businesses and prosper.
2. Distinguish between the goals of the Communist Party and the goals of the African National Congress.
The Communist Party sought to establish a state based on Marxism. It wanted to do away with capitalism and emphasize class distinctions. In contrast, the ANC aimed to eliminate class distinctions and work together for the good of everyone. Although it wanted to nationalize major industries, it also wanted to encourage private enterprise.

Unit 6 269

We are going to focus on one small section of the speech.

We will practice answering prompts with these new question words. Having a good understanding of this particular section of the speech will help build a foundation for understanding the rest of the speech and make it feel less difficult.

Critical Understandings (cont.)

3. Analyze the attraction of many Black South Africans to communism.

Many Black South Africans were drawn to communism because members of the Communist Party treated them as human beings; were willing to work, eat, and talk with them; and shared some of their political aims, such as ending white supremacy. Working with the Communist Party probably made Black South Africans feel respected, connected, and hopeful.

4. Assess the law that branded all supporters of democracy "communists."

The law that branded all supporters of democracy "communists" was erroneous. It was based on a misunderstanding of the aims of the ANC and other groups. It negatively impacted those who were incorrectly identified as communists by banning their activity and sometimes sending them to prison.

Read the following excerpt aloud.

Another of the allegations made by the state is that the aims and objects of the ANC and the Communist Party are the same. The allegation is false. The creed of the ANC is, and always has been, the creed of freedom and fulfillment for the African people in their own land. The most important document ever adopted by the ANC is the Freedom Charter. It is by no means a blueprint for a socialist state. It calls for redistribution, but not nationalization, of land; it provides for nationalization of mines, banks, and monopoly industry because big monopolies are owned by one race only, and without such nationalization racial domination would be perpetuated. Under the Freedom Charter, nationalization would take place in an economy based on private enterprise. The realization of the Freedom Charter would open up fresh fields for a prosperous African population.

As far as the Communist Party is concerned, and if I understand its policy correctly, it stands for the establishment of a state based on the principles of Marxism. The Communist Party's main aim was to remove the capitalists and to replace them with a working-class government. The Communist Party sought to emphasize class distinctions, while the ANC seeks to harmonize them. This is a vital distinction.

It is true that there has often been close cooperation between the ANC and the Communist Party. But cooperation is merely proof of a common goal—in this case, the removal of white supremacy—and is not proof of a complete community of interests. The history of the world is full of similar examples. Perhaps the most striking is the cooperation between Great Britain, the United States, and the Soviet Union in the fight against Hitler. Nobody but Hitler would have dared to suggest that such cooperation turned Churchill or Roosevelt into communists.

What is more, for many decades communists were the only political group in South Africa prepared to treat Africans as human beings and their equals; who were prepared to eat with us, talk with us, and work with us. They were the only group prepared to work with the Africans for the attainment of political rights.

Because of this, many Africans today tend to equate freedom with communism. They are supported in this belief by a legislature which brands all exponents of democratic government and African freedom as communists and banned many of them under the Suppression of Communism Act. Although I have never been a member of the Communist Party, I myself have been convicted under that act.

Model

Let's practice answering questions that are written as prompts. Remember to use the chart as reference. Listen as I model the first one for you.

1. Mandela argues that the ANC is not a communist group. His first piece of evidence is a document called the Freedom Charter. Evaluate the strength of this document as evidence.

Because the prompt is asking me to *evaluate*, I know that I need to think carefully to make a judgment or form a critical opinion of something.

Now, I will turn the prompt into a question to confirm understanding. How strong was the document as evidence that the ANC was not communist?

Write the following sentence starter on the board.

The Freedom Charter (was/was not) a strong piece of evidence because

Mandela says the Freedom Charter was “the creed of freedom and fulfillment for the African people in their own land.” It was not a blueprint for a socialist state, although it did call for redistribution of wealth and the nationalization—or government ownership—of some industries, so as to keep whites only from controlling them. The Freedom Charter called for these things within an economy based on free enterprise, which is another term for capitalism. Free enterprise was what communism wanted to do away with.

Based on these facts, my answer would be *The Freedom Charter was a strong piece of evidence because it called for an economy based on free enterprise. Even though it also called for some redistribution and nationalization, it did so only to create a level playing field for oppressed Black people—a playing field on which they could build their own businesses and prosper.*

Have students write the answer on the page.

Guided Practice

Let's move on to the next prompt.

2. Distinguish between the goals of the Communist Party and the goals of the African National Congress.

How should we respond according to the chart? (If the prompt asks you to *distinguish*, the response requires that you recognize or explain the differences.)

Now, turn the prompt into a question to confirm your understanding. Tell your partner the question. (How were the goals of the Communist Party different from the goals of the African National Congress?)

Look in the paragraph starting “As far as the Communist Party is concerned . . .” for your answer. You can also use information from your answer to number 1.

While providing partner time, write the sentence starters on the board.

The Communist Party sought to _____.

In contrast, the African National Congress aimed to _____.

Have partners answer the question.

3. Analyze the attraction of many Black South Africans to communism.

How should we respond according to the chart? (If the prompt asks you to *analyze*, the response requires that you break down and evaluate or draw conclusions about the information.)

Now, turn the prompt into a question to confirm your understanding. Tell your partner the question. (Why were some South Africans attracted to communism? What conclusion can you draw based on these reasons?)

While providing partner time, write the sentence starters on the board.

Many Black South Africans were drawn to communism because members of the Communist Party _____, _____, and _____.

Working with the Communist Party probably made Black South Africans feel _____.

Have partners answer the question.

4. Assess the law that branded all supporters of democracy “communists.”

How should we respond according to the chart? (If the prompt asks you to *assess*, the response requires you to decide on the value, impact, or accuracy.)

Now, turn the prompt into a question to confirm your understanding. Tell your partner the question. (Was the law a good one? What or whom did it impact, and how?)

While providing partner time, write the sentence starter on the board.

The law that branded all supporters of democracy “communists” was _____.

Have partners answer the question.

Writing

Objectives

- Write a thesis statement for a multiparagraph essay.
- Use correct capitalization and underlining or italics in the titles of works.

Thesis Statements

As you have continued to build your writing skills, you have learned a variety of patterns for topic sentences. These frame the work you do at the paragraph level. But, how do you introduce a written response that is more than one paragraph in length? When a prompt calls for multiple paragraphs, you will want to start with a thesis statement. A thesis statement is like a topic sentence for the entire paper. It is an assertion of fact or opinion that is then supported in the essay with details and evidence. As well as framing the topic, it sets up the content and sequence of the paragraphs.

List the following on the board: *Subject; Specific Movie; Three Reasons; Thesis Statement.*

Imagine you were asked to write an essay about your favorite movie. What is the subject? (favorite movie) Write it in on the board.

Subject: Favorite Movie

My favorite movie is *To Kill a Mockingbird*. Write it on the board next to *Specific Movie* and underline it. Have volunteers share their favorite movies.

Specific Movie: To Kill a Mockingbird

When we write the title of a movie or a book, we italicize it if we are typing it, but we underline it if we are writing it. This is because it is difficult to italicize our handwriting. Also, pay close attention to the words that are not capitalized. Any word that is less than three letters (unless it's a main word) should be lowercase. Why isn't *To* lowercase? (the first word and last word are always capitalized)

I need to think of three reasons why I like the movie so much. This serves as a cue for the number of paragraphs I will need to write. I think the story is very powerful and the cast was great. Gregory Peck plays Atticus Finch perfectly. I also thought telling the story from Scout's perspective allowed us to experience the story with childlike innocence and recklessness. Write the reasons on the board. Have volunteers share three reasons why a certain movie is their favorite movie.

Three Reasons: powerful story, good cast, point of view

Now, I have to write my thesis statement. I can write my thesis statement as one long sentence, or I can write it as two sentences. I've chosen to break it into two sentences. Write the thesis statement on the board.

Thesis statement: My favorite movie is To Kill a Mockingbird. It is a powerful story about human strengths and weaknesses, the cast is wonderfully talented, and Scout's point of view gives the story honesty and innocence.

Have students write thesis statements about their favorite movies and share them with the class.

My thesis statement becomes my introductory paragraph, and I know I need to write a paragraph about each reason. My final paragraph will be my concluding paragraph, so I will have written a five-paragraph essay. It sounds harder than it really is. We will revisit this task in Lesson 10, where you will be prompted to write a thesis statement in response to the text excerpts that we have been reading.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write a thesis statement for an essay on how you hope to change the world for the better.
- Write five compound sentences about prejudices. Use a conjunction in three of the sentences and use a semicolon in the other two.
- Expand one or more of these simple sentences, using the steps in *Masterpiece Sentences*.

Nelson Mandela went to jail.

Nelson Mandela gave a speech.

South Africa changed.

Laws were unfair.

Reading

Objectives

- Establish a purpose for rereading a speech.
- Monitor comprehension during text reading.
- Use critical thinking skills to write responses to prompts about text.
- Support written answers with text evidence.
- Evaluate the effectiveness of a speaker's craft and use of strategies.
- Identify evidence given in support of an argument and determine if it is sound or not.
- Contrast ideas and concepts within a text.

Reading for a Purpose: "I Am Prepared to Die"

We are going to reread "I Am Prepared to Die." Let's preview some prompts to provide a purpose for rereading the speech.

Direct students to pages 271–274 in their Student Books. Have students read the prompts aloud with you.

1. Assess Mandela's reference to his youth as a way to begin the speech.
2. Evaluate the ANC's policy of non-violence.
3. The ANC ultimately decided to use violence. Evaluate the reasons and evidence Mandela gives for this decision. Does he support them with evidence—facts and details from real life? Are his reasons and evidence sound?
4. Distinguish between sabotage and the other three types of violence Mandela names.
5. Evaluate whether Mandela's travels around the African continent were useful.
6. Distinguish between the lives and opportunities of white South Africans and Black South Africans.
7. Analyze the secondary effects of poverty.

Lesson 8 | Reading

Passage Comprehension

Reread "I Am Prepared to Die." Use text evidence to respond to each prompt in complete sentences. Refer to the chart on page 46 to determine how to respond to each prompt.

1. Assess Mandela's reference to his youth as a way to begin the speech. Mandela's reference to his youth of the beginning of the speech is very effective. It impacts his audience by bringing up strong thoughts of community, history, courage, and strength. It suggests to Mandela's audience that his actions weren't just about him; they were about his people and his legacy. The reference to his youth casts Mandela in a heroic light.

2. Evaluate the ANC's policy of non-violence. The ANC's policy of non-violence was a good policy because it showed the South African government that the ANC was dedicated to peace. Such a policy matched the ANC's main goal: to build a society in which people of all colors lived together peacefully. Also, the ANC's non-violent actions were impossible to convict in court. Now, as he stands trial for sabotage, Mandela is able to point to more than one ruling in which the judge found the ANC innocent of violence. This gives credibility to his claim that the group was committed to non-violence from the beginning and only used violence when it became necessary.

