

## National Geographic Kids Readers: Nelson Mandela

### Notes for teachers: using this book in the classroom

**Reading objectives:** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; check that the text makes sense to them; ask questions to improve their understanding of text; retrieve and record information from non-fiction

**Spoken language objectives:** use relevant strategies to build their vocabulary; participate in discussions, presentations, performances, role play/improvisations and debates

**Curriculum links:** History: significant individuals and events; PSHE: diversity and rights

**Interest words:** activist, campaign, elected, equal rights, lawyer, protest, racism, sentenced, strike, treason, tribe

**Resources:** pencils, paper and pens

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

### Language

- Children will be able to use the full range of cues available to them and their word knowledge to decode most of the language in this book. Discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret the more complex information and ideas that are presented. Children may need help with the following:
  - understanding the context for their reading. Introduce the book by talking about racism and apartheid in South Africa. Read p4 to the children and ask them to imagine being treated in this way.
  - decoding and understanding some of the words contained in the Words To Know boxes: *activist, campaign, elected, equal rights, lawyer, protest, racism, sentenced, strike, treason, tribe*.
  - talking about the words included in the glossary and relating them to their own experiences to make meaning.
  - reading and pronouncing some place names and South African words.
- Children may need help to bring information together from the illustrations and text, to make rich meaning, e.g. about apartheid, on p7.
- Children may need help to make inferences about how Nelson Mandela's early experiences inspired his sense of equal rights.

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- Children may need help to locate key information using the contents list and index, to answer the quiz and any questions raised.
- Children may need help to understand some of the extended explanations and more complex ideas, e.g. what treason is (see glossary).
- Children may use the information on the timeline to help them recount key moments from Nelson Mandela's life.

## Images

- Look at the image of the ANC rally on pages 22–23. Talk about how it might feel to be part of a rally that is protesting and campaigning for equal rights.
- Look carefully at the pictures of Nelson Mandela's prison cell on p30. Read the text and ask children to imagine how Nelson Mandela must have felt to be locked away. Be sensitive to children's circumstances.

## Activities

- Challenge children to take the quiz with a partner. Using the *That's A Fact!* boxes, ask children to write some new quiz questions for their friends to answer.
- Read the glossary words together. Help children to explain what the following words mean in their own words: *activist, campaign, equal rights*.
- Ask children to write a letter in role as Nelson Mandela from his prison cell to his wife and children, about his daily life, and his dreams for the future.

## Questions

- What is apartheid?
- When was Nelson Mandela born?
- What was Nelson Mandela's childhood like and what events affected him the most?
- What is the book that Nelson Mandela wrote in prison called?
- What happened to Nelson Mandela when he was released from prison?