

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 2,150

Book Summary

Historic Peacemakers highlights six Nobel Peace Prize winners: Mahatma Gandhi, Nelson Mandela, Martin Luther King, Jr., Mother Teresa, Mairead Corrigan, and Betty Williams. It ends by appealing to readers to find the peacemaker within themselves. Historic photographs support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand informational text
- Analyze the author's purpose
- Identify and understand prepositional phrases
- Identify and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Historic Peacemakers* (copy for each student)
- Chalkboard or dry-erase board
- **KWL / ask and answer questions, author's purpose, prepositional phrases, content vocabulary worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **Content words:**

Story critical: ***apartheid*** (n.), ***boycott*** (n.), ***discrimination*** (n.), ***mediation*** (n.), ***prejudice*** (n.), ***segregated*** (adj.)

Enrichment: ***caste system*** (n.), ***concession*** (n.), ***congregation*** (n.)

Before Reading

Build Background

- Have students tell about people in history who are known for being peacemakers. Ask what these individuals did to become known as peacemakers. Create a KWL chart on the board and fill in the first section (*K*) with things students know about the topic. Give students the **KWL / ask-and-answer-questions worksheet** to fill in with what they already know about the topic.
- As a group, brainstorm some things students would like to know about the topic and have students fill in the second row (*W*) of their worksheet. Write some shared ideas on the class chart, as an example.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Have students preview the rest of the book. Show students the title page, photos, and glossary.
- Show students the index. Review or explain that an index is an alphabetized list with page numbers that tell where they can find information about topics in the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. After reviewing the section titles, model using the table of contents as a way to think of questions.
- Model asking questions.
Think-aloud: I can use the section titles to think of questions I'd like to have answered about historic peacemakers. For example, the second section is titled "Mahatma Gandhi." This makes me wonder what this person did to be recognized as a historic peacemaker. I'll write the question on my chart. I'd also like to know if this person is still alive. I'll write this question on my chart, too.
- Ask students to share questions they have about historic peacemakers based on the covers and table of contents. Record questions in the second section of the KWL chart on the board. Remind students to write their questions on their own worksheet.
- Encourage students to use the photos, glossary, and other references to help them think of questions to add to their KWL / ask-and-answer-questions worksheet.
- Explain to students they might use the index to find answers to some of their questions. For example, tell them if one of their questions is about the Nobel Peace Prize, they can find information about it in the index. Have students tell the page numbers where they would find the information (pages 4, 7, 13, 15, and 18).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students locate the word *apartheid* on page 8. Read this sentence aloud to students. Explain to students that sometimes the sentences surrounding the sentence containing an unfamiliar word contains clues about its meaning. Ask a volunteer to read the paragraph containing the word *apartheid*. Ask students if any of these sentences were helpful in understanding the meaning of the word. (The sentence containing the word describes how the races were separated. The remainder of the paragraph gives more specific details about how the races were separated.) Say: *On the basis of the clues that we found, I think the definition of the word apartheid is a system that separates people based on their race. Let's reread the sentence to see if this definition makes sense.*
- Explain to students that throughout the book they will encounter words like *apartheid* that are written in bold print. Remind students that all bold-faced words in the text can be found in the glossary. Have students locate the word *apartheid* in the glossary to confirm the definition.

Set the Purpose

- Have students read the book to find factual answers to their questions about historic peacemakers.

During Reading


Student Reading

- **Guide the reading:** Have students read to the end of page 13. Encourage them to look for facts about historic peacemakers that will answer their questions. If they finish before everyone else, they should go back and reread.

Lesson Plan *(continued)*

Historic Peacemakers

- When they have finished reading, have students tell what each section is about and the interesting facts they found so far. Circle any questions on the KWL chart that students answered by reading, and add any new questions they came up with. Model answering a question on the KWL chart and writing it in the final section.
- **Think-aloud:** *I wanted to know what Mahatma Gandhi did to become known as a historic peacemaker and if he is still alive today. I found out that Gandhi is famous for leading his country's people in nonviolent resistance against Britain's rule of India. I also learned that he was shot and killed in 1948, before he was ever awarded a Nobel Peace Prize. I'd like to learn more about the Nobel Peace Prize. What questions did you find answers to?*
- Have students read the remainder of the book. As they read, remind them to look for answers to the remaining questions on their KWL / ask-and-answer-questions worksheet or to think of other questions to add.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students what additional questions they answered or came up with while reading. Discuss how asking and answering questions kept them actively involved in the reading process and helped them understand and remember what they read.
- **Think-aloud:** *I wanted to know more about the Nobel Peace Prize. I read in the book that it is the most well-known award for peacemakers worldwide. King won it in 1964, Mother Teresa won it in 1979, and Williams and Corrigan won it in 1976. I can write the answer on my chart. I have other questions that the book didn't answer. I'm going to have to look in other places, such as the Internet or an encyclopedia, to find those answers.*