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8. Assess Mandela's willingness to die for the ideal of a free and democratic South Africa.

This speech is a difficult text. Now that we have read it once, it should be a little easier to read. Keeping these questions in mind as we read will help increase our comprehension. Let's reread the speech.

Choose an option for rereading text. Have students read the text according to the option that you chose.

Choose an option for rereading text.

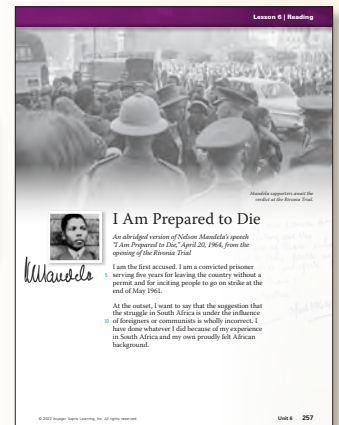
- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Direct students to page 257 in their Student Books or have them tear out the extra copy of the speech from the back of their book.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.

*"Nelson Mandela"
audio file found online*

Have students reread the speech. Due to the difficult nature of the speech, an audio file of the complete speech—as it was delivered—can be found online. Play the speech and have students follow along if you feel it would be beneficial.



Passage Comprehension

Write the words *analyze*, *assess*, *distinguish*, and *evaluate* on the board. Have students read the words aloud with you.

Direct students to page 66 in their Student Books. **It is critical to understand what the question is asking and how to answer it. Today, we will review four direction words used in prompts.**

Have students read about the words in the chart on page 66 with their partner. Check for understanding by requesting an oral response to the following questions.

- If the prompt asks you to *analyze*, the response requires you to . . . (break down and evaluate or draw conclusions about the information).
- If the prompt asks you to *assess*, the response requires you to . . . (decide on the value, impact, or accuracy).
- If the prompt asks you to *distinguish*, the response requires you to . . . (recognize or explain the differences).
- If the prompt asks you to *evaluate*, the response requires you to . . . (think carefully to make a judgment; form a critical opinion of).

Let's practice answering questions that are written as prompts. Remember to use the chart on page 66 as a reference. Don't forget, if the direction word is confusing, try to restate the prompt by using a question word.

Lesson 8 | Reading

Critical Understandings: Direction Words

| Prompt | How to Respond | Model |
|---------------------------------|---|---|
| If the prompt asks you to . . . | The response requires you to . . . | For example . . . |
| Analyze | break down and evaluate or draw conclusions about the information | Analyze the development of the text's central idea. |
| Assess | decide on the value, impact, or accuracy | Assess the level of pressure in an arranged marriage. |
| Compare | state the similarities between two or more things | Compare novels and dramas. |
| Contrast | state the differences between two or more things | Contrast a biography with an autobiography. |
| Create | make or produce something | Create a timeline of events. |
| Define | tell or write the meaning or definition | Define the unknown word using context clues. |
| Delineate | show or list evidence, claims, ideas, reasons, or events | Delineate the evidence in the text. |
| Describe | state detailed information about a topic | Describe the relationship between the plot and character development. |
| Determine | find out, verify, decide | Determine the main idea. |
| Distinguish | recognize or explain the differences | Distinguish between facts and opinions. |
| Evaluate | think carefully to make a judgment; form a critical opinion of | Evaluate the ANC's plan for change. |
| Explain | express understanding of an idea or concept | Explain how the author develops the narrator's point of view. |
| Identify | say or write what it is | Identify the character's motive. |
| Infer | provide a logical answer using evidence and prior knowledge | Use information from the text to infer the value of education. |
| Interpret | make sense of or assign meaning to something | Interpret the quote to confirm your understanding. |
| Paraphrase | say or write it using different words | Paraphrase the main idea. |
| Report | Tell or write about a topic | Report the main events of the setting. |
| Summarize | tell the most important ideas or concepts | Summarize the key details of the passage. |
| Tell | say or write specific information | Tell the date that the poem was written. |
| Use | apply information or a procedure | Use text features to identify the topic. |

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Direct students to pages 271–274 in their Student Books.

Model

Listen as I model the first one for you.

1. Assess Mandela’s reference to his youth as a way to begin the speech.

Because the prompt is asking me to *assess*, I know that I need to decide on the value, impact, or accuracy of Mandela’s reference to his youth. Now, I will turn the prompt into a question to confirm understanding. What is the value, impact, or accuracy of Mandela’s reference to his youth at the beginning of the speech?

I can’t know the accuracy of the reference, since I wasn’t in Mandela’s childhood tribe. But I can assess the value or impact of the reference in terms of the speech and in terms of his purpose—to persuade the judge that his actions made sense and were justified.

Mandela says that in his youth, he “listened to the elders” of his tribe “telling stories of wars fought” by their ancestors, “in defense of the fatherland.” He also says that listening to these stories caused him to hope that his own life would “give [him] the opportunity to serve [his] people and make [his] own humble contribution to their freedom struggle.” These are powerful words. They speak of community, history, courage, and strength. They are noble words, and they cast Mandela’s later actions in a noble light.

Some people might say these words are loaded. Using loaded terms is one of the fallacies we learned about earlier. These words are certainly powerful, but I don’t think Mandela is trying to manipulate anyone. He is using language that matches his experience and his memories. We know the experience and memories are strong, because they helped determine the course of his life.

So my answer would be *Mandela’s reference to his youth at the beginning of the speech is very effective. It impacts his audience by bringing up strong thoughts of community, history, courage, and strength. It suggests to Mandela’s audience that his actions weren’t just about him; they were about his people and his legacy. The reference to his youth casts Mandela in a heroic light.*

Have students write the answer on the page.

Passage Comprehension

Reread “I Am Prepared to Die.” Use text evidence to respond to each prompt in complete sentences. Refer to the chart on page 66 to determine how to respond to each prompt.

1. Assess Mandela’s reference to his youth as a way to begin the speech.
Mandela’s reference to his youth at the beginning of the speech is very effective. It impacts his audience by bringing up strong thoughts of community, history, courage, and strength. It suggests to Mandela’s audience that his actions weren’t just about him; they were about his people and his legacy. The reference to his youth casts Mandela in a heroic light.
2. Evaluate the ANC’s policy of non-violence.
The ANC’s policy of non-violence was a good policy because it showed the South African government that the ANC was dedicated to peace. Such a policy matched the ANC’s main goal: to build a society in which people of all colors lived together peacefully. Also, the ANC’s non-violent actions were impossible to convict in court. Now, as he stands trial for sabotage, Mandela is able to point to more than one ruling in which the judge found the ANC innocent of violence. This gives credibility to his claim that the group was committed to non-violence from the beginning and only used violence when it became necessary.

Guided Practice

2. Evaluate the ANC's policy of non-violence.

How will I start my answer? Tell your partner how to respond according to the chart. (If the prompt asks you to *evaluate*, the response requires you to think carefully to make a judgment; to form an opinion of.) Turn the prompt into a question to confirm understanding. (Why was the ANC's policy of non-violence a good or bad policy?) Now, answer the question. Write the following sentence starter on the board.

The ANC's policy of non-violence was a (good/bad) policy because

Have students answer the question.
Have volunteers share their answers.

Passage Comprehension (cont.)

3. The ANC ultimately decided to use violence. Evaluate the reasons and evidence Mandela gives for this decision. Does he support them with evidence—facts and details from real life? Are his reasons and evidence sound?

| Reason for Decision | Evidence to Support Claims | Sound? |
|---|---|--------------------|
| harsher and harsher penalties | Public Safety Act, Criminal Law Amendment Act | Answers will vary. |
| growing violence from government | shooting at Sharpeville | Answers will vary. |
| exclusion of Africans from government | republic established, but Africans (70% of population) not allowed to vote | Answers will vary. |
| sense of helplessness; refusal to surrender | "What were we, the leaders of our people, to do?" | Answers will vary. |
| violence a "feature of the landscape" | examples from 1957, 1958, 1959, 1960; government that uses violence teaches oppressed to use it too | Answers will vary. |

4. Distinguish between sabotage and the other three types of violence Mandela names. The four types of violence Mandela names are sabotage, guerrilla warfare, terrorism, and open revolution. Sabotage is different from the others because it does not involve the loss of human life.

Passage Comprehension (cont.)

5. Evaluate whether Mandela's travels around the African continent were useful. Mandela's travels around Africa were useful because on the tour, he met with other people fighting for freedom in African countries; he met "sympathy for our cause and promises of help," and he underwent military training. If the situation in South Africa turned to civil war, he would be prepared.

6. Distinguish between the lives and opportunities of white South Africans and Black South Africans. The lives of white South Africans and Black South Africans were very different. White South Africans were rich. There was compulsory education for all white children. Black people performed menial chores that made white people's lives easier. Black South Africans, on the other hand, were poor. They were not given an education or allowed to gain skills and advance in their work, and they were viewed as a separate, lesser breed of human.

Passage Comprehension (cont.)

7. Analyze the secondary effects of poverty. The secondary effects of poverty in South Africa included children wandering the streets, a breakdown in moral standards, a rise in illegitimacy, and violence. The violence, in turn, spread to white areas. People were put to death for housebreakings and robberies. These effects tell me that Black people felt desperate. They tell me that poverty leads to death.

8. Assess Mandela's willingness to die for the ideal of a free and democratic South Africa. Mandela's willingness to die must have had a strong impact at the trial. It must have made the judge see that his motives were selfless. If Mandela led a group that chose violence, it was only because they were forced to. We know that these final words of Mandela's speech had a strong impact on his jury, too, because he wasn't sentenced to death after all; instead, he was sentenced to life in prison. The words were also a rallying cry for his supporters to carry on the fight and to not let his suffering be in vain.

Independent Practice

Have partners respond to the remaining prompts, providing text evidence as needed to support their claims. For students who need more assistance, provide the following alternative questions and sentence starters.

Alternative questions and sentence starters:

3. Was the ANC's decision to use violence a good decision or a bad decision? Why? Complete the chart.

4. How is sabotage different from the other three types of violence Mandela names?

The four types of violence Mandela names are _____, _____, _____, and _____.

Sabotage is different from the others because _____.

5. Were Mandela's travels around the continent of Africa useful? Why?

Mandela's travels around Africa (were/were not) useful because _____.

6. How were the lives and opportunities of white South Africans different from those of Black South Africans?

The lives of white and Black South Africans were very different.

White South Africans _____.

Black South Africans, on the other hand, _____.

7. What were the secondary effects of poverty in South Africa? What conclusion can I draw about them?

The secondary effects of poverty in South Africa included _____, _____, and _____. This tells me that _____.

