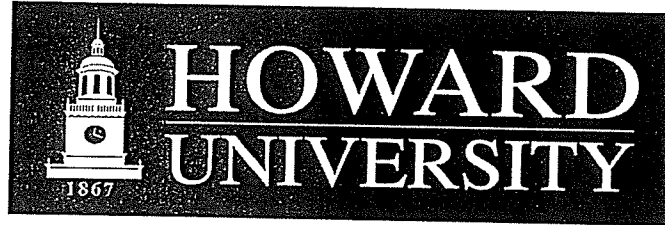


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Howard University

4th Grade ELA

Remote Learning Packet

December 14-18, 2020

Name: _____

Date: December 14, 2020

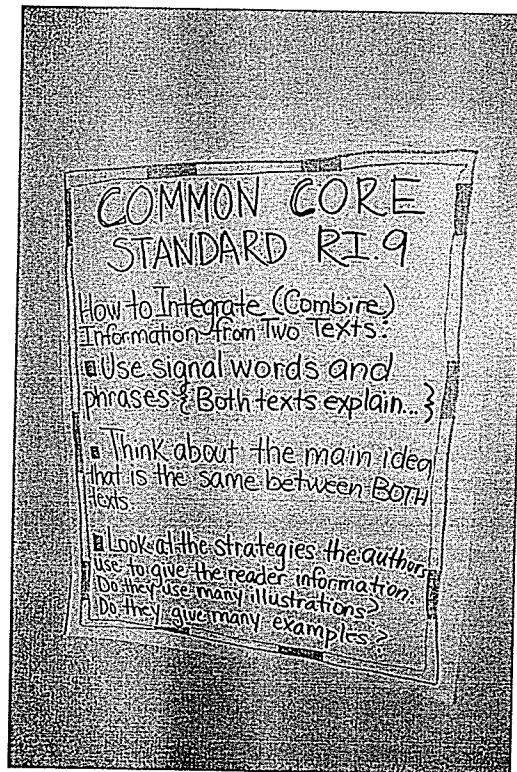
BCCS-Girls

Howard University

RI.4.9: Integrating Two Texts

Learning Targets	I can integrate information from two informational texts in order to answer a prompt.
Assignment to Submit	CFU (Chat), Independent practice passages and question (Google Classroom)

Input



Integrate Information

When researching a topic, it is important to integrate, or combine, the information you learn from multiple sources. The more you read, the more information you will learn! Integrating information from multiple sources also helps you check facts to ensure that the information is correct. We can use information from multiple sources to help us write summaries.

Text 1:	Text 2:	Text 3:
<p>Tropical rainforests are near the Equator. They have high temperatures and a lot of rain. They are in Asia, Australia, Africa, South America, Central America, and Mexico. Tropical rainforests are endangered. Humans are destroying them.</p>	<p>Half of the living animal and plant species on the planet live in rainforests. Many different animals live in the rainforest, from tiny mouse lemurs to the African forest elephant. Other mammals include monkeys, tigers, jaguars, sloths, bats, and rodents. Many of these animals have become endangered because their habitats are being destroyed.</p>	<p>A tropical rainforest is home to a wide range of plants. Plants like banana trees, orchids, and Brazil nut trees grow here. Coffee comes from coffee plants in the rainforest. Chocolate comes from cacao trees. Amazingly, one quarter of all natural medicines come from plants in tropical rainforests.</p>
<p>Important Facts</p>	<p>Important Facts</p>	<p>Important Facts</p>
<ul style="list-style-type: none"> • Located near the Equator • Hot • Lots of rain • Asia, Australia, Africa, South America, Central America, and Mexico • Tropical rainforests endangered 	<ul style="list-style-type: none"> • Many animals and plants • Wide variety of animals big and small • Animals endangered 	<ul style="list-style-type: none"> • Many plants • Banana trees • Brazil nut trees • Chocolate from cacao trees • Natural medicines
<p>Summary</p>		

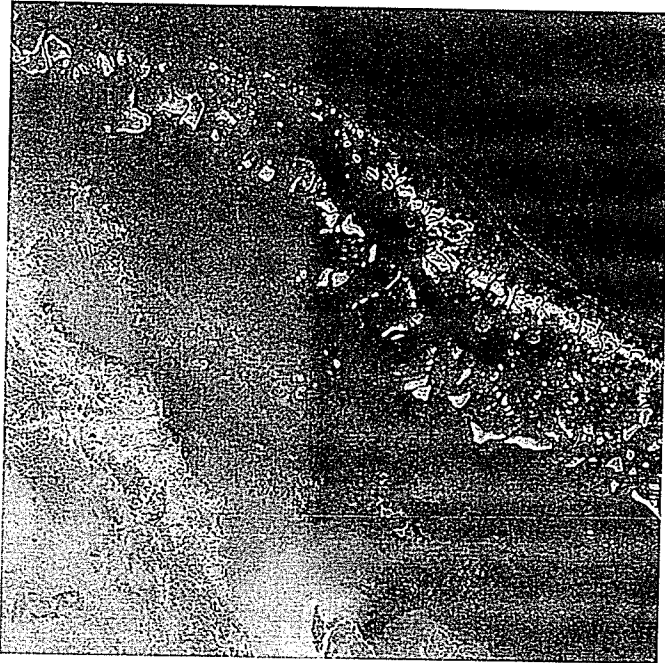
Types of Reefs

A reef is formed from rock, sand, and coral. There are three main types of reefs.

Fringing reefs are found near coastlines of islands and continents. Fringing reefs have either no lagoon or shallow and narrow lagoons. Lagoons separate the reef from the land. Fringing reefs are the most common type of reef. They are found in the Bahamas and the Red Sea.



Fringing Coral Reef off of Yap, Micronesia

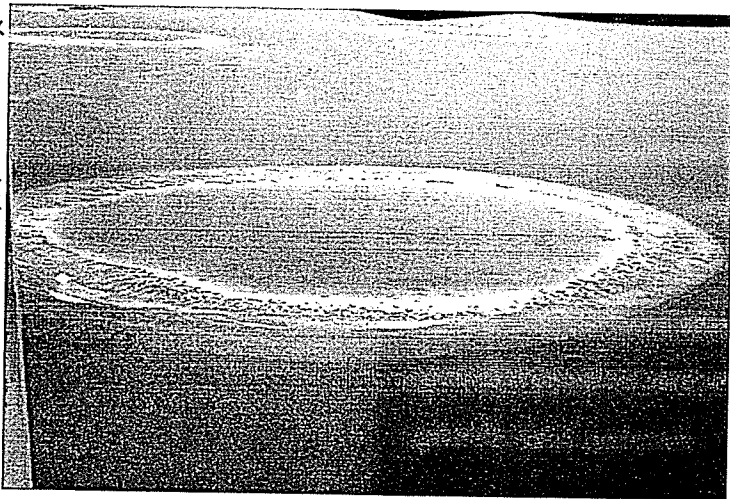


The Great Barrier Reef

Barrier reefs are also along coastlines. Barrier reefs differ from fringing reefs. They are separated from the land by wider and deeper lagoons. Their most shallow points can reach the surface of the water and form "barriers". The Great Barrier Reef in Australia is the largest barrier reef in the world. Many of the Great Barrier Reef's parts are actually fringing reefs.

An **atoll** is a continuous barrier reef that forms a ring around a lagoon. They create protected lagoons. Atolls are usually in the middle of the ocean. They often form when islands surrounded by fringing reefs sink into the ocean. They can also form when sea levels rise. There are many atolls in the South Pacific.

Reefs are amazing structures. They are formed in nature and are homes to many plants and animals.



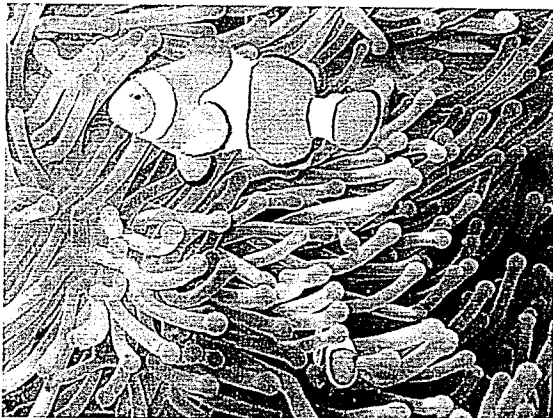
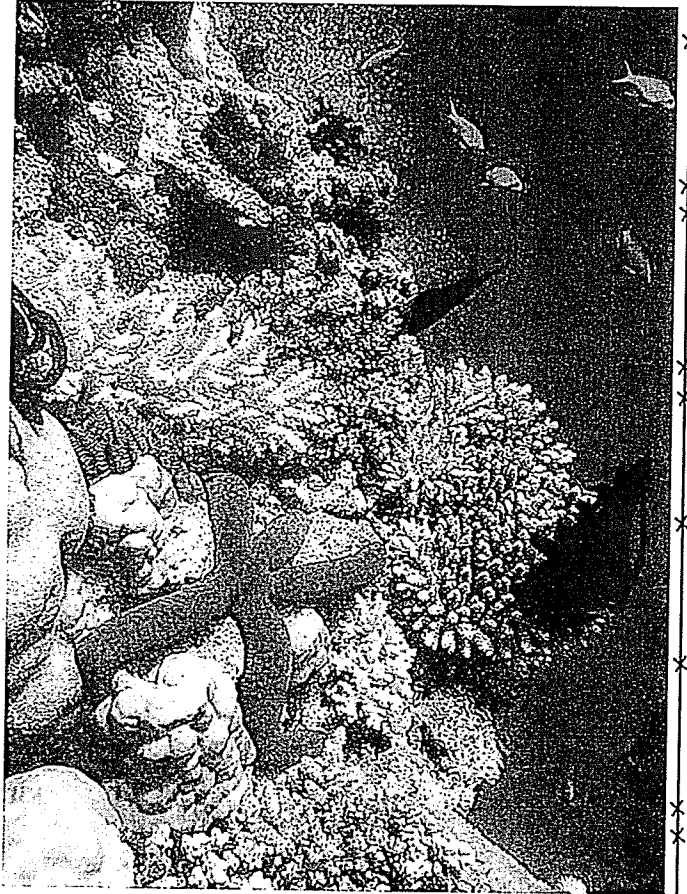
Atoll in the Maldives

The Great Barrier Reef

The Great Barrier Reef is the largest coral reef system in the world. It contains more than 2,900 individual reefs. The Great Barrier Reef is longer than 1,400 miles. It spans 900 islands. The Great Barrier Reef is in the Coral Sea. It is off the coast of Queensland, Australia. The Great Barrier Reef is so large that it can be seen from space. It is built by billions of coral polyps, which are small living organisms. It was distinguished as a World Heritage Site in 1981. It was also labeled as one of the seven natural wonders of the world.