Teach the Comprehension Skill: **Author's purpose**

- **Discussion:** Have students tell what they think the author's purpose was for writing *Historic Peacemakers*.
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *inform or teach, entertain, persuade or convince*. Explain to students that a writer usually has one of these three reasons for writing, but some writers have all three. Explain that the writer's words provide clues that can help readers figure out the purpose.
- Ask students to find clues in the text that show the book was written to inform (there is information about six well-known peacemakers, the Nobel Peace Prize, peer mediation, etc.). Ask students what other reason the author may have had for writing *Historic Peacemakers* (to persuade). Ask what clues the book gives to tell that it was also written to persuade (section 7: "The Peacemaker in You").
- Show students a textbook or encyclopedia, and explain to them that the author's purpose for writing this type of book is to inform or teach something. To illustrate the point, open the book and read a piece of information from the text. Show students a fiction book and explain that books like this are meant to entertain. Read a funny, scary, or mysterious line from the book and explain that these words are clues that the author wants the reader to be entertained. Explain that other books that are generally written to entertain include mysteries, science fiction books, and so on. Show students an advertisement or editorial from a newspaper. Explain that this type of writing is meant to persuade or convince the reader to agree with the writer. Point out a convincing statement and explain that these words are clues that the author wants the reader to think the way he or she does.

- **Check for understanding:** Ask students to think of something they've read recently that taught them something (science book, biography, and so on). Ask students to think of something they've read that was funny, scary, silly, mysterious, etc. (comics, fiction books). Ask students for an example of something they've read that was persuasive or convincing (an advertisement or poster).
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. If time allows, discuss their responses.
- **Extend the discussion:** Ask students if they think the author's message in *Historic Peacemakers* was clear. Ask if they were persuaded to start or become involved in a peer mediation program.

Build Skills

Grammar and Mechanics: **Prepositional phrases**

- Write the following sentence on the board: *I'll do this before school*. Point out the word *before*. Ask students to explain the word's meaning in the sentence (it explains when something will be done).
- Review or explain that the word *before* is a *preposition*, and that prepositions are words that show a relationship between things. They provide information about *where*, *when*, *how*, *why*, and *with what* something happens. Ask students to identify possible prepositions that identify where, when, how, why, or with what something happens. Record these in a list on the board. (A list of common prepositions includes: *aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, over, past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, and without*.)
- Explain that a phrase is a short group of words, and that a *prepositional phrase* is the group of words beginning with the preposition and ending with the word that is the object of the preposition. Refer to the sentence *I'll do this before school*. Ask students to identify the prepositional phrase (*before school*).
- Write the following sentence on the board: *She criticized the IRA's violence on television the day after the accident*. Point to the word *after*. Have a volunteer explain how the preposition is used in this sentence (it explains when). Ask a student to come up to the board to circle the prepositional phrase (*after the accident*).
- **Check for understanding:** Have students look through the text and circle examples of prepositional phrases. On the board, circle the prepositions students identify in the book. Discuss the type of information each prepositional phrase provides (how, when, why, and so on) and how each one links the words in the sentence.
- **Independent practice:** Introduce, explain, and have students complete the **prepositional phrases worksheet**. If time allows, discuss their responses.

Word Work: **Content vocabulary**

- Explain to students that many of the vocabulary words in the book are used to tell about things having to do with important social issues. Provide opportunities for students to talk about difficult words such as *apartheid* and *discrimination*.
- **Check for understanding:** Provide opportunities for students to say the new vocabulary words from the book and to use the words in sentences. The content words listed in the beginning of this lesson plan are all words that could be highlighted in this section.



Independent practice: Introduce, explain, and have students complete the **content vocabulary worksheet**. Each worksheet provides an opportunity for students to work with two vocabulary words. Supply multiple copies for students to continue working on more words if they have time.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students choose one of the six people highlighted in *Historic Peacemakers*. Provide print and Internet resources for students to research their topic in more depth and write a brief report about him or her. Have students include important information, such as dates of birth and death, if and when they won the Nobel Peace Prize, and what country they are from. They should also include at least three facts that are not given in the book they just read. Bind the reports in a book titled *Important Historic Peacemakers* and display on the classroom bookshelf for all to read.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational report writing.

Social Studies Connection

Discuss the need for leaders such as Gandhi, King, Jr., Mandela, and Mother Teresa. Ask students if they think the world would be the same today if it were not for these leaders. Discuss that their choices and views weren't always popular, but they stuck to their convictions and did what they knew was right in order to make the world a more peaceful place.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of asking and answering questions to understand informational text
- accurately identify and understand the author's purpose during discussion and on a worksheet
- correctly identify and understand prepositional phrases during discussion and on a worksheet
- correctly understand and use content vocabulary during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)