8. What impact would Mandela's willingness to die have on his audience, the judge?

Mandela's willingness to die must have had a _____ impact on his audience. It must have made the judge see that _____. We know these words had an impact on his audience because _____.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *Nelson Mandela spent 27 years in prison for standing up against injustice. When he was released, the changes he fought for were being made. Imagine you were locked up for 27 years, then released into a changing nation. What do you think it might have been like for him to get out of prison and see the changes that were occurring? Contrast what the world was like when he was freed.*
- *Write one compound sentence with a coordinating conjunction about Nelson Mandela and the ANC.*
- *Write five sentences about the ANC's decision to use sabotage. Identify the nouns and verbs.*

Reading

Objectives

- Read a speech with purpose and understanding.
- Answer questions to demonstrate comprehension of text.
- Identify and explain explicit details from text.
- Monitor comprehension during text reading.
- Identify the structure used to organize text and how each section contributes to the whole.
- Identify fallacies in persuasive text.
- Interpret a speaker's claims and determine the intent and validity.
- Identify the purpose of correlative conjunctions.
- Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text.
- Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.

Close Reading of "I Am Prepared to Die"

Let's reread "I Am Prepared to Die." I will provide specific instructions on how to mark the text to help with comprehension.

Have students get out a highlighter or colored pencil.

Direct students to pages 275–281 in their Student Books.

Draw a rectangle around the title.

Mark the word in the introduction that indicates this version of the speech has been shortened or altered. (abridged)

Now, let's read the vocabulary words aloud.

- What's the first bold vocabulary word? (contribution) *Contribution* means "something given in support of an effort or cause." Mandela made a big *contribution* to the cause of freedom in South Africa. Have partners use the word in a sentence.
- What's the next bold vocabulary word? (exploitation) *Exploitation* means "the act of using someone for your own selfish gain." Mandela fought against the *exploitation* of Black people. Have partners use the word in a sentence.

Highlighters or
colored pencils

- What's the next bold vocabulary word? (defy) *Defy* means “to boldly resist; to challenge.” If you *defy* authority, there can be an unpleasant consequence. Have partners use the word in a sentence.
- Let's continue. (suspended) *Suspended* means “put off or did away with.” When phone service is *suspended*, it is shut off. Have partners use the word in a sentence.
- Next word? (policy) *Policy* means “a rule; a way of doing things.” The African National Congress had a *policy* of non-violence. Have partners use the word in a sentence.
- Next word? (massive) *Massive* means “huge; on a very large scale.” Over time, a small social movement can become *massive*. Have partners use the word in a sentence.
- Next word? (prospects) *Prospects* means “possibilities that something will happen soon.” Our *prospects* for a blizzard are small today. Have partners use the word in a sentence.
- Let's continue. (legacy) *Legacy* mean “something passed down from earlier people or times.” Black South Africans inherited a *legacy* of poverty. Have partners use the word in a sentence.
- Next word? (hamper) To *hamper* means “to make it hard for someone to do something.” Having a cast on your arm can *hamper* your ability to write. Have partners use the word in a sentence.
- Last word. (irrelevant) *Irrelevant* means “unrelated; beside the point.” Some teachers think that the reason a student is tardy is *irrelevant*. Tardy is tardy. Have partners use the word in a sentence.

Talk with a partner about any vocabulary word that is still confusing for you to read or understand.

As you read the speech, you will monitor your understanding by circling the check marks or the question marks. Please be sure to draw a question mark over any confusing words, phrases, or sentences.

As we read, we will be watching for the strategies that Mandela and the authorities he speaks of use. Do they use strong, effective language? Do they use true facts that make a powerful impression? Or do they use fallacies, or logical errors? Have students turn to page 255 of their Student Books and briefly review the strategies and fallacies.

Options for rereading text.

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

| Public Speaking | |
|---|---|
| When speakers are trying to persuade an audience to take action or agree with certain ideas, they use strategies. One of the strategies is fallacy, which has many different varieties. | |
| Strategies | Explanation |
| Change in tone | variance in speaking voice or effect (from forceful to soft; from compassionate to harsh) |
| Declaration of purpose | statement of the central idea (can be directly stated or led to indirectly) |
| Proof | evidence, facts, and figures |
| Connections | stories and examples that the audience will connect with |
| Counterclaims | evidence, stories, or proof to debunk the opposing side |
| Word craft | figurative language; repeated words or phrases to make an impression or a point; adjectives (memorable phrases) |
| Fallacy | errors in logic |
| Fallacy | Explanation |
| Exaggeration | overstating; making an action or idea of the opponent's seem bigger than it really is |
| Stereotype | treating a whole group or category of people as if they all act, think, or look the same |
| Overgeneralization | claims about all the members of a group or category; claims that are all, none, or never |
| Irrelevant facts | distraction; facts that are “beside the point” but may sway audience's thinking |
| Loaded terms | words that bring up strong feelings, memories, or associations |
| Caricature | oversimplifying the opponent or his or her ideas |
| Leading questions | questions that force an audience to think a certain way or imply that they already think that way |
| False assumptions | taking something for granted that isn't true; acting as if the audience believes something they might not |
| Illogical premises | beginning from a starting point that isn't true or correct |
| Ad hominem | an attack on the arguer, not the argument |

Direct students to page 275 in their Student Books. Choose an option for reading text. Have students read lines 1–32 according to the option that you chose.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 4. Mark the synonym for *stirring up* or *motivating*. (inciting)
- Go to lines 6 and 7. Mark the fallacy Mandela's opponents use against him. (struggle in South Africa is under the influence of foreigners or communists)
- Mandela introduces the idea of communist influence. Does he expand upon it? (no)

Lesson 9 | Reading

Close Reading
Read the text.

I Am Prepared to Die

An abridged version of Nelson Mandela's speech "I Am Prepared to Die," April 20, 1964, from the opening of the Rivonia Trial

I am the first accused. I am a convicted prisoner serving five years for leaving the country without a permit and for inciting people to go on strike at the end of May 1961.

At the outset, I want to say that the suggestion that the struggle in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did because of my experience in South Africa and my own proudly felt African background.

In my youth, I listened to the elders of my tribe telling stories of wars fought by our ancestors in defense of the fatherland. I hoped then that life might offer me the opportunity to serve my people and make my own humble contribution to their freedom struggle.

Some of the things so far told to the court are true and some are untrue. I do not, however, deny that I planned sabotage. I did not plan it in a spirit of recklessness, nor because I love violence. I planned it as a result of a calm assessment of the political situation that had arisen after many years of tyranny, exploitation, and oppression of my people by the whites.

I admit that I was one of the persons who helped to form Umkhonto we Sizwe. I deny that Umkhonto was responsible for a number of acts which have been charged in the indictment against us. We felt that without sabotage there would be no way open to the African people to succeed in their struggle against white supremacy. All lawful modes of expressing opposition had been closed by legislation, and we were placed in a position in which we had either to accept permanent inferiority or to defy the government. We chose to defy the government.

We first broke the law in a way which avoided violence; when this form was legislated against, and the government resorted to a show of force to crush opposition, only then did we decide to answer violence with violence. But the violence we chose was not terrorism. We who formed Umkhonto were all members of the African National Congress and had behind us the ANC tradition of non-violence.

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Expanding Instruction:

Oftentimes, writers introduce a topic or idea early on in writing but do not expand upon it or explain it till much later. This can cause great confusion for some readers. Draw students' attention to these occurrences while reading text, and have them be on the lookout for the expansion and explanations. This allows students to understand the author's purpose for doing so as well as increase comprehension.

- Go to line 10. Mark the time in his life Mandela is speaking of. (youth)
- Go to lines 12 and 13. Mark one verb and one verb phrase that tell what Mandela hoped to do. (serve; make my own humble contribution)
- Go to line 15. Mark the word that names a kind of violence. (sabotage)
- In the same paragraph, mark the sentence in which Mandela denies a false premise, or claim, the government has made. (I did not plan it in a spirit of recklessness, nor because I love violence.)
- Go to lines 16 and 17. Circle the two words that tell what the decision to use sabotage was a result of. (calm assessment) Remember, when a person *assesses*, he or she carefully decides on the value or impact of something.
- Go to lines 17 and 18. Mark the powerful words used to describe the government actions that gave rise to the current political situation. (many years of tyranny, exploitation, and oppression)

- Go to lines 19 and 20. Mark what Mandela admits. (I was one of the persons who helped to form Umkhonto we Sizwe) Umkhonto we Sizwe was the armed wing of the African National Congress. If they were armed, what kind of resistance do you think they planned: violent or non-violent? Write your answer in the margin. (violent)
- Go to lines 20 and 21. Mark the fallacy of the government that Mandela denies. (Umkhonto was responsible for a number of acts which have been charged in the indictment against us) Circle the word that means “charges; accusations of wrongdoing.” (indictment)
- Go to line 23. Mark the phrase that sums up what Mandela and his group are fighting against. (white supremacy)
- In the same line, mark the word that is sometimes used in an overgeneralization. (All) Underline the claim Mandela makes using this word. (All lawful modes of expressing opposition had been closed by legislation) If you think this is a fallacy, or overgeneralization, write *F* in the margin. If you think he is telling the truth and making a powerful point, write *P* in the margin.
- Go to lines 25 and 26. Mark the two choices the ANC felt they had. (accept permanent inferiority; defy the government) Underline the correlative conjunctions used here to indicate there is a choice. (either; or) Do you think the word *permanent* is used as a loaded term? If you think so, write *F* in the margin. If you think it is an accurate assessment, write *P*.

Expanding Instruction:

Correlative conjunctions (*either/or* and *neither/nor*) are frequently used in writing. When possible, point this out during reading so students understand the purpose of the conjunctions and when and where to use them, as well as the importance of including both words in the set.

- In the same paragraph, circle the plural pronoun used multiple times. (*we*) Draw an arrow from the pronoun to the noun it is representing. (Umkhonto)
- Go to line 27. Underline the way the ANC first broke the law. (in a way which avoided violence)
- Go to line 28. Underline who responded with a show of force. (the government)
- Go to line 29. Underline the powerful phrase used by Mandela to explain the need for action. (answer violence with violence)
- Go to lines 30 and 31. Underline the phrase that tells who “we” are. (Umkhonto; members of the African National Congress) When Mandela uses the first-person pronoun *we* in this speech, he is referring to this group of people—members of the ANC.