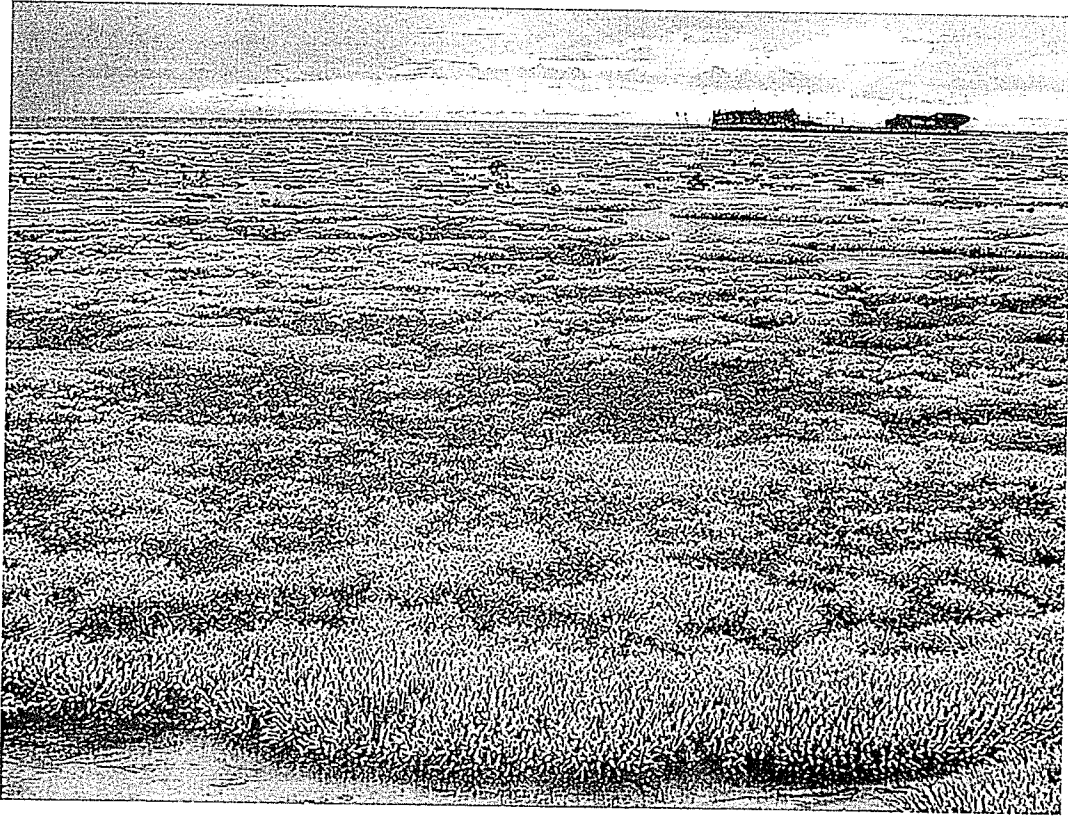
Much of the reef is protected. This limits human use, such as fishing and tourism. Human interaction with the reef can cause harm to the reef. The Great Barrier Reef has lost over half of its coral since 1985! This is due to many different environmental factors. Harm to the reef greatly impacts the ecosystem.

The Great Barrier Reef is home to many diverse plants and animals. Some species that dwell here are endangered. There are thirty species of whales, dolphins, and porpoises that live around the Great Barrier Reef. More than 1,500 species of fish live here. There are 17 species of sea snakes. Six different types of sea turtles breed on the reef. There are about 125 species of sharks, stingrays, and skates on the reef. The Great Barrier Reef is also home to 2,195 plant species.



The Great Barrier Reef holds cultural importance for the Aboriginal Australian and Torres Strait Islanders. It is also a very popular tourist destination. About two million tourists love to boat and scuba dive in the reef.

Reefs in Danger



Bleached coral is caused by increased water temperatures. Bleached coral often dies.

Coral reefs are important to economics and our ecosystem. They are major tourist destinations. Coral reefs bring in between \$29.8 and \$375 billion dollars each year. Coral reefs protect shorelines because they absorb energy from waves. Some small islands would not exist without reefs! Fifteen tons of seafood per square kilometer is eaten each year.

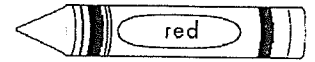
Coral reefs around the world are dying. Humans are causing some of this damage. Pollution impacts reefs. Due to climate changes, sea levels rise and temperatures change. This impacts the plants and animals in reefs. A study in 2013 showed that air pollution stunts the growth of reefs. People overfish. Overfishing affects the balance of the ecosystems. People dig canals to access islands around reefs, which impacts the reefs. It is estimated that about 10% of the world's coral reefs are dead, and 60% of reefs are at risk due to human interference.

Organizations are taking action to save reefs. Marine protected areas protect the habitats and restrict harmful human activities. Some areas prevent overfishing and pollution. Protected areas are seeing healthier reefs. It is also possible to restore coral through coral farming. Science is coming up with new ways to preserve coral reefs.

Integrate Information

* Answer the following questions. Underline the text evidence in the color indicated.

1. Read these sentences from "The Great Barrier Reef".

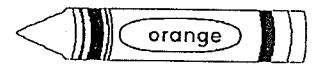


* "The Great Barrier Reef has lost over half of its coral since 1985! This is due to many environmental factors."

* According to "Reefs in Danger", what environmental factors probably caused damage to the Great Barrier Reef? (Choose all that apply.)

- * a. Air pollution
- * b. Coral farming
- * c. Coral bleaching
- * d. Damage caused by waves

2. The table contains sentences from the passages about reefs.

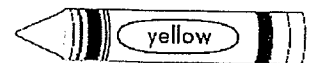


Types of Reefs	The Great Barrier Reef
"The Great Barrier Reef in Australia is the largest barrier reef in the world. Many of the Great Barrier Reef's parts are actually fringing reefs."	"The Great Barrier Reef is the largest coral reef system in the world. It contains more than 2,900 individual reefs."

Using the information from the two articles, explain how the Great Barrier Reef is both a barrier reef and a fringing reef.

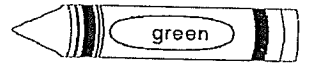
3. Which sentence most accurately combines the information from all three passages about reefs?

- a. Humans need to protect reefs.
- b. There are many different types of reefs.
- c. Many different animals depend on reefs.
- d. Reefs are amazing natural structures and are important to the earth's ecosystem.



Integrate Information

4. Read these sentences from the article "The Great Barrier Reef".

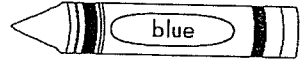


"Much of the reef is protected. This limits human use, such as fishing and tourism."

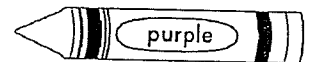
According to the article "Reefs in Danger", how are humans protecting reefs like the Great Barrier Reef? (Choose all that apply.)

- a. Locals are farming coral.
- b. Marine protected areas restrict harmful human activities.
- c. Some areas prevent overfishing and pollution.
- d. Coral bleaching prevents further damage.

5. According to the article "Reefs in Danger", organizations are taking action to save reefs. Use at least two facts from the article "The Great Barrier Reef" to explain why it is important for reefs to be protected.



6. Explain how reefs impact the earth's ecosystem. Use information from all three sources in your answer.



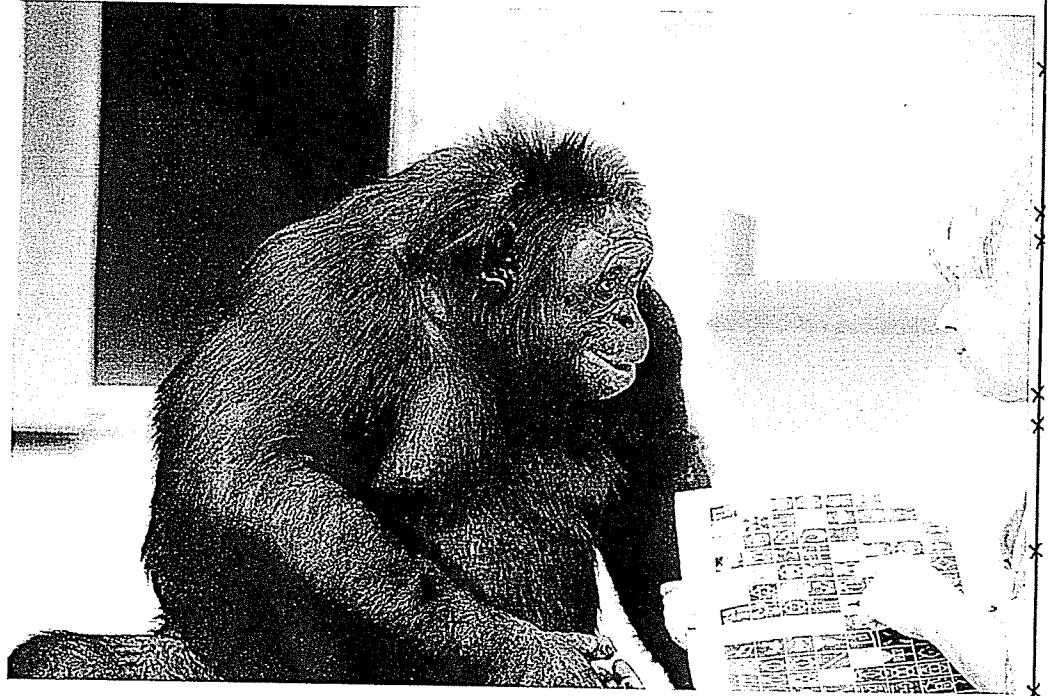
Kanzi the Bonobo

Kanzi was born on October 28, 1980. He is a male bonobo. Kanzi was moved to the Language Research Center at Georgia State University. He was adopted by a dominant female named Matata.

Matata was a research ape that was being taught lexigrams. (Lexigrams are symbols or pictures that represent words.) Kanzi

always played nearby Matata. He often climbed on Matata's back during lessons. Matata wasn't successful at communicating with lexigrams. One day, Kanzi started randomly using the lexigrams. He eventually learned 200 lexigrams. Kanzi had no language training. He was never directly taught the lexigrams. Kanzi learned language in the same way that a human child learns language.

Kanzi was tested against a two-year-old child named Alia. Kanzi and Alia were given 660 verbal instructions dealing with objects. Kanzi responded correctly 74% of the time, while Alia responded correctly only 65% of the time.



Kanzi Communicating with Lexigrams

Kanzi has demonstrated other skills. He asked for marshmallows and lit matches to toast the marshmallows. Kanzi loves cooking his own omelets. Kanzi plays arcade games. He learned sign language just by watching videos of Koko the gorilla.

Kanzi has taught us that apes can learn and use real language just like humans.

Akeakamai and Phoenix the Dolphins

Akeakamai and Phoenix were female Atlantic bottlenose dolphins. Both dolphins were captured in the Gulf of Mexico. Louis Herman used Akeakamai and Phoenix for his animal language studies at the Kewalo Basin Marine Mammal Laboratory in Honolulu, Hawaii. In Hawaiian, Akeakamai means "lover of wisdom". Phoenix was taught acoustic language with computer-generated words through underwater speakers. Akeakamai was taught visual language with words that were gestures from a trainer.

Both dolphins were taught to respond to sentences. They appeared to comprehend nouns and sentence structure. The dolphins showed that they understood certain words by using pool toys. Akeakamai even demonstrated the ability to respond using "yes" and "no" paddles. These were previously thought to be solely human characteristics.

Unfortunately, both Akeakamai and Phoenix died of cancer in 2003 at the age of 27. They each died within months of each other. Hiapo, their tankmate, also died early, causing people to call for the closure of the research center. The center closed in 2005.



A Bottlenose Dolphin Similar to Akeakamai and Phoenix

Koko the Gorilla

Hanabiko, better known as Koko, is a female western lowland gorilla. Koko is famous for having learned modified American Sign Language. Koko knows more than 1,000 signs!

Koko was born at the San Francisco Zoo on July 4, 1971. Koko was named Hanabiko, meaning "fireworks child", because she was born on the Fourth of July. Francine Patterson, an animal psychologist, borrowed Koko for her doctoral research. However, she has remained with Patterson ever since.

