

Application Lesson 5

Materials Needed:

- *Student Book*: Application Lesson 5
- Application Overhead Transparencies 17–20
- Application Overhead Transparency 62
- Appendix A Reproducible 5: Comprehension Strategy—Short Answer
- Appendix B Optional Vocabulary Activities: Application Lesson 5
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation
- Washable overhead transparency pen

Text Treatment Notes:

- Black text signifies teacher script (exact wording to say to students).
- Green text in parentheses signifies directions or prompts for the teacher.
- Green text signifies answers or examples of answers.
- Green graphics treatment signifies reproduction of Overhead information.
- Green text and green graphics treatment do not appear in the *Student Book*.

ACTIVITY A

Vocabulary

ACTIVITY PROCEDURE, List 1

(See the *Student Book*, page 45.)

Tell students each word in the list. Then have students repeat the word and read the definition aloud. For each definition, provide any additional information that may be necessary. Then, have students practice reading the words themselves.

Note A.1-1: See Appendix E, Pronunciation Guide for Unique Words, for correct pronunciations of uncommon vocabulary words.



Use Overhead 17: Activity A
List 1: Tell

- (Show the top half of Overhead 17.) Before we read the passage, let's read the difficult words. (Point to **Mohandas Gandhi**.) These words are **Mohandas Gandhi**. What words?_ Now, read the definition._
- (Point to **Mahatma**.) The next word is **Mahatma**. What word?_ Now, read the definition._
- (Point to **campaign**.) The last word is **campaign**. What word?_ Now, read the definition._
- Open your *Student Book* to **Application Lesson 5**, page 45._
- Find **Activity A, List 1**, in your book._ Let's read the words again. First word._ Next word._ Next word._

ACTIVITY PROCEDURE, List 2

(See the *Student Book*, page 45.)

Have students circle prefixes and suffixes, then underline the vowels. Using the overhead transparency, assist students in checking their work. Next, have students figure out each word to themselves, then say it aloud. Have them read the definition aloud.

ACTIVITY A Vocabulary

List 1: Tell

- Mohandas Gandhi** *n.* ► (a great human rights leader from India)
- Mahatma** *n.* ► (a title given to Gandhi that means "great-souled one")
- campaign** *n.* ► (a series of activities for some specific purpose)

List 2: Strategy Practice

- compassion** *n.* ► (sympathy for and a desire to help suffering people)
- inferior** *adj.* ► (lower in rank or importance)
- compartment** *n.* ► (an enclosed space, such as a room on a train)
- passenger** *n.* ► (people who travel in a vehicle)
- incident** *n.* ► (an event)
- reputation** *n.* ► (how people think of someone)
- obligation** *n.* ► (something a person must do)
- comply** *v.* ► (to act as requested)
- relinquish** *v.* ► (to give up)
- associate** *v.* ► (to connect in thought or memory)

TALLY ☐

VOCABULARY

5

Points

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Use Overhead 17: Activity A
List 2: Strategy Practice

- Find **List 2**. Circle the prefixes and suffixes, and underline the vowels. Look up when you are done._
- (Show the bottom half of Overhead 17.) Before you check your work on List 2, look at item #10. (Point to the third example and the **as** that is circled.) From now on, you can also circle **as**. The prefix is /as/. Say it._ Now, go back to item #1. Check and fix any mistakes._
- Go back to the first word again._ Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word._ What word?_ Now, read the definition._
- (Continue Step 3 with all remaining words in List 2.)

Note A.2-1: You may wish to provide additional practice by having students read words to a partner.

ACTIVITY PROCEDURE, List 1 and 2

(See the *Student Book*, page 45.)

Tell students to look in List 1 or List 2 for a word you are thinking about. Have them circle the number of the word and tell you the word. Explain to students to make a tally mark for each correct word in the Tally box, and then enter the number of tally marks as points in the blank half of the Vocabulary box.