Have students read lines 33–72 according to the option that you chose. In the previous section, Mandela laid out his major claims. In this section, and the following ones, Mandela will go back and retell the events that led up to the decision of the ANC to use sabotage. Each section of the speech will contribute to the whole in a way that he hopes is persuasive. As we continue reading, remember to watch for strategies Mandela uses.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to lines 33 and 34. Mark why the ANC was formed. (to defend the rights of the African people)
- Go to line 35. Mark the word that means “followed.” (adhered) Mark the adverb used to describe the degree to which they followed the policy. (strictly)
- Go to lines 35 and 36. Mark two ways the ANC did its work in the early years. (put forward demands and resolutions; sent delegations to the government)
- Go to lines 38 and 39. Mark what happened as a result of the ANC’s efforts. (rights of Africans became less)
- Go to line 42. Mark the new strategy the ANC decided to use. (demonstrations)
- On the same line, mark the result of the demonstrations. (More than 8,500 people went to jail)
- Go to line 45. Mark why Mandela’s sentence was suspended. (discipline and non-violence had been stressed throughout) Mandela is showing that he and his group were committed to non-violence. Even the judge agreed. Is this a powerful point, or a misleading one? Write *P* or *F* in the margin.
- Go to line 47. Mark what the government imposed on people who demonstrated and resisted. (harsher penalties)
- Go to line 52. Mark the phrase that tells what the court found again. (the ANC did not have a policy of violence) Powerful point or fallacy? Write *P* or *F* in the margin. Circle the word that means the same as “found not guilty.” (acquitted)
- Go to line 53. Mark what happened in 1960. (shooting at Sharpeville) Read aloud the footnote at the bottom of the page. Write who was responsible for the shooting in the margin. (police)

Lesson 9 | Reading

Close Reading (cont.)

The African National Congress was formed in 1912 to defend the rights of the African people, which had been seriously curtailed. For 37 years—that is, until 1949—it adhered strictly to a constitutional struggle. It put forward demands and resolutions; it sent delegations to the government in the belief that African grievances could be settled through peaceful discussion. But white governments remained unmoved, and the rights of Africans became less instead of becoming greater.

35 Even after 1949, the ANC remained determined to avoid violence. At this time, however, a decision was taken to protest against apartheid by peaceful, but unlawful, demonstrations. More than 8,500 people went to jail. Yet there was not a single instance of violence. I and nineteen colleagues were convicted, but our sentences were **suspended** mainly because the judge

45 found that discipline and non-violence had been stressed throughout. During the defiance campaign, the Public Safety Act and the Criminal Law Amendment Act were passed. These provided harsher penalties for offenses against the laws. Despite this, the protests continued and the ANC adhered to its **policy** of non-violence.

50 In 1956, 156 leading members of the Congress Alliance, including myself, were arrested. When the court gave judgment some five years later, it found that the ANC did not have a policy of violence. We were acquitted. In 1960, there was the shooting at Sharpeville, which resulted in the declaration of the ANC as unlawful.* My colleagues and I, after careful

55 consideration, decided that we would not obey this decree. The African people were not part of the government and did not make the laws by which they were governed. We believed the words of the Universal Declaration of Human Rights, that “the will of the people shall be the basis of authority of the government.” The ANC refused to dissolve but instead

60 went underground. The government held a referendum which led to the establishment of the republic. Africans, who constituted approximately 70 percent of the population, were not entitled to vote. I undertook to be responsible for organizing the national stay-at-home called to coincide with the declaration

65 of the republic. The stay-at-home was to be a peaceful demonstration. Careful instructions were given to avoid any recourse to violence. The government’s answer was to introduce new and harsher laws, to mobilize its armed forces, and to send armed vehicles into the townships in a **massive** show of force. The government had decided to rule by force

70 alone, and this decision was a milestone on the road to Umkhonto.

*Between 5,000 and 7,000 protestors went to the police station in Sharpeville to peacefully demonstrate against the Pass laws. The police opened fire on the protestors, killing 69 people.

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- Go to line 54. Mark what the government declared the ANC. (unlawful)
- Go to lines 55–57. Underline the sentence telling why the ANC would not accept the status of “unlawful.” (The African people were not part of the government and did not make the laws by which they were governed.) Is this a sound and logical point? Or is it a logical error? Write *P* or *F* in the margin.
- Go to lines 58 and 59. Mark the statement that means the government should only have the power and control that the majority of the people want them to have. (the will of the people shall be the basis of authority of the government) Circle the document that this statement came from. (Universal Declaration of Human Rights)
- Go to line 60. Mark where the ANC went. (underground) This means it continued to operate in secret.
- Go to line 62. Mark who were not allowed to vote in the newly established republic. (Africans) Is Mandela making an overgeneralization, or is this a true fact? Write *P* or *F* in the margin.
- Go to line 64. What did the ANC organize in response? Mark the phrase that refers to a strike or a “don’t go to work” day. (stay-at-home)
- Go to line 65. Mark the adjective that describes the strike, or stay-at-home. (peaceful)
- Go to lines 67 and 68. Mark what the government did in response. (introduce new and harsher laws, mobilize its armed forces, send armed vehicles)
- Go to lines 69 and 70. Mark how the government had decided to rule. (by force alone)
- Go to line 70 and mark the reminder that this happened before his discussion on the previous page. (the road to Umkhonto)

Have students read lines 73–101 according to the option that you chose. Remember to pay attention to Mandela’s strategies.

When most of the students are finished, continue with the entire class. Let’s see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 73. Mark the question. (What were we, the leaders of our people, to do?) Is this a leading question? Is it meant to manipulate the audience, or does it express how the ANC really felt? Write *P* or *F* in the margin.
- Go to line 75. Mark the ANC’s new problem. (how to continue the fight)
- In the second paragraph, mark the years when violent events occurred. (1957, 1958, 1959, 1960) Are these facts and events irrelevant? Are they “beside the point”? Write *P* for powerful point or *F* for fallacy in the margin.
- Go to lines 83 and 84. Mark the point Mandela is trying to make by giving all the examples of violence. (A government which uses force to maintain its rule teaches the oppressed to use force to oppose it.)
- Go to line 85. Mark the word that means *likely to happen*. (inevitable) Mark what is inevitable. (violence)
- Go to line 89. Mark how Mandela felt about using violence. (morally obliged) Is he bragging or calmly admitting something? Is his tone loud and angry or soft and humble? Write a word describing his tone in the margin.
- Go to lines 90 and 91. Mark the four types of violence. (sabotage, guerrilla warfare, terrorism, open revolution) Underline why the ANC chose sabotage. (did not involve loss of life) Knowing what you know about the ANC, does this ring true? Do you trust that the claim is true? Write *P* or *F* in the margin.
- Go to line 96. Mark the word that means “money” or “wealth.” (capital) *Capital* is money invested in companies. Foreign capital is money invested by people in other countries. If the ANC targeted power plants and telephone lines, what did they hope would happen? Mark the result. (scare away capital from the country)
- Go to lines 100 and 101. Mark how Mandela argues against the fallacy that the ANC was trying to kill people. (Had we intended to attack life, we would have selected targets where people congregated) Logical point or illogical point? Write *P* or *F* in the margin.

Lesson 9 | Reading

Close Reading (cont.)

What were we, the leaders of our people, to do? We had to continue the fight. Anything else would have been surrender. Our problem was not whether to fight, but was how to continue the fight.

75 By this time, violence had become a feature of the South African political scene. There had been violence in 1957 when the women of Zeerust were ordered to carry passes; there was violence in 1958 with the enforcement of cattle culling in Sekhukhuneland; there was violence in 1959 when the people of Cato Manor protested against pass raids; there was violence in 1960 when the government attempted to impose Bantu authorities in Pondoland. Each disturbance pointed to the growth among Africans of the belief that violence was the only way out. A government which uses force to maintain its rule teaches the oppressed to use force to oppose it.

80 I came to the conclusion that as violence was inevitable, it would be unrealistic to continue preaching peace and non-violence. This conclusion was not easily arrived at. It was only when all channels of peaceful protest had been barred that the decision was made to embark on violent forms of struggle. I can only say that I felt morally obliged to do what I did.

85 Four forms of violence are possible. There is sabotage, there is guerrilla warfare, there is terrorism, and there is open revolution. We chose to adopt the first. Sabotage did not involve loss of life, and it offered the best hope for future race relations.

90 The initial plan was based on a careful analysis of the political and economic situation of our country. We believed that South Africa depended to a large extent on foreign capital. We felt that planned destruction of power plants, and interference with rail and telephone communications, would scare away capital from the country, thus compelling the voters of the country to reconsider their position. The selection of targets is proof of this policy. Had we intended to attack life, we would have selected targets where people congregated and not empty buildings and power stations.

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Have students read lines 102–138 according to the option that you chose. Continue marking strong, valid points with a *P*, and any fallacies you detect with an *F*.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 103. Mark the word used to indicate that the government would maintain control through brute, military force. (laager)
- Go to line 104. Mark how Black Africans responded to the ANC's acts of sabotage. (there was hope again)
- Go to line 108. Mark what the leaders of the ANC feared. (civil war)
- Go to line 109. Mark what sabotage would now be punished with. (death)
- Go to lines 112 and 113. Mark what Black Africans did not receive. (military training)
- Go back to line 110. The ANC leaders felt it was their what to be trained in warfare? (duty)
- Go to lines 116 and 117. Mark what Mandela attended in 1962. (the Conference of the Pan-African Freedom Movement)
- Go to line 120. Mark the word that means "feelings of understanding." (sympathy)
- Go to line 121. Mark what all of Africa was united against. (white South Africa) Might this be an overgeneralization? Was every single person in Africa united against white South Africa? Write *P* or *F* in the margin.
- Go to line 124. Mark the noble gesture that intends to show that Mandela is not above his people. (I wanted to be able to fight with my people)
- Go to line 125. Mark the synonym for *change*. (alteration)
- Go to line 126. Mark what Mandela found was now a fact. (death penalty for sabotage) People fighting for change had been put to death while Mandela was away. Is this an irrelevant fact, or a powerful point? Write *P* or *F* in the margin.
- Go to line 128. Mark the incorrect premise, or claim, the government has made. (the ANC and the Communist Party are the same)

Close Reading (cont.)

The whites failed to respond by suggesting change; they responded to our call by suggesting the laager. In contrast, the response of the Africans was one of encouragement. Suddenly, there was hope again. People began to speculate on how soon freedom would be obtained.

105 But we in Umkhonto weighed the white response with anxiety. The lines were being drawn. The whites and blacks were moving into separate camps, and the prospects of avoiding a civil war were made less. The white newspapers carried reports that sabotage would be punished by death.

110 We felt it our duty to make preparations to use force in order to defend ourselves against force. We decided, therefore, to make provision for the possibility of guerrilla warfare. All whites undergo compulsory military training, but no such training was given to Africans. It was in our view essential to build up a nucleus of trained men who would be able to provide the leadership if guerrilla warfare started.

115 At this stage, the ANC decided that I should attend the Conference of the Pan-African Freedom Movement, which was to be held 1962. After the conference, I would take a tour of the African states with a view to whether facilities were available for the training of soldiers. My tour was successful.

120 Wherever I went, I met sympathy for our cause and promises of help. All Africa was united against the stand of white South Africa.