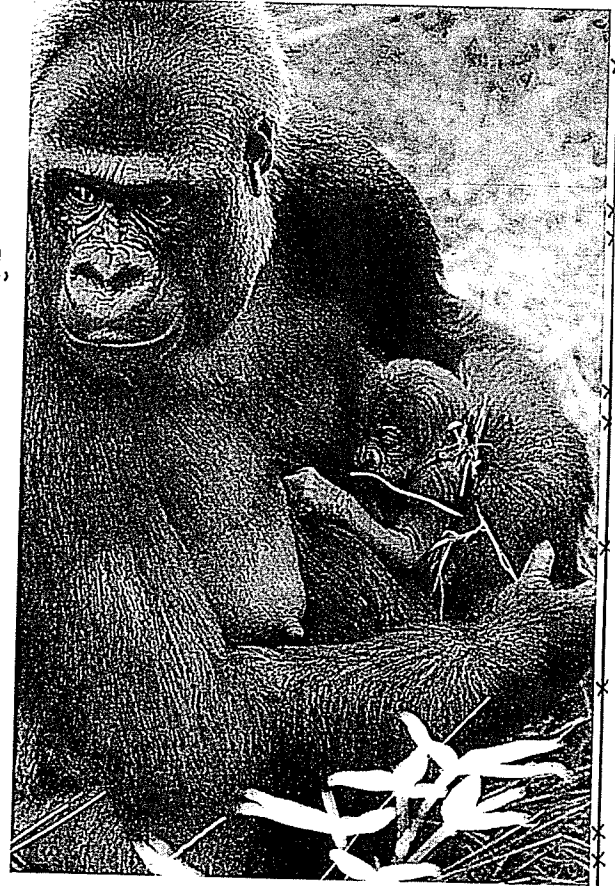
Koko was around English from an early age. Patterson began teaching Koko sign language when she was one year old. She understands about 2,000 spoken words in addition to signs. According to Patterson, Koko has used sign language to communicate in ways that were not thought possible by primates. When Koko was 19-years-old, she passed the mirror test of self-

recognition, which most other gorillas cannot pass. She has also shown the ability to develop memories. Koko uses sign language to show humor and deception.

In 1983, Koko asked for a cat for Christmas. Her handlers gave her stuffed animals, which did not satisfy Koko. Koko refused to play with the stuffed animals and signed "sad". On her thirteenth birthday, she chose a kitten from a litter of abandoned kittens. Koko picked a gray male Manx and named it All Ball. Koko cared for All Ball as if it were her baby. She was very gentle and loving.

In December, All Ball escaped from Koko's cage and was hit and killed by a car. Koko signed how sad she was, and Patterson reported that Koko made a crying sound similar to humans. The following year, Koko picked out two new kittens. They were named Lipstick and Smoky. In 2015, Koko adopted two new kittens.

There are stories and movies about the amazing Koko and Dr. Patterson. Koko has taught us more about apes and their emotional and mental abilities.

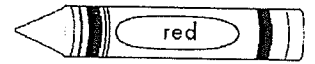


A Female Western Lowland Gorilla

Integrate Information

Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from "Kanzi the Bonobo".

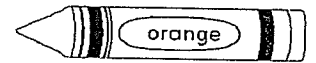


"He learned sign language just by watching videos of Koko the gorilla."

What evidence from "Koko the Gorilla" supports that primates can learn sign language?

- "Koko knows more than 1,000 signs!"
- "Francine Patterson, an animal psychologist, borrowed Koko for her doctoral research."
- "Koko was around English from an early age."
- "Koko cared for All Ball as if it were her baby."

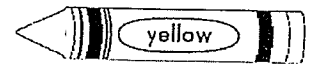
2. The table contains sentences from the passages about each animal.



Kanzi the Bonobo	Akeakamai and Phoenix the Dolphins	Koko the Gorilla
"One day, Kanzi started randomly using the lexigrams."	"Both dolphins were taught to respond to sentences."	"She understands about 2,000 spoken words in addition to signs."

Using the information from the three articles, explain how researchers are learning about animal communication.

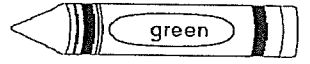
3. How were the studies with Kanzi and Koko different from the studies with Akeakamai and Phoenix?



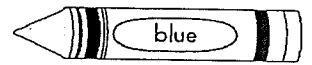
- Kanzi and Koko were taught lexigrams, while Akeakamai and Phoenix were taught with paddles.
- Kanzi and Koko were taught sign language, while Akeakamai and Phoenix were taught with objects.
- Kanzi and Koko were taught how to speak, while Akeakamai and Phoenix were taught with pool toys.
- Kanzi and Koko were taught how to answer questions, while Akeakamai and Phoenix were taught how to ask questions.

Integrate Information

4. Explain how the work that researchers did with Kanzi, Akeakamai and Phoenix, and Koko has shown that animals are more capable than we thought. Use information from all three sources in your answer.



5. The three articles on animal communication research discuss both positive benefits and negative impacts of animal research. Use two pieces of text evidence to explain both a positive benefit and a negative impact. Do you believe that animal research is worth it?



Name: _____

Date: December 15, 2020

BCCS-Girls

Howard University

RI.4.9: Integrating Information from Two Biographies

Learning Targets	I can integrate information from two biographies in order to write knowledgeably about a subject. I can determine the main idea of a text and give details from the text to support it.
Assignment to Submit	Close Read Questions (Google Classroom).

Input

Today, we are going to use what we have learned about integrating two informational texts to begin learning about two famous people who made big differences in the world. First, we will read about *Gandhi* and learn about his life and the things he did. Then we will learn about *Nelson Mandela*. After we read and analyze both texts, we will be able to use both texts to answer a reading response question.

Gandhi

A Reading A-Z Level U Leveled Book
Word Count: 1,270



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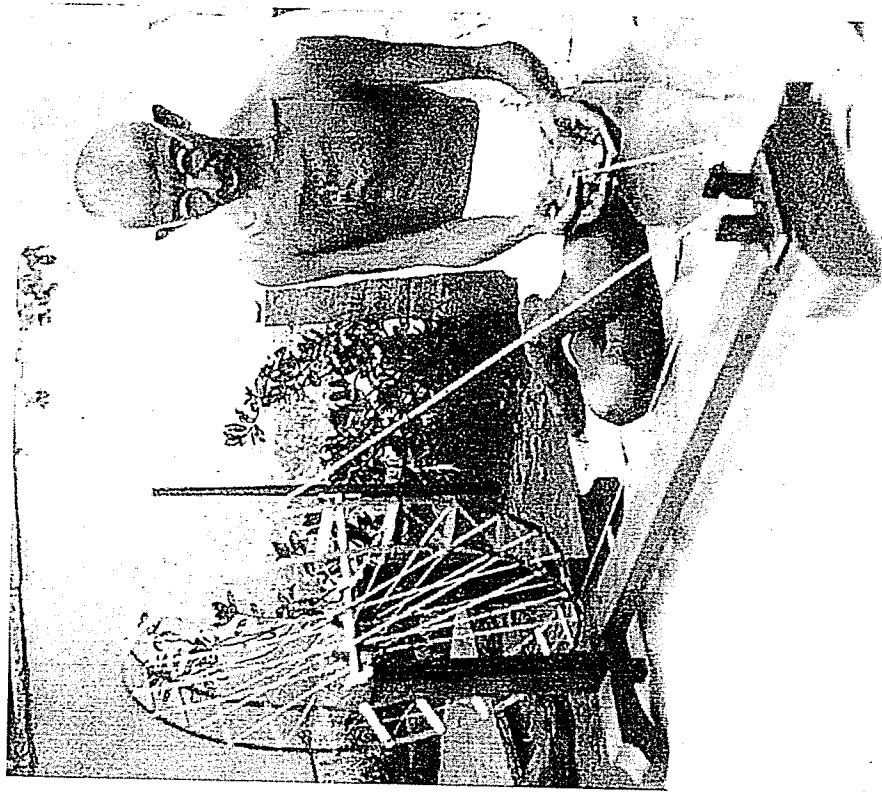
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Gandhi

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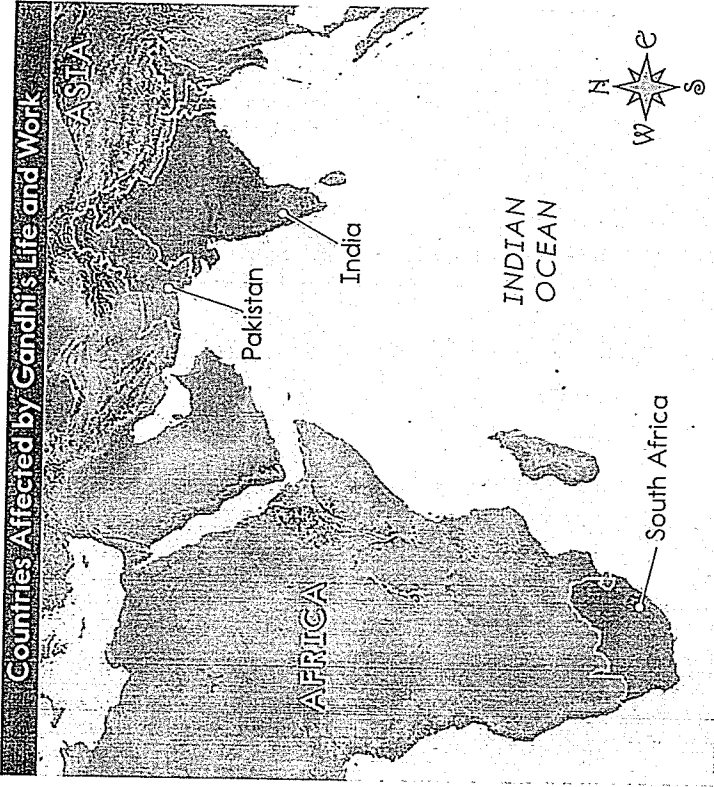
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Mohandas Gandhi

“Father of India”

With his bald head, thin body, wire-rimmed glasses, and shy nature, Mohandas Gandhi seemed like a kind grandfather. Within this quiet man, however, was a powerful will. His strong beliefs in fairness, freedom, kindness, and peace carried him through years of struggle—and changed nations. Even many years after his death, the man who was called “The Father of India” continues to inspire people around the world.

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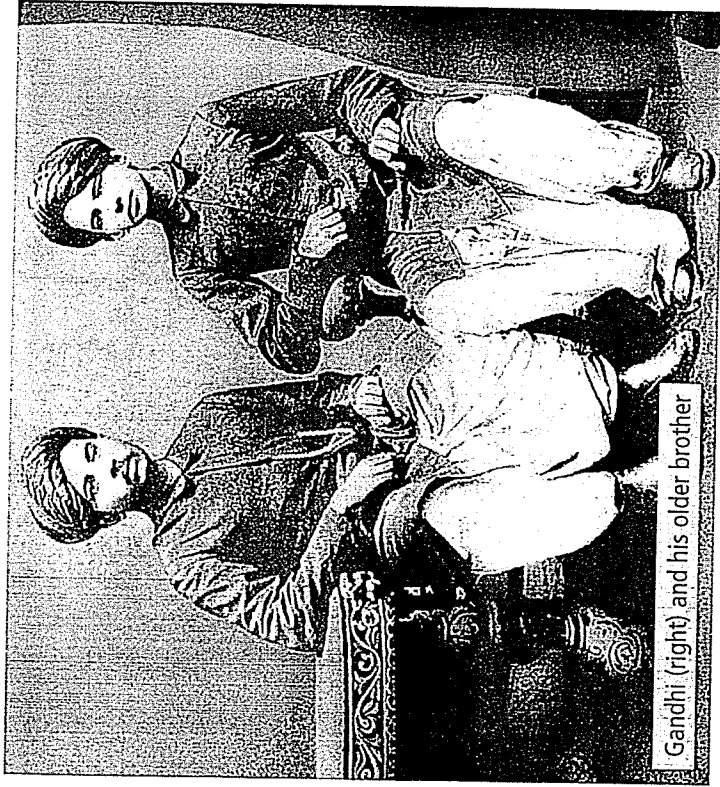
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Early Life

Gandhi was born into a large Hindu family on October 2, 1869. Many Hindus, including Gandhi's family, strongly believe in nonviolence and caring for others, and his mother proved an excellent example. She prayed daily and would often take care of people who were sick or poor.