- Remember, the words I'm thinking about will be in either List 1 or List 2. For every word you correctly identify, make a tally mark in the Tally box at the bottom of page 45. If you don't identify the correct word, don't do anything.
- Circle the number of the appropriate word.
 - People who work with those who are less fortunate and who suffer are said to have a lot of this. (Wait.) What word? **compassion**
 - If you must do something, you have this. (Wait.) What word? **obligation**
 - When someone acts as they were requested to, they do this. (Wait.) What word? **comply**
 - People who give up their right to do something are said to do this with that right. (Wait.) What word? **relinquish**
 - Armies often undertake this series of activities. (Wait.) What word? **campaign**
- Count all of the tally marks, and enter that number as points in the blank half of the Vocabulary box.

ACTIVITY PROCEDURE, List 3

(See the *Student Book*, page 46.)

The words in the third list are related. Have students use the *REWARDS* Strategies to figure out the first word in each family. Have them read the definition and then read the other two words in the family.



Use Overhead 18: Activity A
List 3: Word Families

- Turn to page 46. Find **Family 1** in **List 3**. Figure out the first word. Use your pencil if you wish. Put your thumb up when you know the word. What word? Read the definition.
- Look at the next word in Family 1. Figure out the word. What word?

APPLICATION LESSON

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List 3: Word Families

Family 1	justice	n.	► (fairness)
	injustice	n.	
	justification	n.	
Family 2	conduct	v.	► (to lead or guide)
	conductor	n.	
	conductible	adj.	
Family 3	prosecute	v.	► (to carry out a legal action against a person in a court of law)
	prosecution	n.	
	prosecutor	n.	
Family 4	equal	adj.	► (the same as)
	equality	n.	
	inequality	n.	
Family 5	dedicate	v.	► (to devote oneself to a purpose or person)
	dedication	n.	
	dedicator	n.	

ACTIVITY B Spelling Dictation

1. justice	4. prosecute
2. injustice	5. prosecution
3. justification	6. prosecutor

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SPELLING Points

- Next word. Figure out the word. What word?
- (Repeat Steps 1–3 for all word families in List 3.)

Note A.3-1: You may wish to provide additional practice by having students read a word family to the group or to a partner.

Note A.3-2: Additional vocabulary practice activities are provided in Appendix B of the Teacher's Guide. These activities are optional and can be assigned during class, for homework, or as small group, in-class activities.

ACTIVITY B

Spelling Dictation

ACTIVITY PROCEDURE

(See the *Student Book*, page 46.)

For each word, tell students the word, then have students say the parts of the word to themselves while they write the word. Then, have students enter the number of correctly spelled words as points in the blank half of the Spelling box.

Note B-1: Distribute a piece of light cardboard to each of the students.



Use Overhead 18: Activity B

1. Find **Activity B**.
2. The first word is **justice**. What word? Say the parts in **justice** to yourself as you write the word. (Pause and monitor.)
3. (Show **justice** on the overhead.) Check **justice**. If you misspelled it, cross it out and write it correctly.
4. The second word is **injustice**. What word? Say the parts in **injustice** to yourself as you write the word. (Pause and monitor.)
5. (Show **injustice** on the overhead.) Check **injustice**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **justification**, **prosecute**, **prosecution**, and **prosecutor**.)
7. Count the number of words you spelled correctly, and record that number as points in the blank half of the Spelling box at the bottom of the page.

APPLICATION LESSON

5

List 3: Word Families

Family 1	justice	n.	► (fairness)
	injustice	n.	
	justification	n.	
Family 2	conduct	v.	► (to lead or guide)
	conductor	n.	
	conductible	adj.	
Family 3	prosecute	v.	► (to carry out a legal action against a person in a court of law)
	prosecution	n.	
	prosecutor	n.	
Family 4	equal	adj.	► (the same as)
	equality	n.	
	inequality	n.	
Family 5	dedicate	v.	► (to devote oneself to a purpose or person)
	dedication	n.	
	dedicator	n.	