I started to make a study of the art of war and revolution and, while abroad, underwent a course in military training. If there was to be guerrilla warfare, I wanted to be able to fight with my people. On my return, I found that there had been little alteration in the political scene save that the threat of a death penalty for sabotage had now become a fact.

125 Another of the allegations made by the state is that the aims and objects of the ANC and the Communist Party are the same. The allegation is false. The creed of the ANC is, and always has been, the creed of freedom and fulfillment for the African people in their own land. The most important document ever adopted by the ANC is the Freedom Charter. It is by no means a blueprint for a socialist state. It calls for redistribution, but not nationalization, of land; it provides for nationalization of mines, banks, and monopoly industry because big monopolies are owned by one race

130 only, and without such nationalization racial domination would be perpetuated. Under the Freedom Charter, nationalization would take place in an economy based on private enterprise. The realization of the Freedom Charter would open up fresh fields for a prosperous African population.



- Go to lines 132–134. Mark what two things the Freedom Charter calls for. (redistribution of land; nationalization of mines, banks, and monopoly industry)
- Go to line 137. Mark what the entire economy would be based on under the charter. (private enterprise)
- Go to line 138. Mark the figurative language, or word picture, Mandela uses. (fresh fields)

Have students read lines 139–172 according to the option that you chose. Mandela has concluded his account of the events that led up to sabotage and the ANC’s preparation for warfare. In that section, he was admitting to the charge of sabotage but showing why it was justified. In the next section, he will address the charge that the ANC is a communist group, which was introduced in the beginning of the speech. In this section, he will illustrate and elaborate on the connection between the ANC and the Communist Party. Each section contributes to the overall speech. He is arguing against the charges, one by one.

When most of the students are finished, continue with the entire class. Let’s see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to lines 139 and 140. What indirect statement is made purposefully to further separate Mandela from the Communist Party? (and if I understand its policy correctly) Is this an exaggeration of sorts; is Mandela pretending that he isn’t sure what Communism is? (yes)
- Go to lines 141 and 142. Mark what the communists’ aims were. (remove the capitalists)
- Go to line 143. Mark what communists seek to do that a people who are impoverished would likely not appreciate. (emphasize class distinctions)
- Go to line 144. Mark the word that means “very important.” (vital)
- Go to lines 149 and 150. Mark the example Mandela uses. (the cooperation between Great Britain, the United States, and the Soviet Union in the fight against Hitler) Nobody claimed that the United States or the British were communists. Is this an irrelevant fact? Write *P* or *F* in the margin.
- Go to lines 154 and 155. Mark how communists treated Black South Africans. (as human beings and their equals)

Lesson 9 | Reading

Close Reading (cont.)

As far as the Communist Party is concerned, and if I understand its

140 policy correctly, it stands for the establishment of a state based on the principles of Marxism. The Communist Party’s main aim was to remove the capitalists and to replace them with a working-class government. The Communist Party sought to emphasize class distinctions, while the ANC seeks to harmonize them. This is a vital distinction.

145 It is true that there has often been close cooperation between the ANC and the Communist Party. But cooperation is merely proof of a common goal—in this case, the removal of white supremacy—and is not proof of a complete community of interests. The history of the world is full of similar examples. Perhaps the most striking is the cooperation between Great

150 Britain, the United States, and the Soviet Union in the fight against Hitler. Nobody but Hitler would have dared to suggest that such cooperation turned Churchill or Roosevelt into communists.

What is more, for many decades communists were the only political group in South Africa prepared to treat Africans as human beings and their

155 equals; who were prepared to eat with us, talk with us, and work with us. They were the only group prepared to work with the Africans for the attainment of political rights.

Because of this, many Africans today tend to equate freedom with communism. They are supported in this belief by a legislature which

160 brands all exponents of democratic government and African freedom as communists and banned many of them under the Suppression of Communism Act. Although I have never been a member of the Communist Party, I myself have been convicted under that act.

I have always regarded myself, in the first place, as an African patriot.

165 Today, I am attracted by the idea of a classless society, an attraction which springs in part from my admiration of the structure of early African societies. The land belonged to the tribe. There were no rich or poor and there was no exploitation.

I and many leaders of the new independent states accept the need for some

170 form of socialism to enable our people to catch up with the advanced countries of this world and to overcome their legacy of extreme poverty. But this does not mean we are Marxists.

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- Mark what the communists were the only group prepared to do. (work with the Africans for the attainment of political rights) Do you trust this claim, or do you think Mandela is exaggerating just to be persuasive? Is it possible that there were democratic groups who would have worked with them? Write *P* or *F* in the margin.
- Go to line 158. Mark the pronoun used as a reason. (this) Draw an arrow to connect *this* to what it represents. (only group prepared to work with Africans for the attainment of political rights)
- Go to lines 162 and 163. Mark what the South African government accused Mandela of being. (a member of the Communist Party)
- Go to line 164. Mark what Mandela views himself to be. (an African patriot) If you agree that Mandela loves his homeland above all else, write *P* in the margin. If you believe Mandela loves the Communist Party above all else, write *F*.
- Go to line 171. Mark what the ANC believes some form of socialism would accomplish. (overcome their legacy of extreme poverty) But, Mandela says this does not mean what? (we are Marxists) Is Mandela being honest, or is he fudging the truth? What do you think? Write *P* or *F*.
- Go to line 172. Mark the word used synonymously with communists. (Marxists)
- Was Mandela successful at illustrating the connection between the ANC and communism, while explaining the distinction between the two? (Answers will vary.)

Have students read lines 173–211 according to the option that you chose. In earlier sections, Mandela responded to two main charges leveled against him and the ANC—sabotage and communism. In this section, he will develop his overall argument that Black South Africans are oppressed, and that his actions and the actions of the ANC are justified.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 173. Mark the word that means “troubles” or “struggles.” (hardships) Mark a fallacy of the prosecutor that Mandela is calling out. (so-called hardships)
- Go to line 175. Mark two things Blacks struggle against. (poverty and lack of human dignity) Is this an exaggeration? What do you think? Write *P* or *F*.
- Go to lines 180 and 181. Mark the main complaints of Black Africans. (they are poor and the whites are rich; the laws are designed to preserve this situation) Overgeneralization? Are ALL whites rich and ALL Blacks poor? Write *P* or *F*.
- Mark the two ways to break out of poverty. (formal education; acquiring a greater skill at his work)
- Go to line 185. Mark the word that means “reduced.” (curtailed)
- Go to lines 187 and 188. Mark the word that tells how many white children attend school. (all) How many Black children do not? (40 percent)
- Go to line 191. Mark the synonym for *road block*. (obstacle)
- Go to line 192. Mark who gets the better jobs. (whites)
- Go to line 194. Mark what Black Africans cannot form. (trade unions) A trade union is a group that protects the rights of workers. Is this irrelevant? Write *P* or *F*.
- Go to lines 196 and 197. What irrelevant point does Mandela accuse the government of making? Mark it. (Africans in South Africa are better off than inhabitants of other countries in Africa) Circle the word that means “people who live in a place.” (inhabitants)
- Go to line 200. Who are Black South Africans poor in comparison with? Mark the phrase. (white people in our own country)

Lesson 9 | Reading

Close Reading (cont.)

Our fight is against real and not imaginary hardships or, to use the language of the state prosecutor, “so-called hardships.” Basically, we fight against two features of African life in South Africa: poverty and lack of human dignity. We do not need communists to teach us about these things.

South Africa is the richest country in Africa. But it is a land of remarkable contrasts. The whites enjoy the highest standard of living, while Africans live in poverty and misery. The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws are designed to preserve this situation.

There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The government has always sought to hamper Africans in their search for education. There is compulsory education for all white children at virtually no cost to their parents. But approximately 40 percent of African children between seven and fourteen do not attend school. For those who do, the standards are vastly different from those afforded to white children.

The other main obstacle to the advancement of the African is the industrial color bar under which all the better jobs of industry are reserved for whites. Moreover, Africans in the unskilled and semi-skilled occupations are not allowed to form trade unions. This means that they are denied the right of collective bargaining permitted to white workers.

The government answers its critics by saying that Africans in South Africa are better off than inhabitants of other countries in Africa. Even if this statement is true, it is irrelevant. Our complaint is not that we are poor by comparison with people in other countries, but that we are poor by comparison with the white people in our own country, and that we are prevented by legislation from altering this imbalance.

The lack of human dignity experienced by Africans is the direct result of the policy of white supremacy. White supremacy implies black inferiority. Legislation designed to preserve white supremacy entrenches this notion.

Mental tasks in South Africa are invariably performed by Africans. When anything has to be carried or cleaned the white man will look around for an African to do it for him. Because of this sort of attitude, whites tend to regard Africans as a separate breed. They do not look upon them as people with families of their own; they do not realize that we fall in love, that we want to be with our wives and children, that we want to earn enough money to support our families properly.

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- Go to line 203. Mark what white supremacy implies, or suggests. (Black inferiority)
- Go to line 205. Mark what many Black people have to perform. (menial tasks)
- Go to line 208. Mark what whites view Black people as. (separate breed)
- Go to lines 209–211. Mark what white people do not realize. (we fall in love, we want to be with our wives and children, we want to earn enough money to support our families) *Is this a false assumption? What do you think? Write P or F.*

Have students read line 212 to the end according to the option that you chose. In this section, Mandela wraps up his argument. These paragraphs bring all of his earlier points to a single conclusion.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to lines 212 and 213. Mark a secondary effect of poverty. (children wander the streets)
- Go to lines 215 and 216. Mark three more effects of poverty. (breakdown in moral standards, alarming rise in illegitimacy, violence) Circle the word used to mean “fatherless children.” (illegitimacy) Do you think this is a fallacy, or do you think facts and statistics would back up what he is saying? What do you think? Write P or F.
- Go to lines 217 and 218. Mark the sentence that implies that much of the violence has happened in the Black neighborhoods. (And violence is carried out of the townships into the white living areas)
- Go to line 221. Mark the figurative language, or word picture, Mandela uses. (festering sore) Draw an arrow from this term to what is causing it. (poverty) Is this loaded language? What do you think? Write P or F.
- Go to the second paragraph. Underline the two words that Mandela repeats over and over again in this paragraph. (Africans want; We want) Is this effective rhetorical strategy or overgeneralization? Write P or F.
- Go to line 232. Mark what stands in the way of democracy. (fear)
- Return to the preceding line and mark why they fear democracy. (majority of voters will be Africans)

Lesson 9 | Reading

Close Reading (cont.)

Poverty and the breakdown of family have secondary effects. Children wander the streets because they have no schools to go to, or no parents at home to see that they go, because both parents, if there be two, have to work to keep the family alive. This leads to a breakdown in moral standards, to an alarming rise in illegitimacy, and to violence. Not a day goes by without somebody being stabbed or assaulted. And violence is carried out of the townships into the white living areas. People are afraid to walk the streets after dark. Housebreakings and robberies are increasing, despite the fact that the death sentence can now be imposed for such offences. Death sentences cannot cure the festering sore.