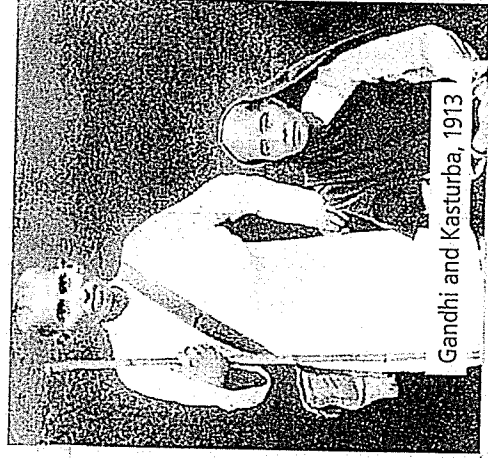
His father worked as a local government leader. He often settled disagreements between the local people and the British, who ruled India. From him, Gandhi would learn to respect others and their beliefs.



Gandhi in London, 1908

At eighteen, Gandhi sailed to England to study law. While attending school in London, he began to study different religions and their texts. He learned about the Bible and the Bhagavad Gita, a sacred Hindu poem.

After a few years, Gandhi earned his law degree and returned to India. Still very shy, he struggled to find work. He eventually took an assignment in South Africa in 1888.



Marriage

When Gandhi was very young, his parents arranged his marriage. This custom was common in India. At thirteen, Gandhi married Kasturba, who was the same age.

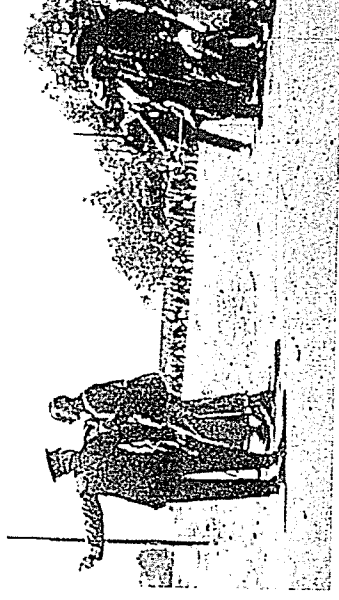
South Africa

In South Africa, which was also ruled by the British, life was very different. One day while Gandhi traveled by train, a conductor told him he couldn't sit in the first-class car. A well-dressed Gandhi explained that he was traveling on business and had bought a first-class ticket. None of that mattered, however, because of the color of Gandhi's skin. When Gandhi refused to leave, he was thrown off the train. On another trip, a driver beat Gandhi for refusing to make room for a white passenger.

These events brought the suffering of Indians in South Africa to Gandhi's attention. South Africa had many laws that **discriminated** against black, coloured (mixed race), and Indian and other Asian peoples. Gandhi felt he had to do something.

Gandhi stayed in South Africa when the government tried to pass a law that denied Indians the right to vote. He made speeches, wrote letters, and even tried to file a lawsuit to stop the law from passing. Although he was not successful, Gandhi's work brought attention to him as well as to the struggles in South Africa. It also began to unite the Indian population under his leadership.

A few years later, a new law forced every Indian in South Africa to register with the government. Gandhi held a protest during which he explained his idea of *satyagraha* (suh-TYAH-gruh-huh). The word means "holding firmly to the truth." Gandhi used it to represent his form of nonviolent protest. He called for Indians in South Africa to disobey the **unjust** laws and accept the punishments. Many Indians were beaten or jailed, including Gandhi. News of the protests and punishments reached around the world. People were shocked. They spoke out against the government. Eventually the government was forced to **compromise** with the protesters.

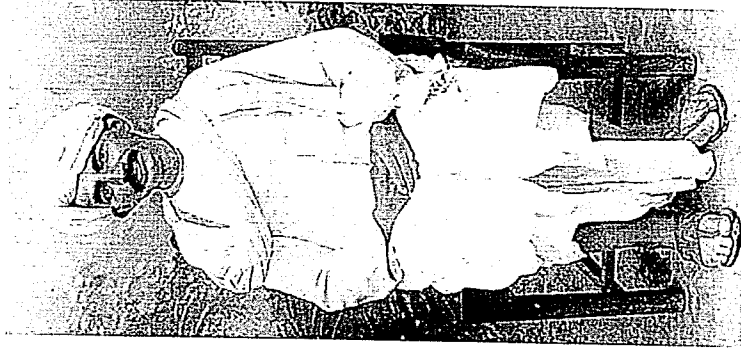


A police officer confronting Gandhi as he leads a protest in South Africa in 1913

Gandhi remained in South Africa for twenty years. He continued to work for better treatment of Indians there. During this time, he stopped wearing western clothes. Instead, he wore the simple homemade robes and sandals for which he would become known.

A Leader in India

When Gandhi returned to India in 1915, he was already considered a leader. He joined the Indian National Congress (INC) and began working to free India from British rule. Gandhi's support grew quickly.



Gandhi on his return to India, 1915

In 1919, the government passed the Rowlatt Acts. These acts allowed authorities to arrest and hold people who caused **political** trouble without a trial. Gandhi and his supporters called for a strike. People were to stay home from work and school in protest. When violence broke out against the British, Gandhi canceled the strike.

A few days later, thousands of people gathered in the city of Amritsar in a peaceful, yet illegal, protest. Without warning, the British troops surrounding the protest opened fire. After ten minutes of shooting, between 400 and 1,500 Indians were dead. Many others were wounded.

Up to this point, Gandhi had been trying to work with the British government. The Amritsar Massacre changed everything. Soon after, Gandhi called for noncooperation, another form of nonviolent protest. Noncooperation asked Indians to no longer buy British goods or work for British people or companies. It also asked them to quit jobs in the British government and to refuse any British honor. While Gandhi's efforts at noncooperation were somewhat successful, some Indian protestors still resorted to violence.

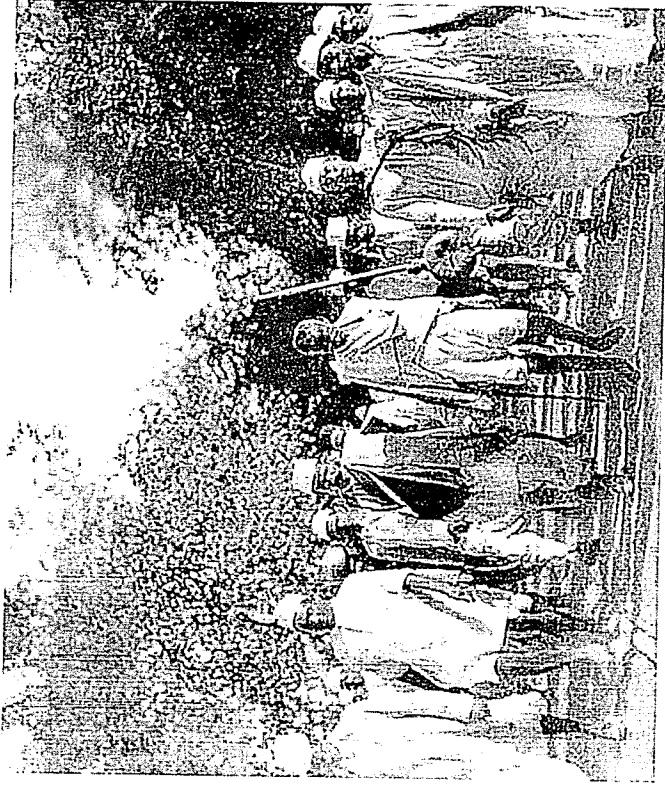
Gandhi was seen as the leader of the protest movement. Because of the violence, he was arrested and sentenced to six years in prison. He was released after two years and immediately continued his work.

Gandhi and Kasturba

Although Gandhi and Kasturba did not know each other at first, they grew to support the same ideas. She worked alongside her husband and even stood in for Gandhi while he was imprisoned. Kasturba and Gandhi had four sons, and their marriage lasted until she died in 1944.

Kasturba with her sons





Gandhi and his followers marching to the shore

The Salt March

One of Gandhi's most successful protests took place in 1930. In India, only British companies were allowed to produce and sell salt. The government also placed a large tax on any salt sold. Gandhi thought it was unfair for Indians to pay the British for the salt from Indian lands.

Salt

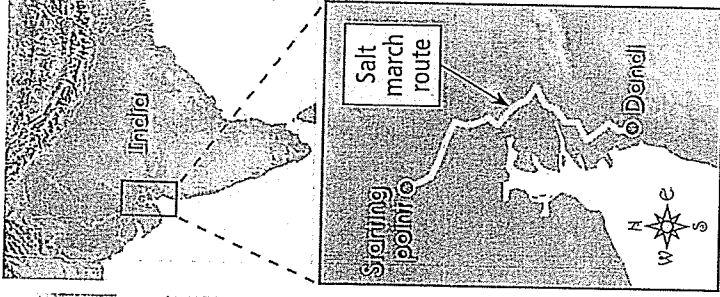
Along India's coast are large salt flats, where seawater evaporates and leaves salt behind on the ground. Until the government made it illegal, Indians could simply gather and use this salt for free.



Gandhi picking up salt at the end of his long march

On March 12, Gandhi and a few dozen followers began a 21-day, 240-mile (386 km) walk across India to the sea. Along the way, Gandhi spoke to people and made speeches to large crowds. When he reached the coastal town of Dandi, tens of thousands of Indians were following him.

Early on the morning of April 6, Gandhi went down to the shore. Surrounded by British soldiers, he picked up a grain of salt from the ground. His followers did the same. Gandhi was arrested along with more than 60,000 others.



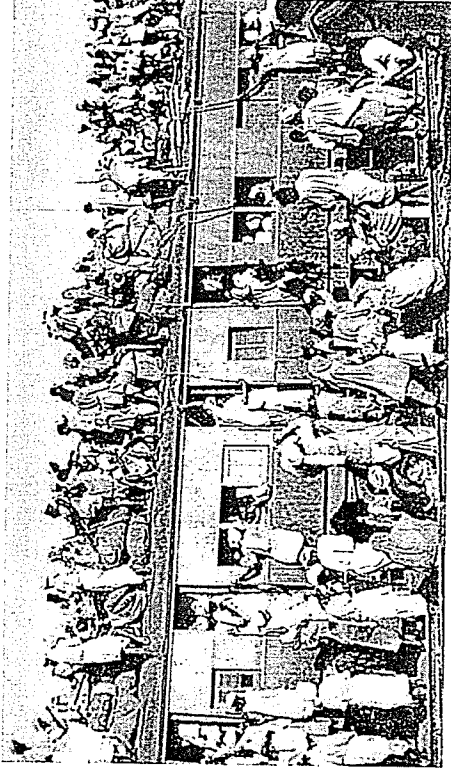


Gandhi with Muhammad Ali Jinnah, leader of the Muslim League

Change Begins

The arrests and treatment of Indians caused anger throughout the world. More and more people spoke out against the government, and finally the British were ready to consider leaving India. World War II began in 1939, interrupting the process. When Gandhi and the INC demanded that the British leave India in 1942, they were all arrested. Violent protests took place all over India. In 1945, the war ended. British and Indian leaders began to discuss the British leaving India.