ACTIVITY B Spelling Dictation

1. justice	4. prosecute
2. injustice	5. prosecution
3. justification	6. prosecutor

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SPELLING **6**
Points

ACTIVITY C

Background Knowledge

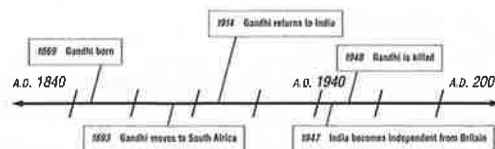
ACTIVITY PROCEDURE

(See the *Student Book*, page 47.)

Read the Background Knowledge paragraphs using one of three methods: read them to students, have students read them together, or call on individual students to read. Examine the timeline and the related graphic together. Then, preview the passage together by examining the title and the headings. Have students tell partners two things the passage will tell about.

1. Turn to page 47. Let's read the two paragraphs. (Read or ask students to read. Then examine the timeline and graphic together.)
2. Now, let's turn the page and preview the passage. Read the title. What is the whole passage going to tell about?
3. Now, let's read the headings. Read the first heading. Read the next heading. (Continue until students have read all headings.)
4. Turn to your partner. Without looking, tell two things this passage will tell about.

ACTIVITY C Background Knowledge



In the last article, we read about the expansion of the British Empire. Mahatma Gandhi was certainly a product of the British Empire. He was born in *India* in 1869, went to law school in *Great Britain*, lived in *South Africa* for more than 20 years, and returned to *India*, where he led a struggle for home rule and human rights until he was assassinated in 1948. Gandhi believed that nonviolent procedures should be used to gain human rights. These nonviolent procedures included non-cooperation by the people in forms of boycotting courts, resigning from government positions, and not attending school. These actions helped to propel India into independence from Great Britain.

However, Gandhi's career as a human rights leader did not start in India. Instead, it began during his years in South Africa. This is the period of his life discussed in this article.



Mohandas ("Mahatma") Gandhi

ACTIVITY D

Passage Reading and Comprehension

ACTIVITY PROCEDURE

(See the *Student Book*, pages 48–49.)

Have students work on reading accuracy by selecting a passage-reading option that best fits your students.

Passage Reading: Accuracy

(Select a passage-reading procedure that matches the size of your group and the competency of your students.)

Option A

If you are teaching a small group of students who are having difficulty, use Option A:

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B

If you are teaching a small group with students who are not having difficulty, use Option B:

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C

If you are teaching a large group with students who are having difficulty, use Option C:

Have students read one paragraph silently. Then, have students read the paragraph to a partner. Alternate partner-reading turns.

Option D

If you are teaching a large group with students who are not having difficulty, use Option D:

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.)

ACTIVITY D Passage Reading and Comprehension

Gandhi

Mohandas Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence. He enacted a great deal of change in his lifetime and made life better for many people of India. His success inspired other leaders, such as Martin Luther King Jr., to adopt nonviolent resistance techniques in their own struggles against injustice. But Gandhi was not born a leader. Specific events early in his life led him to that path. (#1)

Becoming a Lawyer

Gandhi attended University College in London, England, where he studied successfully to become a lawyer. This training in law would provide an important base of knowledge for Gandhi throughout his lifetime. When he completed school, he returned to India and attempted to start a law practice in Bombay. He was not very successful. Few clients approached him; he was not making enough money to live. So when an offer came to work as a legal advisor in South Africa, he gladly accepted it. (#2)

South Africa

Like India, South Africa was still under British rule when Gandhi moved there in 1893. In South Africa, Gandhi realized that the large numbers of Indians (people from India) who were settled there were looked down upon as racial outcasts. South African whites considered the Indians inferior just because they were Indian. One day, Gandhi boarded a train with a first-class ticket in his hand. But when he sat down in the compartment, a white passenger complained about the presence of a dark-skinned man in first class. The conductor ordered him to move back to third class. When Gandhi refused, because he had purchased a first-class ticket, the conductor threw him and his luggage off the train. He sat through a cold winter night in a waiting room, trying to decide whether he should stay and fulfill his obligations to his law client or return to India. He decided to stay. (#3)

Passive Resistance

Later, on the same journey, Gandhi had to travel by stagecoach. The conductor made Gandhi sit outside of the stagecoach box while he sat inside with the white passengers. Afraid of being thrown off and getting stranded, Gandhi

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Passage Reading: Comprehension Questions

(You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.)