The only cure is to alter the conditions under which Africans are forced to live. Africans want to be paid a living wage. Africans want to perform work which they are capable of doing. We want to be allowed to own land. We want to be part of the general population and not confined to ghettos. We want to be allowed out after eleven o'clock at night and not to be confined to our rooms like children. We want to be allowed to travel in our own country. We want security and a stake in society.

Above all, we want equal political rights because without them, our disabilities will be permanent. I know this sounds revolutionary to the whites in this country because the majority of voters will be Africans. This makes the white man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement of all will result in racial domination. Political division, based on color, is entirely artificial. When it disappears, so will the domination of one color group by another. The ANC has spent half a century fighting against racialism. When it triumphs, it will not change that policy.

Our struggle is a national one. It is a struggle of the African people, inspired by our own suffering and our own experience. It is a struggle for the right to live. During my lifetime, I have dedicated myself to this struggle. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal for which I hope to live and to see realized. But if needs be, it is an ideal for which I am prepared to die.

✔ ?

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- Go to line 238. Mark what the ANC wants to do away with. (racialism)
- Mark the statement that is a loaded term meant to instill fear in the white men. (when it triumphs)
- Go to line 242. For what right are the African people fighting? Mark it. (the right to live)
- In the last paragraph, mark three verbs that tell what Mandela has done. (dedicated, fought, cherished) Is he bragging or exaggerating, or is he stating the truth? Write *P* or *F*.
- Go to lines 244 and 245. Mark the ideal Mandela cherishes, or deeply values. (a democratic and free society)
- Go to line 247. Mark the memorable phrase Mandela uses. (if needs be, it is an ideal for which I am prepared to die) This phrase has become an aphorism. Mandela is remembered for saying it. Do you think it was just dramatic talk, or did he mean it? Write *P* or *F*.

Have partners compare text markings and correct any errors.

Then, as a group, draw some conclusions about Mandela’s use of rhetorical strategies to persuade his audience. Remind students that the penalty for sabotage was death, but that Mandela’s sentence was life in prison instead. Discuss whether Mandela’s relative “success”—his avoidance of the death penalty—was due to a use of fallacies or strong and honest arguments. Guide students to see that honest language is often far more powerful than misleading language. Invite them to keep an ear open for misleading language they might hear in their everyday lives.

Relationships Between Events

Write the following three groups of events on the board without the numbers. Explain that students will be discussing events they have learned about in both texts for this unit.

Apartheid laws were passed 2

Nelson Mandela became an international symbol of freedom and equality 4

Europeans colonized South Africa 1

Protesters of apartheid were sentenced to death, exile, or life in prison 3

Mandela imprisoned for 27 years 2

Apartheid ends 4

Mandela released from prison 3

Mandela elected president 5

The ANC begins the fight for equality 1

ANC began passive resistance campaign 1

ANC banned 3

Sharpeville shooting 2

ANC began sabotage campaign 4

ANC makes preparations to use force 6

Sabotage became punishable by death 5

Have partners describe the relationships between the historical events using time order sequence words. The lists are numbered in order. In informational texts, events and ideas can be connected in a multitude of ways. Sometimes, we talk about events in a simple chronological fashion. Other times, we talk about events in a more complex manner, such as cause and effect. It is important to understand that sometimes this is similar, but oftentimes it isn't. For instance, if I was talking about four events that happened this morning, I might say the following:

First, I woke up late. Then, I got ready for school. After getting ready, I rushed out the door, neglecting to eat breakfast. By second period, my stomach began hurting.

That is the order in which the four things happened. However, one did not necessarily cause the next one. Waking up late did not cause me to get ready for school. What did it cause? (rushing and neglecting to eat breakfast) What was the effect of doing this? (stomach hurting by second period) As you can see, there is one event in our sequence that isn't a cause or an effect, but the rest are.

Have partners describe the relationships between the same sets of events using cause and effect transition words.

Sample Answers:

Group 1: Cause and Effect: Because protesters of apartheid were sentenced to death, exile, or life in prison, Nelson Mandela became an international symbol of freedom and equality.

Group 2: Cause and Effect: Because the ANC begins the fight for equality, apartheid ends. Since apartheid ended, Mandela was elected president. The effect of Mandela being imprisoned was his release from prison, the end of apartheid, and Mandela being elected president.

Group 3: Cause and Effect: A result of the ANC's passive resistance campaign was the Sharpeville shooting. The Sharpeville shooting led the government to ban the ANC. The effect of the ban on the ANC was the ANC's sabotage campaign, which then led to the declaration that sabotage was punishable by death. Because of this declaration, the ANC made preparations to use force.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write four sentences with at least two vocabulary words in each. Show you know the meanings. (*contribution, exploitation, defy, suspend, policy, massive, prospect, legacy, hamper, irrelevant*)
- Dress your avatar as though you were petitioning the school board for change. Explain your choices.
- If your friend said she would die for a chance to meet her favorite celebrity right now, would you believe her? Why or why not?

Vocabulary

Objective

- Review key passage vocabulary.

Recontextualize Passage Vocabulary

Direct students to page 256 in their Student Books. Use the following questions to review the vocabulary words from “I Am Prepared to Die.”

- Everyone helped to get dinner on the table except you. Did you make a *contribution* to the dinner effort? (no) A friend is trying to raise money to help pay a family member’s medical bills. You chip in \$10. Have you made a *contribution*? (yes) Your art teacher asked each member of the class to bring an old photograph to use in a collage. You bring a photo of two-year-old you in superhero pajamas. The photo is your what? (contribution)
- You want to trade dishwashing nights with your sister so that you can go to a movie tonight. She agrees but also charges you five dollars. Are you a victim of *exploitation*? (yes) Your friend picks you up for the movie in his new car. Is this *exploitation*? (no) When people pay day laborers one-quarter the minimum wage because they know the workers are undocumented, what is it? (exploitation)
- You love working in the library on your free period. You help the librarian with whatever needs doing. Do you *defy* her requests for help? (no) The school now requires everyone—boys and girls alike—to wear floor-length skirts. Do you consider *defying* this new rule? (yes) Your coach ordered everyone to stay away from sweets. But then, your grandmother brings over a chocolate cake she made just for you. What might you end up doing? (defying the coach’s orders)
- You’re grounded, but your mother lets you attend the family reunion on Saturday. Has she *suspended* your grounding? (yes) After the “guilty” verdict, the judge sent the suspect straight to prison. Did he *suspend* the sentence? (no) You were supposed to have a geography test, but the teacher’s computer crashed and she lost it. What does she do? (suspend the test)

Lesson 6 | Vocabulary

Key Passage Vocabulary: “I Am Prepared to Die”
Read each word. Write the word in column 2. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|--------------|----------------|----------------|------------------|
| contribution | (n) | contribution | 0 1 2 3 |
| exploitation | (n) | exploitation | 0 1 2 3 |
| defy | (v) | defy | 0 1 2 3 |
| suspend | (v) | suspend | 0 1 2 3 |
| policy | (n) | policy | 0 1 2 3 |
| massive | (adj) | massive | 0 1 2 3 |
| prospect | (n) | prospect | 0 1 2 3 |
| legacy | (n) | legacy | 0 1 2 3 |
| hamper | (v) | hamper | 0 1 2 3 |
| irrelevant | (adj) | irrelevant | 0 1 2 3 |

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- You brush your teeth three times a day, no matter what. Do you have a brush-three-times-a-day *policy*? (yes) There aren't any rules in my nephew's preschool classroom. The teacher just goes with the flow. Does she have classroom *policies*? (no) As a rule, Myrna waits five minutes before answering any text. What does Myrna have? (a texting policy)
- Boris has a very small collection of classical music. Does he have a *massive* collection of classical music? (no) The quarterback tosses you the ball. You look up and see an enormous linebacker coming your way. Is the linebacker *massive*? (yes) The Battle of Antietam was the bloodiest one-day battle of the Civil War. More than 20,000 soldiers died in a single day. The casualties were what? (massive)
- You want to try out for the swim team, but you don't know how to swim. Are your *prospects* good for making the team? (no) You want it to snow so that school will be canceled, but the forecast is for sunny, warm weather. Are the *prospects* good for a snow day? (no) Your team is down by 12 with 15 seconds left in the game. What are growing smaller and smaller by the second? (your prospects for winning)
- For generations, your family has been active in local politics. Does your family have a political *legacy*? (yes) When your niece was born, your sister just made up a name for her. Was the name a family *legacy*? (no) Your rich uncle dies and leaves you a fortune. You received a part of his what? (legacy)
- You're late for school and trying to race out the door, but your Chihuahua Pebbles is running circles around your feet. Is she *hampering* your progress? (yes) At the regional spelling bee, volunteers in black-and-yellow T-shirts help contestants get where they need to be. Do the volunteers *hamper* the contestants? (no) Everyone in your family loves the sack race at the fall festival, but you find that putting both legs in a sack does what? (hampers your ability to move)
- You ask your friend what time it is, and she responds, "Yellow." Is her response *irrelevant*? (yes) You ask your brother to format a document for you because you don't know how. He suggests you watch and learn how. Is his suggestion *irrelevant*? (no) You learn that you can fly to the Bahamas for \$249, but you only have \$19. As far as you're concerned, the special deal is what? (irrelevant)

Writing

Objectives

- Analyze the effect of media and how it changes the impact of text.
- Compare and contrast a written speech with a multimedia version.
- Use a process to write a multiparagraph essay.
- Use a rubric to guide and assess writing.







Six Traits of Effective Writing

Direct students back to page 30 from Unit 1 in their Student Books. Reread the Six Traits of Effective Writing.

We have been using the six traits of effective writing. It becomes more and more important as the scope of our writing grows. Refer to the six traits as you are writing your multiparagraph essay and be sure to address all six traits in your writing.

Lesson 10 | Writing

Six Traits of Effective Writing

| Trait | What does this mean? |
|--|--|
|  Ideas and Content | <ul style="list-style-type: none"> • The writing meets the expectations of the assignment and answers the prompt. • The writing starts and ends in an interesting way. • Important ideas are fully developed, with enough elaborations and relevant details. • The content is strong, accurate, detailed, interesting, and appropriate to the audience. |
|  Organization | <ul style="list-style-type: none"> • The purpose of the writing is clearly stated in the introduction. • Ideas are presented in a clear order (which aligns with the plan), with varied transitions to connect them? • For narrative writing: There is a clear beginning, middle, and end. • For informational and argumentative writing: There is a clear introduction, body, and conclusion. • Varied transitions connect ideas, facilitating the flow. |
|  Voice and Audience Awareness | <ul style="list-style-type: none"> • The voice and style are appropriate to the purpose and audience? • The information is presented in the right tone and mood for the purpose and audience? |
|  Word Choice | <ul style="list-style-type: none"> • Rich, interesting, and precise words are used. • Word choice is appropriate for the topic and audience. |
|  Sentence Fluency | <ul style="list-style-type: none"> • Sentences are varied in structure and length. • There are no sentence fragments or run-on sentences. |
|  Conventions | <ul style="list-style-type: none"> • The text doesn't contain errors in capitalization, usage, punctuation, or spelling. • Paragraphs are properly formatted. |

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Prepare to Write: Multiparagraph Essay

Many good stories are made into movies. I prefer to read the book first, then watch the movie. I do this because I want to create my own pictures in my head. If I watch the movie first, I am picturing the actors and the setting as it was shown in the movie, and often it is not the same as it is written. When I finish the movie, I am always amazed at how much changed from text to screen. Does this happen to you?