Throughout India's history, Hindus and Muslims had often been in conflict. Gandhi believed that the people of these two religions could learn to live in peace in a united India. The Muslim League, which represented the Islamic people, wanted its own country.



Muslims climbing onto a train headed for Pakistan

When the agreement that ended British rule was signed in 1947, the country was split, against Gandhi's advice. The Muslim people formed the new country of Pakistan. More than ten million people moved from one country to the other. There was much fighting, and many people died. Gandhi worked tirelessly. Through discussion and various nonviolent protests, he achieved a number of temporary peace agreements. No one else was able to do this at the time.

Fasting

Fasting, or going without food, is a regular practice in many religions, including Hinduism. Gandhi often fasted as part of religious practice, and he also used fasting as a political tool. In 1947, Gandhi fasted to protest the riots in Calcutta, and they ended. He fasted again in 1948 and convinced the people of Delhi to find peace.



Gandhi with his granddaughter and grandniece, 1948

Death and Legacy

On January 30, 1948, Gandhi was on his way to a prayer meeting. He went to the ceremony with his granddaughter and grandniece. They helped the aging man walk and climb up onto the stage. About five hundred people were gathered to hear Gandhi's prayers. A young Hindu man in the crowd opposed Gandhi's work to make peace with Muslims. He came up to the stage, pulled out a gun, and shot Gandhi three times.

Gandhi's death saddened people everywhere. Nearly a half million people were at his funeral. Despite his death, the influence of this small man, whom Indians called *Mahatma*, or "Great Soul," continued to change the world. His efforts inspired such great leaders as Martin Luther King Jr. and Nelson Mandela, and will continue to inspire people for many years to come.

Glossary

compromise (<i>v.</i>)	to reach an agreement after both sides give up part of what they asked for (p. 8)
discriminated (<i>v.</i>)	treated a person or group unfairly because of gender, race, age, religion, or other differences (p. 7)
Hindu (<i>adj.</i>)	of or relating to the major religion in India, which includes many gods and a belief in reincarnation (p. 5)
inspire (<i>v.</i>)	to encourage a person to act (p. 4)
Muslims (<i>n.</i>)	people who follow the religion of Islam (p. 13)
nonviolence (<i>n.</i>)	the refusal to use physical force or violence as a response (p. 5)
political (<i>adj.</i>)	having to do with government, politics, or politicians (p. 9)
protest (<i>n.</i>)	an action to express strong disagreement or disapproval (p. 8)
sentenced (<i>v.</i>)	formally declared a punishment given to someone by a court of law (p. 10)
struggle (<i>n.</i>)	a goal that is difficult to achieve, or the effort to achieve such a goal; a fight or conflict (p. 4)
tax (<i>n.</i>)	a fee collected by a government to pay for its services, functions, and operations (p. 11)
unjust (<i>adj.</i>)	unfair, undeserved, or dishonest; not just (p. 8)

Gandhi

1. What details from the book support the idea that Gandhi influenced many people?
2. What is the main idea of the section "The Salt March"? What are two details from this section that support the main idea?
3. What is the main idea of the section "Change Begins"? What are two details from this section that support the main idea?

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. What is the most likely reason the author wrote *Gandhi*?
 - (A) to entertain the reader with stories of Gandhi's childhood
 - (B) to inform the reader about the history in India
 - (C) to persuade the reader to visit India
 - (D) to inform the reader about the life and influence of Gandhi

2. Which sentence from the book is an opinion?
 - (A) Mohandas Gandhi was born into a large Hindu family.
 - (B) Gandhi went to school in London and became a lawyer.
 - (C) Gandhi will continue to inspire people for years to come.
 - (D) The British put Gandhi in jail for two years.

3. What caused Gandhi to walk 240 miles across India to the sea?
 - (A) Gandhi thought it was unfair for Indians to pay the British for salt from Indian lands.
 - (B) Gandhi thought it was unfair that people in South Africa who were not white were treated poorly.
 - (C) Gandhi wanted to find peace and reflect by the sea.
 - (D) Gandhi was trying to escape from the British.

4. Gandhi believed Muslims and Hindus could _____.
 - (A) live in peace
 - (B) build a new city together
 - (C) never get along
 - (D) help the British

5. Which of the follow does not describe Gandhi's personality?
 - (A) peaceful
 - (B) determined
 - (C) selfish
 - (D) caring

Name _____ Date _____

6. Which word means about the same as *peaceful*?
 - (A) respectful
 - (B) nonviolent
 - (C) inspiring
 - (D) unfair
7. Which of the following shows Gandhi's influence on India?
 - (A) The British and Indian leaders began to talk about the British leaving India.
 - (B) People in South Africa who were not white were treated better.
 - (C) Many Hindu people formed the new country of Pakistan.
 - (D) Gandhi stopped wearing western clothes and instead wore robes and sandals.
8. The word **struggle** means _____.
 - (A) a group of people gathered
 - (B) a new goal
 - (C) a goal that is hard to achieve
 - (D) a goal that is easy to achieve
9. What did Gandhi do after he left South Africa?
 - (A) He moved to another part of Africa.
 - (B) He returned to India to help free the country from British rule.
 - (C) He went to school to become a lawyer.
 - (D) He helped Muslims and Hindus find complete peace between each other.
10. Why does the author say Gandhi will continue to inspire people?
 - (A) Gandhi's art is seen all over the world.
 - (B) Gandhi is still living in India.
 - (C) Gandhi wrote many books.
 - (D) Gandhi's influence changed the world.
11. **Extended Response:** How did Gandhi's upbringing influence who he was as a leader?
12. **Extended Response:** Why do you think Gandhi chose a path of nonviolent resistance through *satyagraha*? Use examples from the text to explain your answer.

Name: _____

Date: December 16, 2020

BCCS-Girls

Howard University

RI.4.9: Integrating Information from Two Biographies

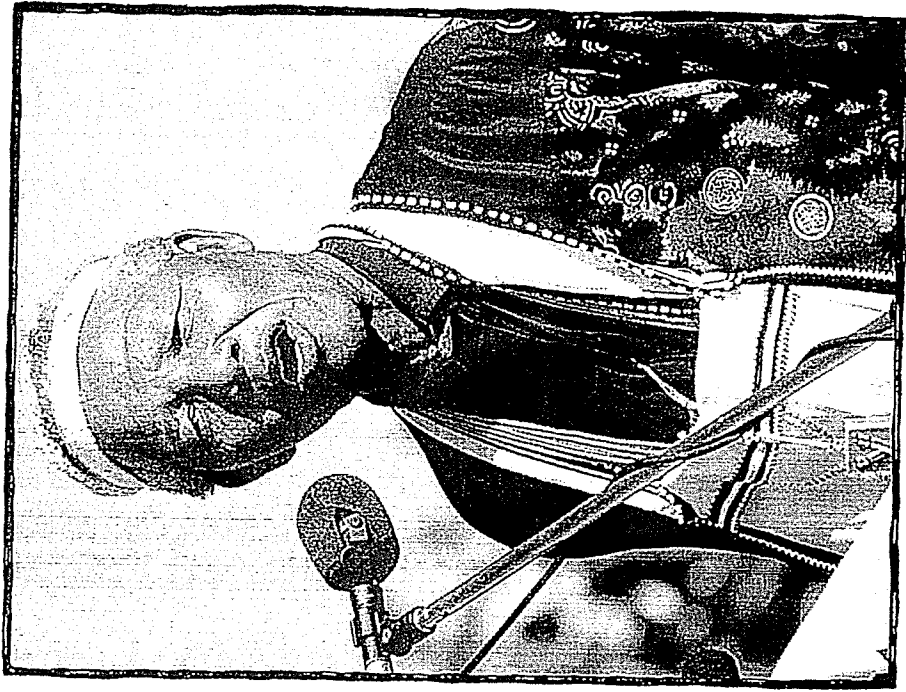
Learning Targets	I can integrate information from two biographies in order to compare and contrast. I can determine the main idea of a text and give details from the text to support it.
Assignment to Submit	Close Read Questions (Google Classroom)

Input

Yesterday, we read about *Gandhi* and worked to close read and answer questions as well as determine the main idea and supporting details. Today, we will do the same for *Nelson Mandela*. As we read, think about our Integrating Two Texts anchor chart. How are the main ideas of each text similar?

Nelson Mandela: Freedom for All

A Reading A-Z Level W Leveled Book
Word Count: 2,017



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Nelson Mandela: Freedom for All

Written by Cynthia Kennedy Henze

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Nelson Mandela: Freedom for All



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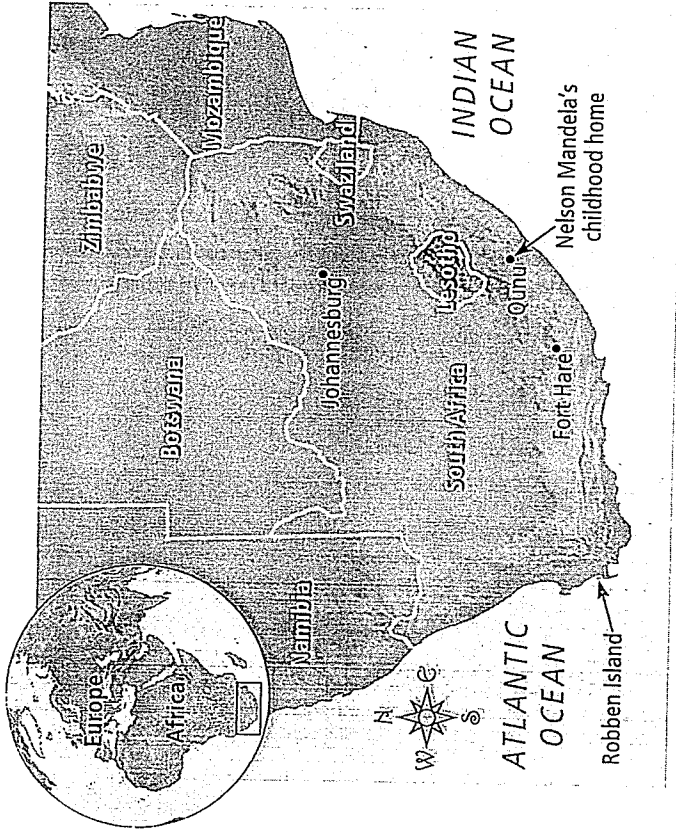


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Robben Island

Nelson Mandela sat on the hard ground of Robben Island before a pile of rocks. A guard gave him a hammer and ordered him to break the rocks into gravel. Other prisoners sat in rows near him, but they were not allowed to speak to each other.

Mandela, forty-four years old, had been sentenced to life in prison on Robben Island, a small island off the coast of South Africa. Prisoners worked all day breaking rocks. They ate bad food, slept in tiny cells, and were treated poorly by the guards. With no newspapers or radios, the prisoners were cut off from the rest of the world.

A Free-Roaming Life

Nelson Mandela was born in 1918 in a country that was very different from the South Africa of today. The Dutch and British had colonized the land centuries before. Millions of black South Africans were forced under their control. The country was rich with diamond and gold mines, but the riches were not for everyone. A small minority of white people had all the good jobs and owned ninety percent of the land.