#1 What is Gandhi remembered for?

Ideas: Being a human rights leader; using nonviolent procedures to promote change; being dedicated to peace.

#2 Though Gandhi was not a successful lawyer in India, why might his legal knowledge have been important as a leader of a human rights movement?

Ideas: He was able to understand legal actions; could read legal documents; knew how to interact with government officials.

358 complied. But when the same conductor ordered Gandhi to move out of his seat
372 and sit on the dirty footboard, Gandhi refused. The conductor was very angry
385 and hit Gandhi repeatedly, trying to force him off the stagecoach. Gandhi was not
399 willing to fight back, and he was not willing to concede. Finally, some of the
414 other passengers made the conductor stop. Gandhi remained in his seat. (#4)

425 **Becoming a Leader**

428 These incidents awoke Gandhi's awareness to the terrible racial injustices
436 being done in South Africa. He began to try to organize his fellow Indians and
453 others who disagreed with the government's actions. He made speeches and
464 wrote petitions and pamphlets. People in Britain and India began to become
476 aware of what was happening in South Africa. (#5)

484 **Nonviolent Resistance**

486 As Gandhi's campaign wore on, people who did not approve of the changes
498 he was trying to enact often confronted him. On one occasion, he was attacked
513 by an angry mob of people and nearly killed. But he refused to prosecute his
528 attackers, saying that they would find their own way to the truth. He began to be
544 known as much for his love and compassion for his enemies as for his political
559 successes. (#6)

560 **The Mahatma**

562 As his reputation for compassion grew, Gandhi became known as the
573 *Mahatma*, or "great-souled one." He relinquished the lifestyle of a lawyer and
586 began to live the simple, sparse life that we associate with Gandhi today. Out of
601 these experiences in South Africa, he developed his practice of *satyagraha*, or
613 nonviolent resistance to injustice. His experiences with hatred, injustice, and
623 prejudice led him to become a great leader for peace and equality in India, his
638 homeland, and around the world. (#7)

643

ACTIVITY E Fluency Building

Cold Timing

Practice 1

Practice 2

Hot Timing

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#3 How did Gandhi experience racial discrimination in South Africa?

He was treated as an inferior and a racial outcast.
He was not allowed to travel first class on a train with white passengers.

#4 What nonviolent actions did Gandhi take to protest his treatment?

He refused to get out of his seat. He did not fight back when he was hit.

#5 What actions did Gandhi take when he experienced and witnessed the treatment given to Indians living in South Africa?

Ideas: He organized people; wrote and distributed pamphlets; gave speeches.

#6 What action showed that Gandhi had compassion for his enemies?

He refused to prosecute them.

#7 What does the practice of *satyagraha* refer to?

Nonviolence.

ACTIVITY E

Fluency Building

ACTIVITY PROCEDURE

(See the *Student Book*, page 49.)

Have students complete a Cold Timing, one or two practices, and a Hot Timing of the Activity D article. For each timing, have students record the number of correct words read. Finally, have students complete their Fluency Graphs.

Note E-1: When assigning partners for this activity, have the stronger reader read first. As a result, the other reader will have one additional practice opportunity.