We have listened to the audio version of a text and identified how hearing a text can change what we “get” from the text. Right now, we are going to combine audio elements and visual elements to see if our understanding, as well as the impact, of the speech changes. We will hear Mandela’s speech as it was delivered during the trial. Listen to his voice, his inflection, his tone, and his rhythm. Pay close attention to how his tone of voice and inflection change the words. You will also be watching a video montage in the background of his speech. I want you to watch carefully. It is important to figure out if the images you see affect what you hear in the speech.

Play the “Nelson Mandela” multimedia file found online.

Play the “Nelson Mandela” multimedia file, which can be found online.

Have partners discuss the impact of the images accompanying the speech as well as the impact of hearing the speech as it was delivered.

Direct students to page 282 in their Student Books.

Part A. Study the Prompt

Read the instructions for Part A and the prompt. Point out the capitalization in the title as well as the use of quotation marks for the name of the speech. Explain that articles, short stories, poems, and speeches are not underlined or italicized, but placed in quotations. Guide students through identifying the topic, summarizing the directions, and understanding the purpose for writing.

In a previous lesson, we began talking about prompts that will require more than one paragraph in response. This prompt will require you to write a multiparagraph response. Each paragraph will have a different job, or purpose. All the paragraphs together will support the main idea you put forth in your thesis statement.

Part B. Write a Thesis Statement

In a little while, you will need to write a thesis statement that sums up your main ideas. You have been prompted to write at least three sentences that will serve as your introduction. The first sentence or two should introduce the topic of Mandela’s speech. The next sentence or two should briefly tell how the text of the speech and the

Lesson 10 | Writing

Prepare to Write: Multiparagraph Essay Answers will vary.

Part A. Study the Prompt
Read the prompt and identify the topic, directions, and purpose for writing.
You have read the text version of Nelson Mandela’s speech “I Am Prepared to Die.” You have also viewed a multimedia version of excerpts from the speech. Write an essay that compares and contrasts the text and the video. In your essay, do the following:

- Analyze the impact of Mandela’s words in each version.
- Evaluate the pros and cons of using each format to communicate Mandela’s message.

Topic: different versions of Mandela’s speech

Directions: compare and contrast the text of the speech with the multimedia version of the speech

Purpose for writing: explaining the pros and cons of each format

Part B. Write a Thesis Statement
Write at least two sentences that introduce the subject and identify the big ideas.
Mandela dedicated his life to a single message. He expressed this message in a speech he gave when standing trial for sabotage in April 1964. Both the text of the speech and the multimedia version are powerful, but in my view, the multimedia version brings Mandela’s message to life more effectively.

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multimedia version are similar and how they are different. Before you can write this introduction though, you will need to take notes about the two versions' similarities and differences. Let's do that now.

Part C. Take Notes

Have students work with a partner to discuss the strengths and weaknesses of each version of the speech. Remind students that they can look back to the text of the speech if they need to. You may also want to play the video another time or two while students work.

Now that we've identified the similarities and differences between the two versions of the speech, let's draw a conclusion. Which version did you find more powerful? Why? Complete the sentence at the bottom of the chart.

Now that we've taken notes and drawn a conclusion, let's go back and work on our thesis statement.

Have students write their introductions. Have volunteers share what they've written. Share this example if students need more support:

Mandela dedicated his life to a single message. He expressed this message in a speech he gave when standing trial for sabotage in April 1964. Both the text of the speech and the multimedia version are powerful, but in my view, the multimedia version is more powerful because it brings Mandela's message to life more effectively.

Lesson 10 | Writing

Prepare to Write: Multiparagraph Essay (cont.)

Part C. Take Notes
Evaluate how well each version presents Mandela's argument, creates a mood, helps you understand apartheid, and persuades you to agree with Mandela.

| How well did this version . . . | Text of Speech | Multimedia Version of Speech |
|--|--|---|
| present Mandela's claims and arguments? | Does this very well. The text includes well-supported arguments explaining why the ANC used sabotage and why the ANC is not a communist organization. It also provides facts and statistics that show how unjust apartheid was. | Does this less well. The multimedia version of the speech pulled some key phrases out of the speech and presented them through Mandela's own voice and through words on the screen. But it did not include evidence, facts, or details to support these key phrases. |
| create a certain tone, mood, or feeling? | Does this to a degree. The tone of the speech is very formal and objective, so the reader has a difficult time detecting a mood or feeling. However, the reader can tell Mandela is dignified and calm. This alone causes the reader to respect him. | Does this very well. The sound of Mandela's voice, along with the images of peaceful protestors being abused by police, hungry children, and poverty-stricken villages, creates a strong mood of injustice. The viewer hears the sadness and urgency in Mandela's voice and sees it on the faces of Black South Africans. |

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Part D. Write a Conclusion

Your conclusion should restate your thesis, or main idea. It should also wrap up your writing in a memorable way. Including a quote is one good way to emphasize a key point and end on a memorable note. Write the following example on the board:

In both the text of the speech and the multimedia version, we hear Nelson Mandela say that his ideal of democracy is “an ideal for which I am prepared to die.” On paper, these words communicate the message that Mandela was a man of strong principles. In the multimedia version, though, these words—and others—come to life powerfully. They take the viewer back to 1964. They make us want to stand side-by-side with this great man and help him fight for democracy. They make us want to be great people too.

Prepare to Write: Multiparagraph Essay (cont.)

| How well did this version . . . | Text of Speech | Multimedia Version of Speech |
|---|--|---|
| persuade the reader or viewer to believe Mandela's message? | Does this well. Mandela's arguments, evidence, and rhetorical strategies all combine to convince the reader that Mandela means what he says. By the end of the speech, the reader fully agrees that apartheid should end and Mandela did what he did out of necessity. | Does this well. Hearing Mandela's voice helps the reader know how sincere he is and how strongly he feels about his cause. It is impossible to watch the video and conclude that Mandela is acting for selfish or self-promoting reasons. |

Overall, I found the multimedia version more powerful because it brings the words to life.

Part D. Write a Conclusion

Write at least two sentences that restate the thesis and summarize the key ideas.

In both the text of the speech and the multimedia version, we hear Nelson Mandela say that his ideal of democracy is “an ideal for which I am prepared to die.” On paper, these words communicate the message that Mandela was a man of strong principles. In the multimedia version, though, these words—and others—come to life powerfully. They take the viewer back to 1964. They make us want to stand side-by-side with this great man and help him fight for democracy. They make us want to be great people too.

Note: Help students punctuate their quote if they choose to include one. Because the quote used in the sample comes after the linking verb *is*, no comma is used before the open quotation mark; the quotation serves as the subject complement. However, an introductory phrase such as *According to Mandela* would require a comma before the open quotation mark. Or, if students choose to write a complete sentence to set up the quote, they need to separate the sentence from the quote with a colon.

Part E. Write Topic Sentences

Before you begin writing your essay, take a minute to write a sentence that sums up each row in your notes chart. These sentences will be the topic sentences for the body paragraphs of your essay. Use compare and contrast words such as *both*, *but*, *better*, and *equally* as you express similarities and differences.

Have students write their topic sentences. If needed, share the following sentences as examples:

Both the text and the multimedia version of the speech communicate Mandela's claims, but the text version does this better.

When it comes to setting a tone or a mood, the multimedia version of the speech is the clear winner.

Both versions of the speech are equally persuasive.

Prepare to Write: Multiparagraph Essay (cont.)

Part E. Write Topic Sentences

Use your notes to write the topic sentences for each point of comparison between the two versions of the speech.

Paragraph #1

Both the text and the multimedia version of the speech communicate Mandela's claims, but the text version does this better.

Paragraph #2

When it comes to setting a tone or a mood, the multimedia version of the speech is the clear winner.

Paragraph #3

Both versions of the speech are equally persuasive.

Write

Have students write their essay on a piece of notebook sheet. Encourage them by reminding them that they've written the frames for the entire essay. Have students consult the Six Traits of Writing: Expository Rubric on page 388 as they write their paragraph. If they struggle or need additional support in developing their paragraph, use the following essay as a model.

| Six Traits of Writing: Expository | | | | | | |
|-----------------------------------|---|--|---|---|--|---|
| | Ideas and Content | Organization | Voice and Audience Awareness | Word Choice | Sentence Fluency | Language Conventions |
| 4 | The thesis is very clear and well focused. Supporting details make the paper very easy to understand and interesting. | Ideas are very clearly organized. All parts of the essay (introduction, body, and conclusion) work together to support the thesis. | The writer's voice is distinctive and shows an interest in the topic. The writer knows who his or her audience is. | Words are used correctly and are very well chosen. They create pictures in the reader's mind. | Sentences have an easy flow and rhythm. Transitions are very smooth. | There are no grammar errors. There are few or no errors in spelling, capitalization, or punctuation. |
| 3 | The thesis is clear. Supporting details make the paper easy to understand. | Ideas are clearly organized. The paper includes all parts of an essay (introduction, body, and conclusion). | The writer's voice is natural and shows an interest in the topic. The writer knows who his or her audience is. | Words are used correctly. Some words may be a bit general. | Sentences are formed correctly and are varied in structure. Transitions are clear. | There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation. |
| 2 | The thesis is not clear. The ideas are somewhat developed, but there are only a few details. | Ideas are fairly well organized. The paper includes all parts of an essay (introduction, body, and conclusion). | The writer's voice is natural, but the writer is not fully engaged in the topic. At times, the writer's viewpoint may be vague. | Most words are used correctly. A few words are too general. Some words are repeated. | Sentences are formed correctly, although they may be similar in structure. Most transitions are clear. | There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation. |
| 1 | The thesis of the paper is unclear or missing. The paper is poorly developed and/or confusing. | Ideas are not clearly organized. The paper may be missing an introduction or a conclusion. | The writer seems uninterested in the topic and unaware of his or her audience. | Most words are used incorrectly, many are too general or frequently repeated. | The sentences do not flow well and lack structure. They are short and choppy or long and confusing. | There are many grammar and/or spelling errors. There are many errors in capitalization and punctuation. |

Exemplar Writing: Multiparagraph Essay

Mandela dedicated his life to a single message. He expressed this message in a speech he gave when standing trial for sabotage in April 1964. Both the text of the speech and the multimedia version are powerful, but in my view, the multimedia version brings Mandela's message to life more effectively.