Nelson's father, Chief Henry, was from a royal family of the Thembu (TEM-boo) tribe and had helped advise the Thembu rulers. However, a local British official became angry at him and took his title and money when Nelson was a baby. Nelson and his mother lived in a village near his mother's family. His father was often away at the homes of his three other wives.

Mandela missed his children and his wife. Every six months, he was allowed one short letter, which was opened and censored by the prison. Every six months, he was allowed one visitor, who had to speak to him through a glass window. Sitting in the dirty prison yard, Mandela longed for the open fields and freedom of his childhood. How had he ended up here?

Rolihlahla

At birth, Nelson Mandela was named *Rolihlahla*, which means "one who shakes the tree" in the language of the Thembu. *Tree shaker* is a term that means "someone who causes trouble or sudden change," like when someone shakes an apple tree, causing all the fruit to tumble down at once. When Rolihlahla began school at age seven, his teacher gave him a British name. He became Nelson Mandela.



Nelson was happy playing with other boys, herding sheep and cattle, and going to school. Then, when he was nine, his father died, and Nelson's free-roaming life ended. One morning, his mother woke him early and told him to pack everything he owned in a bag. As they began a long walk along dusty roads, Nelson looked back at the family's round mud hut. He feared he would never see his home again.

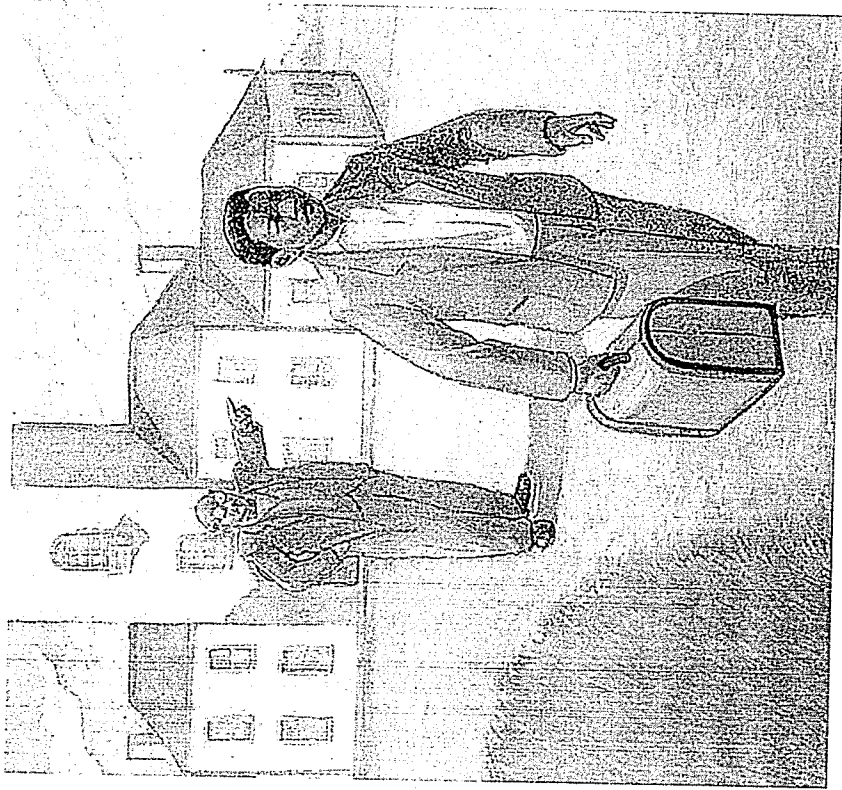


Learning to Listen

Late in the evening, they came to the home of Chief Jongintaba, leader of the Thembu people. Nelson had never seen anything like the large herds of cattle and grand houses of the "Great Place." Chief Henry had been a good friend to Chief Jongintaba, and the important man wanted to raise Nelson. So Nelson's mother left her son in his care.

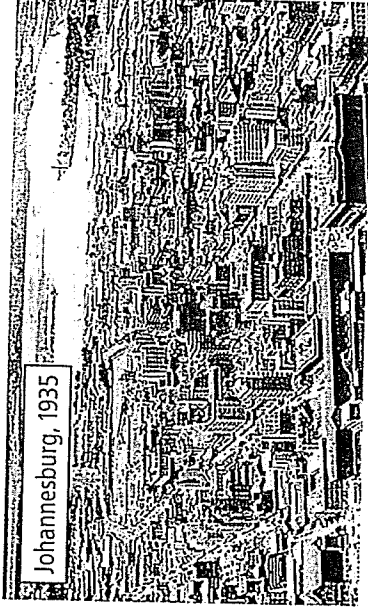
Nelson was lucky to live in the Great Place. He became friends and went to school with the chief's son, Justice. They went to meetings and listened as Chief Jongintaba settled arguments among his people. Nelson saw how the chief listened to both sides before making a decision. Nelson heard stories about those who came before him and learned about the ways of his people. He came to believe that he could be a leader.





The Big City

Nelson did well in school, so Chief Jongintaba sent him to college in Fort Hare. Here, Nelson got into his first bit of trouble. He quit the student council in order to show support for students who were **protesting** the poor food at the college. The head of the college gave him a choice: Nelson could rejoin the student council to show support for the college or be kicked out. Nelson refused to give in and was sent home.

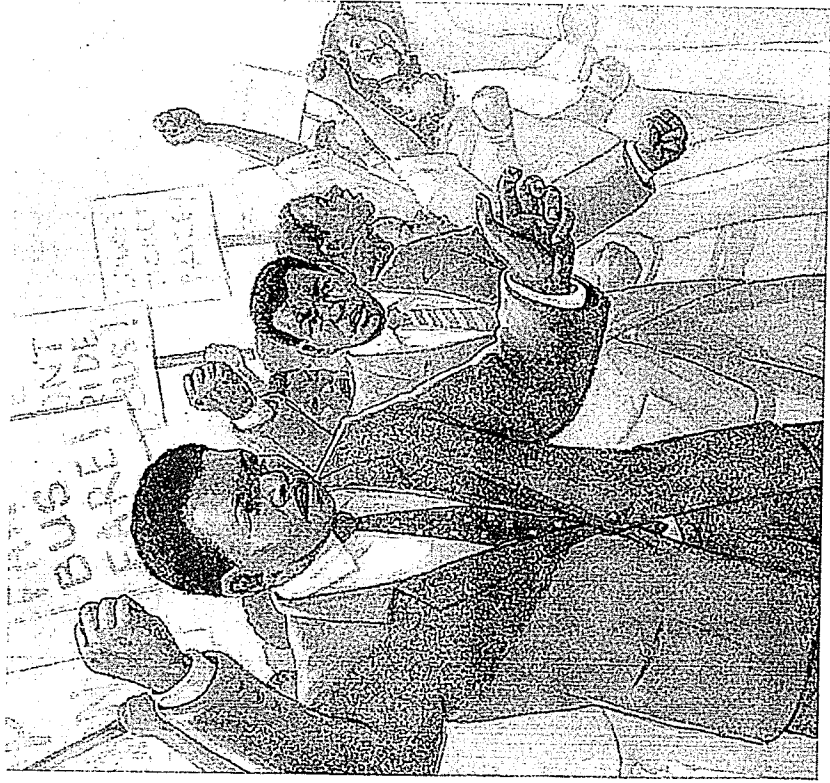


In the course of a few years, Nelson moved from village life to Johannesburg, the biggest city in South Africa.

Chief Jongintaba was angry and decided that it was time for both Justice and Nelson to get married. The young men were shocked! They did not want to marry the girls whom the chief had chosen for them. Instead, they sold one of the chief's prize oxen to get money and ran away to Johannesburg, the largest city in South Africa.

Justice got a job as a mine clerk, and Nelson became a security guard. Chief Jongintaba soon found them and demanded that they return home. Justice returned, but Nelson decided to stay alone in the big city.

Nelson made friends, moved into a tiny room, and finished his college degree by mail. One of his new friends got him a job at a law office where he could work as a clerk while he studied for a law degree. The friend also brought Nelson into the African National Congress (ANC), a group that fought for equal rights for blacks.

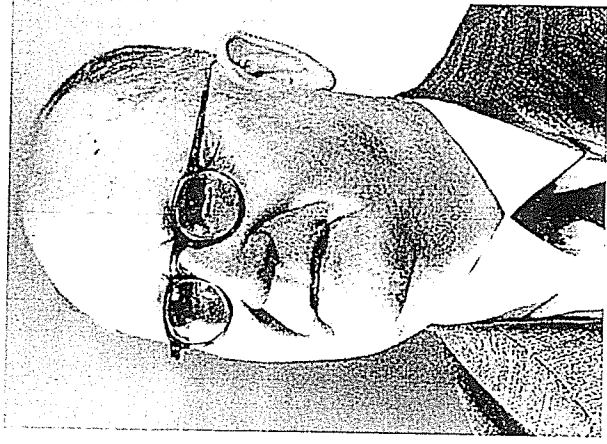


Soon Nelson marched in his first protest, to stop bus fare increases for poor workers. People boycotted the buses, refusing to ride them. After only nine days, the fares were reduced.

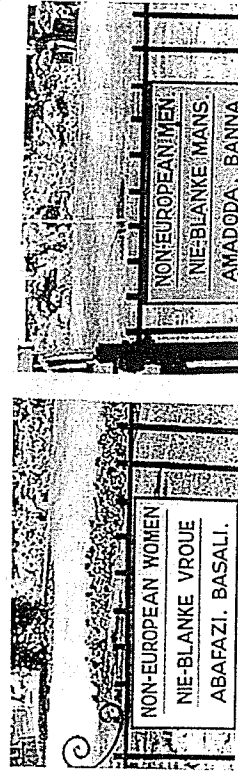
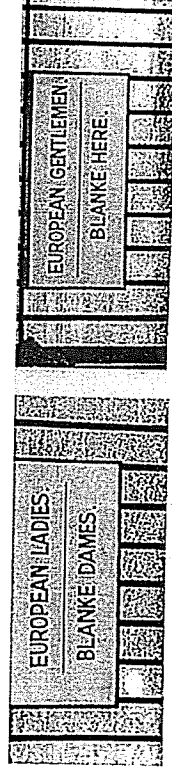
Nelson was excited by their success, and in 1944 he helped found the ANC Youth League (ANCYL) as part of the ANC. The ANCYL wanted to plan bigger protests and boycotts. Within a few years, the group would have more cause to protest than ever before.

From Bad to Worse

Only white people could vote in South Africa, and in 1948 they elected D. F. Malan of the Afrikaner National Party as president. That party believed in **apartheid** (uh-PAR-tide), a policy that forces different races to stay segregated from each other, with different rights.



Malan supported a policy of apartheid — “apart-ness” in Afrikaans, the language of the descendants of the first Dutch settlers.



Apartheid signs in both English and Afrikaans kept whites apart from other races in 1950s Johannesburg and for decades after. Notice that whites (Europeans) were referred to as “ladies” and “gentlemen,” but other races were not.

Ethnic Groups in South Africa, 1946

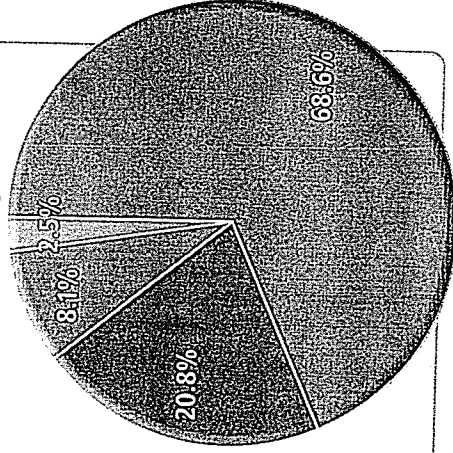
Black: 7,832,000

White: 2,373,000

Coloured: 928,000

Indian or Asian: 285,000

White people made up only one-fifth of the population at the time apartheid went into effect. Yet black people, who made up two-thirds of the population, ended up with fewer rights than any other group.