1. Now, it's time for fluency building.
2. Find the beginning of the passage again. **(Pause.)**
3. Whisper-read. See how many words you can read in one minute. Begin... **(Time students for one minute.)** Stop... Circle the last word that you read... Record the number of words you read after **Cold Timing** in **Activity E** at the bottom of page 49.
4. Let's practice again. Begin... **(Time students for one minute.)** Stop... Put a box around the last word that you read... Record the number of words you read after **Practice 1**.
5. **Optional** Let's practice one more time before the Hot Timing. Begin... **(Time students for one minute.)** Stop... Put a box around the last word that you read... Record the number of words you read after **Practice 2**.
6. Please exchange books with your partner... Partner 1, you are going to read first. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin... **(Time students for one minute.)** Stop... Twos, cross out the last word that your partner read... Twos, record the number of words in your partner's book after **Hot Timing**.
7. Partner 2, you are going to read next. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin... **(Time students for one minute.)** Stop... Ones, cross out the last word that your partner read... Ones, record the number of words in your partner's book after **Hot Timing**.
8. Exchange books... Turn to the Fluency Graph on the last page of your book, and indicate on the graph the number of Cold Timing and Hot Timing words you read correctly.

ACTIVITY F

Comprehension Questions— Multiple Choice and Short Answer

ACTIVITY PROCEDURE

(See the *Student Book*, page 50.)

Have students complete item #1. Then, have students share the rationale for their answers. Encourage thoughtful discussion. Proceed item-by-item, emphasizing the rationale for the *best* answer. Have students record points for each correct item.

Note F-1: The correct Multiple Choice answers are circled.

Multiple Choice Comprehension

1. Turn to page 50. Find **Activity F**. Finish item #1. Be ready to explain why you selected your answer. (Wait while students complete the item. Call on individual students. Ask them why they chose their answer and why they eliminated the other choices. Encourage discussion.)
2. (Repeat Step 1 with items #2, #3, and #4.)
3. Count the number of items you got correct, and record that number as points in the blank half of the Multiple Choice Comprehension box.

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ACTIVITY F Comprehension Questions— Multiple Choice and Short Answer

Comprehension Strategy—Multiple Choice

- Step 1:** Read the item.
Step 2: Read all of the choices.
Step 3: Think about why each choice might be correct or incorrect. Check the article as needed.
Step 4: From the possible correct choices, select the best answer.

1. (Vocabulary) What did the author mean with this statement: "Mahatma Gandhi was certainly a *product* of the British Empire."
 a. Gandhi's ideas were the same as the leaders of countries in the British Empire.
 b. The British Empire made Gandhi a political leader because he earned a law degree in Great Britain.
 c. Gandhi learned from his experiences in three countries of the British Empire: India, Great Britain, and South Africa.
 d. Gandhi's goals were the same as those who wrote the laws of the British Empire.
2. (Cause and Effect) Why did the conductor try to force Gandhi off the stagecoach?
 a. There was great prejudice against people of color in South Africa.
 b. Gandhi had failed to pay the same fare as the other passengers.
 c. The conductor did not realize that Gandhi was a lawyer and deserved respect.
 d. Gandhi was not a British citizen.
3. (Vocabulary) What do you think the heading *Passive Resistance* means?
 a. Resistance that is "in passing" (only temporary).
 b. Resistance that does not involve passing over other people.
 c. Resistance that does not involve action, such as fighting.
 d. Resistance that involves getting other people to protect you.
4. (Main Idea) If Gandhi were given an award, which of these titles would be best?
 a. Nonviolent Peace Seeker
 b. Leader of the British Empire
 c. Beloved Leader of Bombay
 d. Recognized Lawyer

MULTIPLE CHOICE COMPREHENSION

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Points

APPLICATION LESSON

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Comprehension Strategy—Short Answer

- Step 1:** Read the item.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

1. Why was life difficult for the Indians who lived in South Africa?
Example answer: Life was difficult for the Indians who lived in South Africa because they were treated as inferior and racial outcasts. For example, they were not allowed to ride in train compartments with whites.
2. What kinds of nonviolent actions did Gandhi support?
Example answer: Gandhi supported many kinds of nonviolent actions. For example, Gandhi encouraged people to not hit back when they were attacked and to not cooperate with government officials.

