

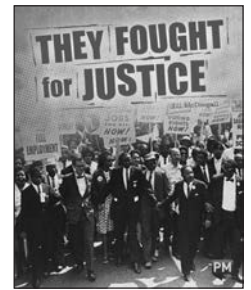
# They Fought for Justice

PM Level 30

Sapphire

**Text Type** Information Report (Informative)

**Running Words** 2542



## Preparing for Guided Reading

### Prior knowledge

- Have students share stories of people they have met or read about who have worked hard to make a big change in the community, for the good of other people, animals or the environment.

### Orientation to the text

- In this book, the reader learns about six people who made great personal sacrifices to fight for justice. We learn about their life stories, their struggles and the ongoing benefits of their actions for people around the world.

## Building the Balanced Reader

### Grammatical conventions

- Have students look at the use of conjunctions to connect ideas and sentences, and make a chart of the conjunctions used in the text.
- Locate third-person pronouns that are used to refer to people and things in the text, e.g. *he*, *she*, *they*.

### Vocabulary

#### Key vocabulary

*apartheid, boycott, campaign, clan, consent, devoted, discrimination, freedom, heritage, Indigenous, minority, petition, protest, restricted, rights, segregated, strike, suffrage*

### Spelling

- Draw students' attention to the word *apartheid*. Explain that this is a Dutch word for a policy that aimed to keep people of different races apart, *apart* meaning *separate* and *heid* meaning *-hood*.

### Visual literacy

- Have students look at the timeline on pp. 10–11 and assess why the events highlighted on the timeline were particularly important in Gandhi's life.

### Focusing on the book – guided reading

- Ask students why they think it took time for other countries to follow New Zealand in giving women the right to vote.

- As they read, ask students to compare the different approaches used by Mahatma Gandhi and Martin Luther King Jr in fighting for equal rights.
- After reading about Mother Teresa, ask students why they believe she devoted her life to helping children, as well as the sick and the poor
- Discuss how, indirectly, one woman's bus ride changed American history forever. Do students think Rosa Parks gets the recognition that she deserves for helping African Americans achieve greater levels of equality?
- Ask students why they think Eddie Mabo was so passionate about children in his community learning their language and culture.
- How do students think Eddie Mabo felt when he discovered that, according to the law, his family's land belonged to the government.
- Ask students how Mabo's family would have felt when the High Court handed down its decision but Eddie was not there to celebrate with them.

### Comprehension

- What did Mahatma Gandhi seek to achieve through his long-term, peaceful campaign? (*Literal*)
- Why were women in New Zealand unable to open a bank account of their own in the 1800s? (*Inferential*)
- What sort of treatment did Indian people have to put up with in South Africa? (*Applied Knowledge*)

### Follow-up activities

- Ask students what they think may have happened to the people of the Torres Strait Islands if Eddie Mabo hadn't made his important speech at the land rights conference in 1981. Have them discuss this question in small groups and brainstorm potential consequences.
- Have students research the topic 'A Brave Person I Know or Have Heard About', and write a description of this person and his or her bravery. Have them edit and revise this description and submit it as an article for the school magazine.

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## Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- \_\_\_\_\_

## Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up