All black men had to carry a pass to travel, and blacks could not be trained for good jobs. Every person was labeled by race: black, white, Coloured (mixed race), or Indian. People of different races could not marry, and each race had to live in its own area. People were often labeled by their looks, so family members might end up in different groups if some had lighter skin than others. Families with members in different groups could not live together. They could not even meet in parks or other public places because those areas were segregated, too.

Mandela was now married with children to care for and worked long hours at the law office. Still, as conditions got worse, he fought harder for justice and became the president of the ANCYL in 1951.



Black protesters take over part of a train car marked "For Europeans Only" and shout their slogan, "Africa!" Thirty-four were later arrested.

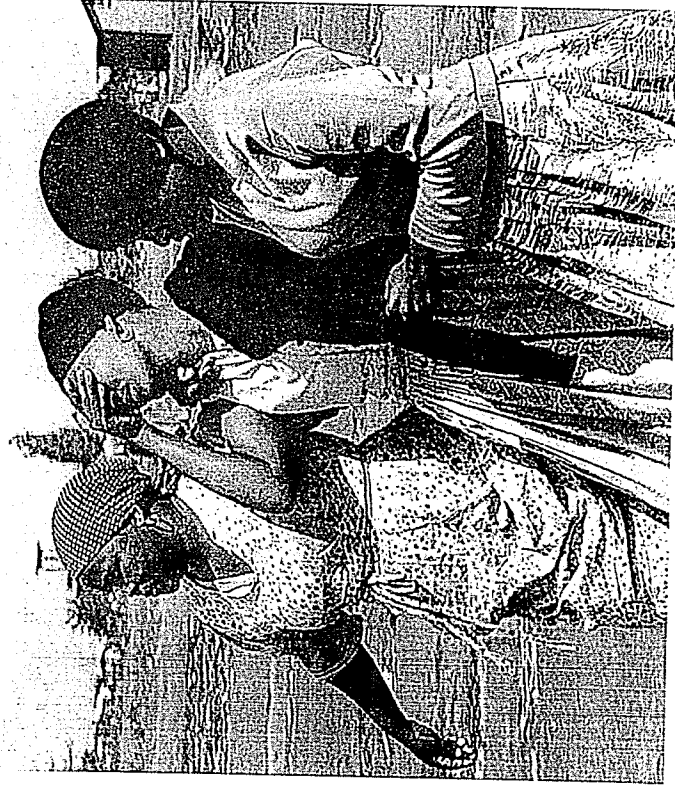
A Rising Star

The next year, the African National Congress urged people not to follow the apartheid laws. Blacks burned their travel passes and sat down in Whites Only parts of buses. They drank from Whites Only water fountains and played in Whites Only parks. Mandela spoke before thousands of protesters and was arrested. He was forbidden by law to travel, give speeches, or hold public office.

Mandela continued to work for the ANC in secret. He also helped start the first black law office in South Africa, to help people who were suffering under apartheid.

In 1955, Mandela was arrested again and charged with treason, or trying to bring down the government. He was released from jail for a time, but the ban on speaking and travel continued. Unhappy with the risks he took and the dangers he faced, his first wife divorced him.

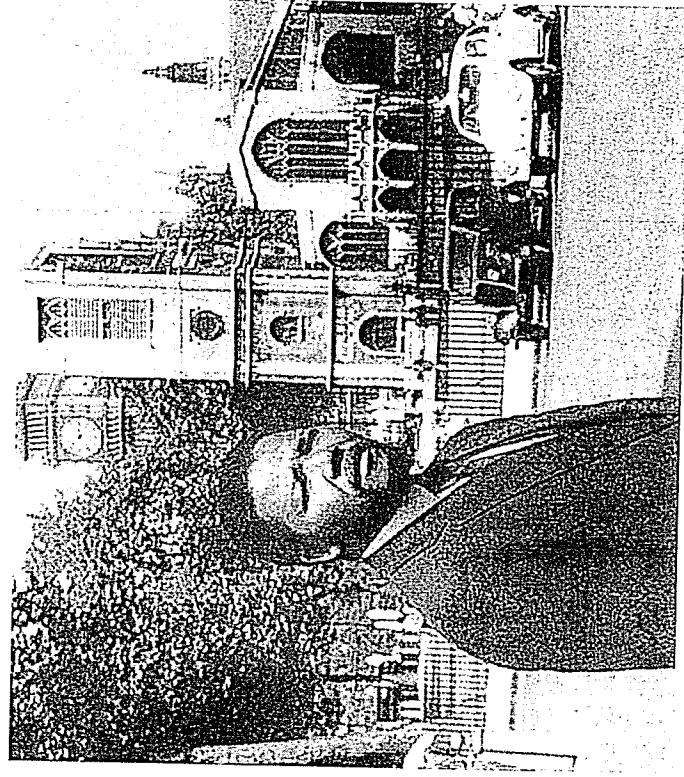
During the four-and-a-half-year trial, Mandela continued his work with the ANC in secret, but conditions got worse. At a protest in 1960, police fired at peaceful protesters and killed sixty-nine people. The ANC was banned.



A woman weeps after viewing her husband's body. He was one of sixty-nine protesters shot by police during an apartheid protest in 1960.

Soon after, Mandela's trial ended when he was found not guilty of treason. Yet Mandela knew that unless he gave up the fight for equal rights, he would soon be arrested again. Since he refused to give up the fight, he went into hiding.

Mandela felt that all those years of peaceful protests had failed, and the ANC needed to try something else. In 1962, he escaped South Africa to ask leaders in other countries to help. Some gave him money for the fight, and others offered military training. He learned for the first time how to shoot a gun and make a bomb.



Mandela in London during his time abroad in 1962

Mandela and Martin Luther King

Nelson Mandela is often compared to Martin Luther King, the famous leader of the U.S. civil rights movement. Both men struggled to win equal rights for their people. Yet while King saw progress in his country, Mandela saw the opposite in South Africa, as rights for nonwhites continued to vanish. Unlike King, Mandela eventually decided that violence was necessary to bring about change.

"We first broke the law in a way which avoided any recourse to violence; when this form was legislated against, and then the Government resorted to a show of force to crush opposition to its policies, only then did we decide to answer with violence," Mandela said.

In the end, Mandela saw his dream of an equal South Africa come true—equal, united, and at peace.

A year later, Mandela slipped back into South Africa and started a new part of the ANC called the Spear of the Nation (MK). The MK wanted to force the people in power to listen to them. They planned to do this by using **sabotage**, such as bombing buildings or power stations. Unfortunately, as a result of the bombings, people died.

Mandela made his plans at the MK's secret hideout. He traveled in disguise and became famous as the Black Pimpernel, a Robin Hood-type character who slipped past government traps aimed at catching him.

In 1962, Mandela was caught and sent to prison. Then the police found Mandela's secret hideout and his plans. He was charged with **conspiracy** to bring down the government, a crime for which he could be put to death. This time the verdict came quickly: guilty.

Mandela knew he would rather die than give up fighting for justice, so he prepared his final words in case he was to be hanged. The judge instead sentenced him to life in prison.



The Words Mandela Thought Might Be His Last

"During my lifetime

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

Mandela awaits his fate—life or death—after he is found guilty in 1964.

Prison Years

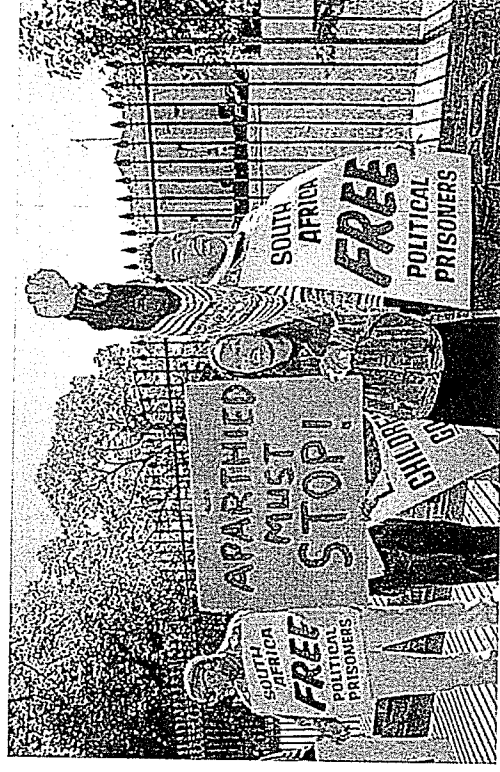
Mandela's early years in prison were hard. Although the prisoners were not allowed to speak to one another, they found secret means of communicating, such as leaving notes under rocks or taped under toilet seats. Mandela demanded rights for the prisoners and that all races be treated with dignity. The guards came to respect him. Over time, the prisoners got better food, books so they could study, and more freedom to talk.

Mandela became a leader among the prisoners, who were men of different races. He used the listening skills he had learned as a child so that everyone felt he understood their side of the story. Many blacks thought that South Africa should be only for blacks because they were there first. Mandela had once believed this, too, but he now realized that all races should have a place in a truly free country.

Mandela's family and friends made sure the prisoners on Robben Island were not forgotten. They led protests and boycotts, and worked outside the country to make Mandela's name known everywhere.

Still, the government became more violent—protesters were murdered or simply disappeared. Even children were attacked when they protested laws that forced them to use the Afrikaans language in schools rather than their own language.

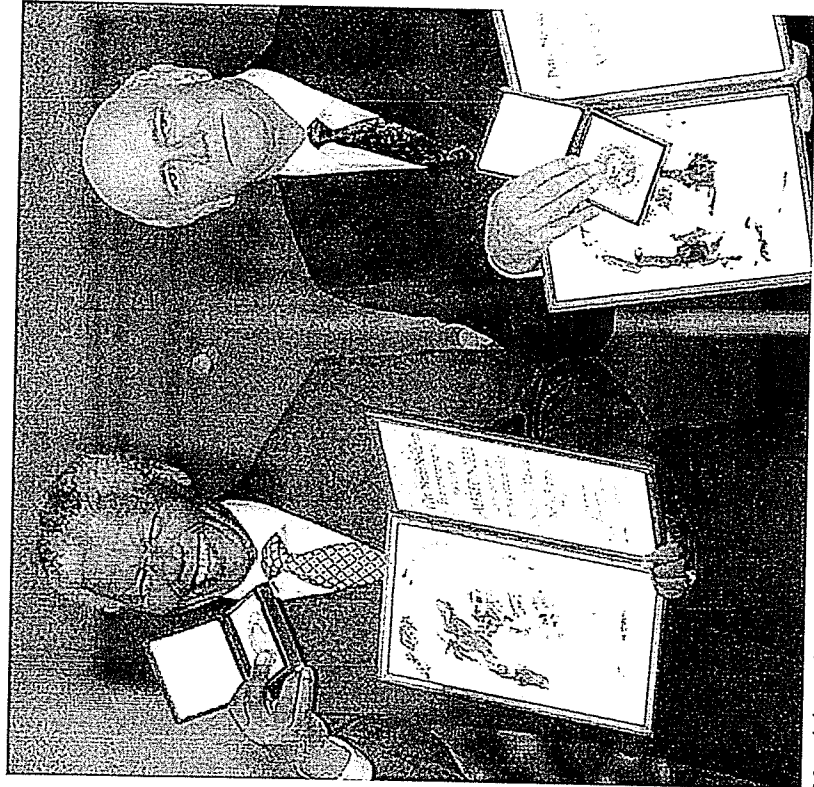
Other countries boycotted South Africa by not trading with them. By the 1980s, people around the world demanded an end to apartheid. The South African government wanted Mandela to cooperate, so they moved him to a better prison on the mainland. They promised to free him if he spoke up against violence and the MK, but he refused unless the government cast off apartheid.