SHORT ANSWER COMPREHENSION

Points

ACTIVITY G Expository Writing—Extended Response

Writing Strategy—Extended Response

- Step 1: LIST** (List the reasons for your position. For each reason, explain with details.)
Step 2: CROSS OUT (Reread your reasons and details. Cross out any that you decide not to include.)
Step 3: CONNECT (Connect any details that could go into one sentence.)
Step 4: NUMBER (Number the reasons in a logical order.)
Step 5: WRITE (Write your response.)
Step 6: EDIT (Revise and proofread your response.)

Prompt: Describe some of the parts of Gandhi's life that led him to be a great leader for peace.

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ACTIVITY PROCEDURE

(See the *Student Book*, page 51.)

Have students read each step in the Short Answer Strategy. Stress the importance of changing the question into part of the answer. Have students read question #1. Prompt students to suggest wording from the question that could be incorporated into the answer. Have students record that wording, locate the answers in the article, and complete the answer. Have students use the Short Answer Strategy steps on the remaining question. Have students record points for each question's answer: one point for using the wording of the question in the answer, and one point for accuracy of the answer (total of 4 points possible for two complete answers).

Short Answer Comprehension

1. Turn to page 51. Today, we are going to use the Short Answer Strategy for completing these items.
2. Let's read the steps in the strategy at the top of the page. Read **Step 1**.
3. Read **Step 2**. This is the most important step. If you turn the question into part of the answer, you are more likely to have an accurate answer that is a complete sentence.
4. Read **Step 3**.
5. Read **Step 4**.
6. Read question #1. What wording might you use from the question in your answer? (**Example answer:** Life was difficult for the Indians who lived in South Africa because...) Complete your answer. Read your answer to your partner. (When students are done, give them feedback.)
7. Read question #2. What wording might you use from the question in your answer? (**Example answer:** Gandhi supported many kinds of nonviolent actions. For example,...) Complete your answer. Read your answer to your partner. (When students are done, give them feedback.)
8. For each question's answer, award yourself points: one point for using words from the question in your answer, and one point for correctness of your answer. Count your number of points (a maximum of 4 points for the two answers), and add that number in the blank half of the Short Answer Comprehension box.
9. (Distribute Appendix A Reproducible 5: Comprehension Strategy—Short Answer. Have each student place this in a notebook or a folder for future reference.)

Comprehension Strategy—Short Answer

Step 1: Read the item.

Step 2: Turn the question into part of the answer and write it down.

Step 3: Think of the answer or locate the answer in the article.

Step 4: Complete your answer.

1. Why was life difficult for the Indians who lived in South Africa?

Example answer: Life was difficult for the Indians who lived in South Africa because they were treated as inferior and racial outcasts. For example, they were not allowed to ride in train compartments with whites.

2. What kinds of nonviolent actions did Gandhi support?

Example answer: Gandhi supported many kinds of nonviolent actions. For example, Gandhi encouraged people to not hit back when they were attacked and to not cooperate with government officials.

SHORT ANSWER COMPREHENSION

4
Points

ACTIVITY G Expository Writing—Extended Response

Writing Strategy—Extended Response

Step 1: **LIST** (List the reasons for your position. For each reason, explain with details.)

Step 2: **CROSS OUT** (Re-read your reasons and details. Cross out any that you decide not to include.)

Step 3: **CONNECT** (Connect any details that could go into one sentence.)

Step 4: **NUMBER** (Number the reasons in a logical order.)

Step 5: **WRITE** (Write your response.)

Step 6: **EDIT** (Revise and proofread your response.)

Prompt: Describe some of the parts of Gandhi's life that led him to be a great leader for peace.

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ACTIVITY G

Expository Writing—Extended Response

ACTIVITY PROCEDURE

(See the *Student Book*, pages 51–53.)