Both the text and the multimedia version of the speech communicate Mandela's claims, but the text version does this better. The text includes well-supported arguments explaining why the ANC used sabotage and why the ANC is not a communist organization. It also provides facts and statistics that show how unjust apartheid was. The multimedia version of the speech, on the other hand, used only key phrases from the speech. It presented these phrases through Mandela's own voice and through words on the screen. But it did not include evidence, facts, or details to support these ideas.

When it comes to setting a tone or a mood, the multimedia version of the speech is the clear winner. On paper, the speech has a formal and objective tone, so the reader has a difficult time "feeling" Mandela's words. The video, on the other hand, evokes strong emotions. The sound of Mandela's voice, along with the images of peaceful protestors being abused by police, hungry children, and poverty-stricken villages creates a strong sense of injustice. The viewer hears the sadness and urgency in Mandela's voice and sees it on the faces of Black South Africans.

Both versions of the speech are equally persuasive. In the text, Mandela's arguments, evidence, and rhetorical strategies all combine to convince the reader that Mandela means what he says. By the end of the speech, the reader fully agrees that apartheid should end and that Mandela did what he did out of necessity. Similarly, hearing Mandela's voice in the video helps the reader know how sincere he is and how strongly he feels about his cause. It is impossible to watch the video and conclude that Mandela is acting for selfish or self-promoting reasons.

In both the text of the speech and the multimedia version, we hear Nelson Mandela say that his ideal of democracy is "an ideal for which I am prepared to die." On paper, these

words communicate the message that Mandela was a man of strong principles. In the multimedia video, though, these words—and others—come powerfully to life. They take the viewer back to 1964. They make us want to stand side-by-side with this great man and help him fight for democracy. They make us want to be great people too.

Student Handwriting:

Handwriting lessons are provided in manuscript and cursive. These explicit lessons (found online) can be taught systematically during writing lessons to strengthen legibility and fluency.

Evaluate Writing

Direct students to page 286 in their Student Books and read the information in the checklist.

This checklist is a tool you can use to evaluate your writing and make sure you are using good technique. This unit's checklist is a little bit more advanced than the one in the last unit, so read through it carefully. As we progress through the program, we will add things we have learned that will make us better writers. Have individuals quickly assess their writing, then have partners evaluate each other's writing based on the checklist.



Note: Use Six Traits of Writing Scoring Rubric: Expository on page 569 of this book to assess students' writing. A printable version is located online.

| Six Traits of Writing: Expository | | | | | | |
|-----------------------------------|--|--|--|--|--|--|
| | Ideas and Content | Organization | Voice and Audience Awareness | Word Choice | Sentence Fluency | Language Conventions |
| 4 | The paper is very clear and well focused. Supporting details make the paper very easy to understand and interesting. | Ideas are very clearly organized. All parts of the essay (introduction, body, and conclusion) work together to support the thesis. | The writer's voice is natural and shows an interest in the topic. The writer knows who his or her audience is. | Words are used correctly and are very well chosen. They come naturally to the reader's mind. | Sentences are formed correctly and are varied in structure. Transitions are smooth. | Capitalization & Punctuation & Spelling: 0-1 error |
| 3 | The paper is clear and well focused. Supporting details make the paper easy to understand. | Ideas are clearly organized. The paper includes all parts of an essay (introduction, body, and conclusion). | The writer's voice is natural and shows an interest in the topic. The writer knows who his or her audience is. | Words are used correctly, but may be a bit general. | Sentences are formed correctly and are varied in structure. Transitions are clear. | Capitalization & Punctuation & Spelling: 2 errors |
| 2 | The paper has a clear thesis. The ideas are somewhat developed, but there are only a few details. | Ideas are fairly well organized. The paper includes all parts of an essay (introduction, body, and conclusion). | The writer's voice is natural, but the writer is not fully engaged in the topic. At times, the writer's response may be vague. | Most words are used correctly, although they are too general. Some words are repeated. | Sentences are formed correctly, although they may be similar in structure. Most transitions are clear. | Capitalization & Punctuation & Spelling: 3 errors. May not include paragraphs. |
| 1 | The thesis of the paper is unclear or missing. The paper is poorly developed and/or confusing. | Ideas are not clearly organized. The paper may be missing an introduction or a conclusion. | The writer seems uninterested in the topic and unaware of his or her audience. | Most words are not used correctly, many are too general or frequently repeated. | The sentences do not flow well and lack structure. They are often not properly formed and confusing. | Capitalization & Punctuation & Spelling: 4 or more errors. May not include paragraphs. In an essay interview with teacher. |
| Value | | | | | | |
| Comments | | | | | | |

Lesson 10 | Writing

The Writer's Checklist

| Trait | Yes | No | Did the writer . . . ? |
|---------------------------------------|--------------------------|--------------------------|--|
| R Ideas and Content | <input type="checkbox"/> | <input type="checkbox"/> | clearly state the topic of the composition |
| | <input type="checkbox"/> | <input type="checkbox"/> | focus each paragraph on the topic |
| | <input type="checkbox"/> | <input type="checkbox"/> | include examples, evidence, and/or explanations to develop each paragraph |
| E Organization | <input type="checkbox"/> | <input type="checkbox"/> | Paragraph Level: tell things in an order that makes sense |
| | <input type="checkbox"/> | <input type="checkbox"/> | Report Level: write an introductory paragraph that states the topic and the plan |
| | <input type="checkbox"/> | <input type="checkbox"/> | use transition topic sentences to connect paragraphs |
| | <input type="checkbox"/> | <input type="checkbox"/> | write a concluding paragraph that restates the introductory paragraph |
| I Voice and Audience Awareness | <input type="checkbox"/> | <input type="checkbox"/> | think about the audience and purpose for writing |
| S Word Choice | <input type="checkbox"/> | <input type="checkbox"/> | write in a clear and engaging way that makes the audience want to read the work |
| E Sentence Fluency | <input type="checkbox"/> | <input type="checkbox"/> | find a unique way to say things |
| | <input type="checkbox"/> | <input type="checkbox"/> | use words that are lively and specific to the content |
| | <input type="checkbox"/> | <input type="checkbox"/> | write complete sentences |
| E Conventions | <input type="checkbox"/> | <input type="checkbox"/> | expand some sentences using the steps of Masterpiece Sentences |
| | <input type="checkbox"/> | <input type="checkbox"/> | use compound sentence elements and compound sentences |
| | <input type="checkbox"/> | <input type="checkbox"/> | capitalize words correctly: capitalize the first word of each sentence capitalize proper nouns, including people's names |
| D | <input type="checkbox"/> | <input type="checkbox"/> | punctuate correctly: end sentences with a period, question mark, or exclamation mark |
| | <input type="checkbox"/> | <input type="checkbox"/> | use an apostrophe for possessive nouns and contractions |
| | <input type="checkbox"/> | <input type="checkbox"/> | use commas and/or semicolons correctly |
| I | <input type="checkbox"/> | <input type="checkbox"/> | use grammar correctly: use the correct verb tense |
| | <input type="checkbox"/> | <input type="checkbox"/> | make sure the verb agrees with the subject in number |
| | <input type="checkbox"/> | <input type="checkbox"/> | use correct spelling |

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Reading

Objectives

- Self-correct as comprehension of text deepens.
- Answer questions to demonstrate comprehension of text.
- Engage in class discussion.
- Identify the enduring understandings from a piece of text.

Revisit Passage Comprehension

Direct students back to pages 271–274 in their Student Books. Have students review their answers and make any necessary changes. Then, have partners share their answers and collaborate to perfect them.

Enduring Understandings

Direct students back to page 254 in their Student Books. Reread the Big Idea questions.

Historically, what are some causes that you know other people have believed are worth dying for?

Is violence ever justified? Why or why not?

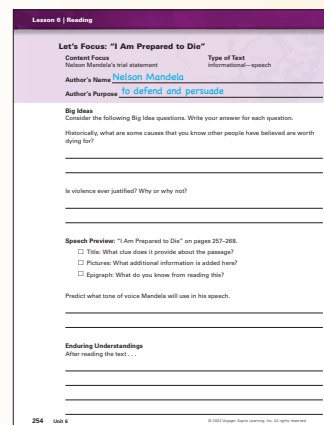
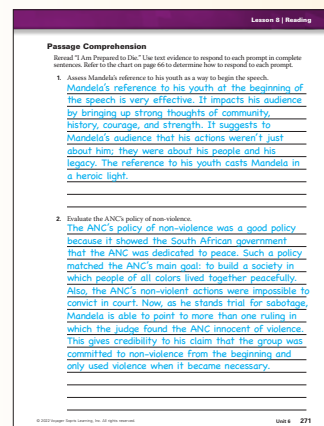
Generate a class discussion about the questions and the answers students came up with in Lesson 6. Have them consider whether their answers have changed any after reading the text.

Use the following talking points to foster conversation. Refer to the Class Discussion Rules poster and have students use the Collegial Discussion sentence frames on page 380 of their Student Books.

- Mandela professed his willingness to die to end apartheid. If he had been sentenced to death, then he would have been referred to as a martyr. Are there causes worth dying for?
- Ultimately, Mandela believed the ANC was compelled to use violence. But they did it only as a last resort. Was this a good approach? Why or why not? How did the ANC's efforts to use non-violence for so long come in handy during his trial speech? What generalizations can you make about using non-violence and/or violence in a struggle for basic human rights?

What we read should make us think. Use our discussion and your thoughts about the text to determine what you will “walk away with.” Has it made you think about a personal experience or someone you know? Has your perspective or opinion on a specific topic changed? Do you have any lingering thoughts or questions? Write these ideas as your enduring understandings. What will you take with you from this text?

Discuss the enduring understandings with the class. Then, have students write their enduring understandings from the unit. If time permits, have them post a personal response to one of the enduring understandings to the online class wall.



Remind students to consider why Mandela delivered the speech and whether he was successful.

Progress Monitoring



End-of-Unit Online Assessments

Monitor students' progress in the unit by utilizing online assessments. Students should prioritize these assessments over successive Word Training units.

- Assign Unit 6 Form A Formative Assessment to assess skills taught in this unit.

All assignments can be made online from the *LANGUAGE! Live* teacher dashboard.

Reteach

Based on students' performance, extra practice may be needed.

Comprehension Building

Background knowledge is a key component of reading comprehension. It is important for students to develop knowledge of a topic prior to class discussion and reading of complex text.

Print Unit 7 Background Information from the online materials and assign as homework for students to read. Encourage students to come to class prepared for discussion.



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