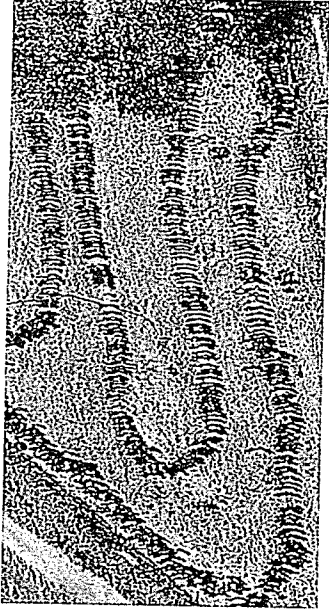
People protest in front of the White House during a visit from South Africa's president in 1990.

In 1989, F. W. de Klerk was elected president. Within months, he let Mandela go and allowed the ANC to meet. Nelson Mandela, age seventy-one, walked free for the first time in twenty-seven years.

In 1993, Mandela shared the Nobel Peace Prize with de Klerk, but his work was not done. Now he worked to bring about free elections.



Mandela and de Klerk stand with their Nobel Peace Prize gold medals and diplomas. The prize is given to those who have made great strides toward peace.



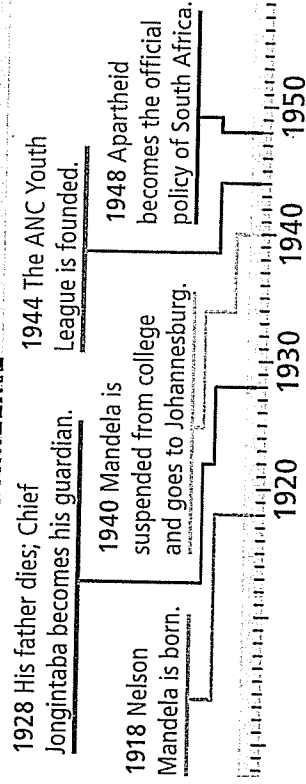
People line up for miles to vote in South Africa's first all-race elections in 1994.

Five-Hour Lines

The country's first free elections took place in 1994. Thousands of people stood in lines for up to five hours to vote for the first time. Nelson Mandela was elected president of South Africa.

Mandela did not want his country filled with hate and fear over things that had happened in the past, so he helped start the Truth and Reconciliation Commission (TRC). A person could come before the TRC and confess to things he or she had done during apartheid and not be charged with a crime.

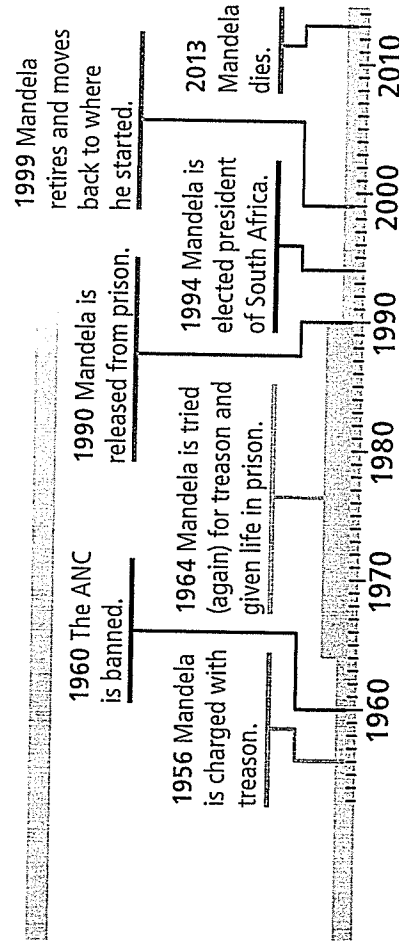
NELSON MANDELA TIMELINE



Some considered the TRC process unfair; however, it helped bring to light the truth about crimes that happened under apartheid. Those who had suffered under the old laws sometimes discovered what had happened to friends or relatives who had disappeared.

Mandela retired after his first term as president. He finally moved back to his childhood village, but he did not retire from helping his people. He met with world leaders to advance his country and peace around the world, and he started the Nelson Mandela Children's Fund to help children. After a long illness, he died in 2013.

Mandela's belief in talking with everyone, rather than just one side, helped to establish a country where all people are treated equally under the law. Today, Nelson Mandela remains a lasting symbol of freedom for all.



Glossary

apartheid (<i>n.</i>)	an official policy of racial segregation in South Africa, now ended, that discriminated against people who were not white (p. 12)
boycotted (<i>v.</i>)	refused to buy or take part in something in order to make a point or force a change (p. 11)
censored (<i>v.</i>)	removed words or other content viewed as threatening or offensive (p. 5)
colonized (<i>v.</i>)	established an area or a country that was ruled by or belonged to another country (p. 6)
conspiracy (<i>n.</i>)	the act of two or more people secretly plotting to do something illegal or harmful (p. 18)
dignity (<i>n.</i>)	worthiness of respect or esteem (p. 19)
minority (<i>n.</i>)	a small group within a larger population; less than half (p. 6)
protesting (<i>v.</i>)	expressing strong disagreement or disapproval (p. 9)
reconciliation (<i>n.</i>)	the process of two or more people or groups settling a disagreement and becoming friendly again (p. 22)
sabotage (<i>n.</i>)	the intentional destruction of or interference with something in order to make it not work (p. 17)
segregated (<i>adj.</i>)	kept apart based on group differences, such as race (p. 12)
sentenced (<i>v.</i>)	formally declared a punishment given to someone by a court of law (p. 4)

Nelson Mandela

1. What is the main idea of the section "The Big City"? What are two details from this section to support the main idea?
2. What is the main idea of the section "Mandela and Martin Luther King?" What are two details from the text to support the main idea?
3. What did Mandela do to help people even in prison? Give specific details from the text.

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. What makes this book an informational biography?
 - (A) It is a factual book that gives information about real events.
 - (B) It is a fictional story about a person.
 - (C) It is written from the imagination of the writer.
 - (D) All of the above

2. The death of Nelson's father when he was nine caused him to _____.
 - (A) become angry and troubled
 - (B) go to college
 - (C) move to another village with his mother
 - (D) run away to the mountains

3. When people in Johannesburg **boycotted** the buses, they _____.
 - (A) refused to ride them
 - (B) stood in front of them so they couldn't drive
 - (C) smashed the windows out
 - (D) planted bombs on them

4. How did Mandela finally get out of prison?
 - (A) The prison rioted, and Mandela escaped.
 - (B) A new president was elected, and he released Mandela.
 - (C) Mandela served his full term and did not get out of prison.
 - (D) The government released all the prisoners.

5. After Mandela was released from prison, he _____.
 - (A) won the Nobel Peace Prize
 - (B) organized free elections
 - (C) became president of South Africa
 - (D) all of the above

Name _____ Date _____

6. What did Nelson Mandela do when he retired from the presidency of South Africa?
 - (A) He worked with world leaders to advance peace around the world.
 - (B) He went back to herding sheep and cattle.
 - (C) He moved to America to continue the civil rights movement.
 - (D) He traveled and enjoyed his retirement.

7. What is one way that Nelson Mandela was different from Martin Luther King Jr.?
 - (A) Mandela fought for equal rights for black citizens.
 - (B) Mandela decided that violence was needed to bring about change.
 - (C) Mandela organized protests and boycotts.
 - (D) All of the above

8. What did Mandela learn from Chief Jongintaba that helped him be successful?
 - (A) how to work hard and herd animals
 - (B) strength and stamina
 - (C) competitiveness and power
 - (D) how to listen and be a leader

9. Read this sentence: *Nelson Mandela wanted all races to be treated with **dignity**.* What is another word for **dignity**?
 - (A) kindness
 - (B) fear
 - (C) respect
 - (D) happiness

10. What was the author's purpose for writing this book?
 - (A) to explain the history of South Africa
 - (B) to persuade readers to visit Nelson Mandela's homeland
 - (C) to inform readers about the life and work of Nelson Mandela
 - (D) to describe apartheid

Name _____ Date _____

11. Extended Response: What do you think was Nelson Mandela's most important accomplishment? Why?

12. Extended Response: Do you think Nelson Mandela's influence on others was always a positive influence? Explain your answer.

Name: _____

Date: December 17, 2020

BCCS-Girls

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RI.4.9: Integrating Information from Two Biographies

Learning Targets	I can integrate information from two biographies in order to respond to a prompt.
Assignment to Submit	Venn Diagram notes (Google Classroom)

Input

Today, we will organize information from each text into our graphic organizer so that we may respond to the following question:

“How did each leader use civil disobedience to bring about change?”

Name: _____

Date: December 18, 2020

BCCS-Girls

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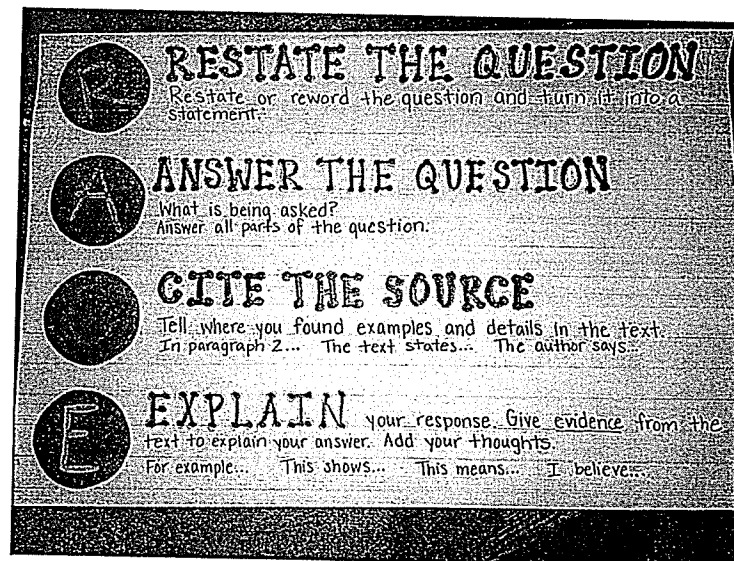
RI.4.9: Integrating Information from Two Biographies

Learning Targets	I can integrate information from two biographies in order to respond to a prompt.
Assignment to Submit	Response paragraph (Google Classroom)

Input

Today, we will use our notes from both texts to answer the question:

“How did each leader use civil disobedience to bring about change?”



Use the graphic organizer and sentence frames below to help you as you use your notes to respond to your prompt.

Restate

Question: How did both leaders use civil disobedience to bring about change?

Restate: Both Nelson Mandela and Gandhi used civil disobedience to bring about change by...

Answer

Both Nelson Mandela and Gandhi used civil disobedience to bring about change by

Cite the Source

Where did you find the details?

Use phrases like "In paragraph 2, it says...", "In the text..." to show where you found the evidence in the text that you will explain next.

Explain

Give evidence from the text to explain your answer.

Application:

Rewrite your paragraph below using complete sentences and checking your capitalization and punctuation. Then log onto Google Classroom and type your assignment and submit.