Have students read the prompt. Point out the position that Jessica wrote in her plan, and have students record the position. Explain how Jessica reread the article and made a **LIST** of strong reasons. For each reason, she supported it with an explanation. Have students read Jessica's reasons and explanations. Explain that less-important reasons or explanations should be **CROSSED OUT**, and have them cross out the same reason as Jessica. Next, explain how ideas can be **CONNECTED** into one sentence, and have students connect ideas as Jessica did in her plan. Have students **NUMBER** their reasons in the same manner as Jessica. Finally, have students read Jessica's extended response.



Use Overhead 19

Example Extended Response Plan

1. Find **Activity G** at the bottom of page 51.
Oftentimes, you are asked to write an answer in which you take a position and support it. We can use the same writing steps that we used when writing summaries. Today, we will examine Jessica's extended response. In the next lesson, you will be writing a similar response.
2. Read the prompt. Next, Jessica wrote her position in her plan. Read her position in the Planning Box on page 52. Then, she followed the steps in the Extended Response Writing Strategy on page 51 to write her response.
3. Read **Step 1**. In the Example Plan, Jessica wrote reasons that supported her position. To make the response stronger, she added an explanation for each reason. Let's read her **list** on page 52.

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Comprehension Strategy—Short Answer

- Step 1: Read the item.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

1. Why was life difficult for the Indians who lived in South Africa?
Example answer: Life was difficult for the Indians who lived in South Africa because they were treated as inferior and racial outcasts. For example, they were not allowed to ride in train compartments with whites.
2. What kinds of nonviolent actions did Gandhi support?
Example answer: Gandhi supported many kinds of nonviolent actions. For example, Gandhi encouraged people to not hit back when they were attacked and to not cooperate with government officials.

SHORT ANSWER COMPREHENSION **4** Points

ACTIVITY G Expository Writing—Extended Response

Writing Strategy—Extended Response

- Step 1: **LIST** (List the reasons for your position. For each reason, explain with details.)
Step 2: **CROSS OUT** (Reread your reasons and details. Cross out any that you decide not to include.)
Step 3: **CONNECT** (Connect any details that could go into one sentence.)
Step 4: **NUMBER** (Number the reasons in a logical order.)
Step 5: **WRITE** (Write your response.)
Step 6: **EDIT** (Revise and proofread your response.)

Prompt: Describe some of the parts of Gandhi's life that led him to be a great leader for peace.

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APPLICATION LESSON 5

Example Extended Response Plan

Planning Box	
(position)	Many factors in Gandhi's life led him to be a great leader for peace.
(reason)	lived throughout the British Empire
(explain)	born in India
	also lived in South Africa and Great Britain
① (reason)	knew what it was like to be a racial outcast
(explain)	conductor told him to sit with other dark-skinned people in third-class section on the train
	thrown off the train when he refused
② (reason)	responded to violence with nonviolence
(explain)	hit repeatedly on the stagecoach
	refused to fight back
③ (reason)	organized people who disagreed with the government
(explain)	wrote pamphlets and petitions
	made speeches
	people became more aware of what was happening

Directions: Write your extended response on a separate piece of paper.

ACTIVITY PROCEDURE

Next, have students complete the additional steps in the Extended Response Writing Strategy. Have them reread their lists and **CROSS OUT** any weak or unimportant reasons or explanations. Then, have students **CONNECT** explanations that could go together in one sentence, **NUMBER** their reasons in a logical order, and **WRITE** their extended responses on a separate piece of paper. When they are done, have them **EDIT** their paragraphs, revising for clarity and proofreading for errors in spelling, capitalization, and punctuation.

Have students read their extended responses to their partners. Then, read the Example Extended Response.

Have students read each of the attributes on the rubric, examine their extended responses, and circle either “Yes” or “Fix up.” Give students time to make necessary changes.

Optional: During or after the class session, fill in the third column of the rubric chart and assign points to the extended responses.

Optional: Have students date their writing and place the sample in a folder. Thus, students will be able to look back at their summaries and extended responses and literally see their writing improvement.

4. Turn back to page 51. Read **Step 2.** Next, Jessica reread her list and **crossed out** any reasons and explanations that were not logical or strong. What did she cross out? Why do you think this reason and these explanations were eliminated? Cross out the same reason and explanations on your paper on page 52.
5. Turn back to page 51. Read **Step 3.** Please draw brackets on your paper to **connect** the ideas that Jessica connected.
6. Turn back to page 51. Read **Step 4.** Jessica then **numbered** the reasons in the order they would appear in her response. Number your paper as Jessica did.
7. Turn back to page 51. Read **Step 5.** Jessica then **wrote** her response. The first sentence states her position. The remaining sentences give her reasons and explanations.

Example Extended Response

... Many factors in Gandhi's life led him to become a great leader for peace. First, he knew what it was like to be a racial outcast. On one trip, he was told to sit with other dark-skinned people in third class, even though he had a first-class ticket. When he refused, he was thrown off the train. Another factor is that he responded to violence with nonviolence. He was once hit repeatedly for refusing to move onto the footboard of a stagecoach, but he would not fight back. Finally, Gandhi organized people who disagreed with the government. He wrote pamphlets and petitions, and he made speeches. He made people more aware of what was happening in regard to the government and civil rights.

Rubric— Extended Response	Student or Partner Rating	Teacher Rating
1. Did the author tell his/her position in the first sentence?	Yes Fix up	Yes No
2. Did the author include at least three strong, logical reasons for his/her position?	Yes Fix up	Yes No
3. Did the author provide a strong, logical explanation for each of his/her reasons?	Yes Fix up	Yes No
4. Is the response easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

WRITING  7
Points

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Use Overhead 20

Example Extended Response

8. Turn back to page 51. Read **Step 6.** Jessica reread and **edited** her response. Turn to page 53. Let's read her extended response.



Use Overhead 62

Rubric—Extended Response

9. The questions in this rubric define attributes of well-written responses. We'll use these questions to evaluate Jessica's paragraph and to determine what she needs to edit.
10. Read question #1. Now, reread Jessica's first sentence and determine if she told her position. Circle “Yes” if she did. Circle “Fix up” if she didn't. What did you circle?
11. Read question #2. Reexamine Jessica's extended response to determine if she included at least three strong, logical reasons for her position. Then, circle “Yes” or “Fix up.” What did you circle?
12. Complete the ratings for the remaining questions. Remember to read each question, and then look at

the Example Extended Response to make sure the criteria have been met.

13. Let's compare your ratings with my ratings of this extended response. (Compare your ratings with students' ratings. Tell them that Jessica should work on improving any items circled "Fix up." Direct students to add the number of questions that were answered "Yes" by both you and them, and then enter that number as points in the blank half of the Writing box below the rubric.)

Example Extended Response

Many factors in Gandhi's life led him to become a great leader for peace. First, he knew what it was like to be a racial outcast. On one trip, he was told to sit with other dark-skinned people in third class, even though he had a first-class ticket. When he refused, he was thrown off the train. Another factor is that he responded to violence with nonviolence. He was once hit repeatedly for refusing to move onto the footboard of a stagecoach, but he would not fight back. Finally, Gandhi organized people who disagreed with the government. He wrote pamphlets and petitions, and he made speeches. He made people more aware of what was happening in regard to the government and civil rights.

Rubric— Extended Response	Student or Partner Rating	Teacher Rating
1. Did the author tell his/her position in the first sentence?	Yes Fix up	Yes No
2. Did the author include at least three strong, logical reasons for his/her position?	Yes Fix up	Yes No
3. Did the author provide a strong, logical explanation for each of his/her reasons?	Yes Fix up	Yes No
4. Is the response easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

WRITING  7
Points

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