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## **How To Use This Book**

This resource is divided into two parts. The first part includes 20 ready-to-use biography strategy lessons that can apply to any person in history. To make it teacher friendly and easy to implement, the lessons refer to the biographies in the second part of the book. The second part includes TIME biographies about 60 diverse people who have shaped our world ethnically, culturally, geographically, and vocationally. Most of the people in this book are heroic, such as Martin Luther King Jr., Mother Teresa, and Mohandas Gandhi, but we have also included as educational counterpoint some of history's most controversial figures (Mao Zedong, Adolf Hitler, Joseph Stalin, and so on).

Each of the 60 people has a biography written in the format of an entertaining, interesting nonfiction article. With each biography is the actual TIME Magazine cover of the person profiled—use these valuable primary source documents to help students put faces to their studies. Each TIME cover is also included on the CD that accompanies this book, allowing you to display these covers at greater than life size and in full color, using a classroom projection system. Each biography also has a list of key dates in the person's life. Finally, strong comprehension and discussion questions are included to help your students further interact with the TIME covers and texts.

Many of these standards-based lessons are collaborative. Almost all of the 20 lessons incorporate active learning, and some are formatted as games. Use them to motivate your students and to enrich your existing social studies curriculum. This book also supports Howard Gardner's eight multiple intelligences, with lessons for every learning type.

If you have favorite biography lessons of your own, consider using the TIME covers and written biographies to augment your lessons. Here in compact and student-friendly format is a wealth of basic research materials, appropriate for use with any activity.

### **How This Book Is Differentiated**

One way to differentiate curriculum is by using the model of multiple intelligences. In today's classrooms, there are a variety of learning styles, talents, and preferences. The multiple-intelligence model nurtures the broad range of talents in students. It identifies and categorizes eight different intelligences. Each lesson in this book is built around several different multiple intelligences, thus enabling teachers to meet students' needs.

# Board Game

## Lesson Summary

Students will research selected biographies focusing on the challenges faced by the subjects of the biographies as they worked toward their goals. Working in small groups, students will then use this information to create board games highlighting these challenges.

## Objectives

- Students will summarize and paraphrase information in texts.
- Students will use prewriting strategies to plan written work (e.g., brainstorm ideas, organizes information according to type and purpose of writing).

## Multiple Intelligences

- visual/spatial
- interpersonal
- logical/mathematical

## Materials

- notebook paper and writing utensils
- large paper, construction paper, cardboard
- pens, markers, crayons

## Preparation

1. Choose three to five TIME biographies and copy all of them for your students.
2. Organize board game supplies. Bring in sample board games for students to see.
3. Make a class list to use with the assessment.
4. Make copies of the peer assessment in the assessment section.

## Procedure

1. Ask students to help you brainstorm a definition for *hero*. Lead them to include in this definition the idea that every hero had to struggle through adversity to achieve his or her goals. Explore famous people that students know and ask them if they would—by this definition—consider these people heroes.
2. Show students copies of the TIME biographies and explore the lives of the subjects using the following procedure.
  - Display a TIME cover. (Each image is on the CD if you want to show them to the class using a projection system.)
  - Ask students what they already know about this person.
  - Use popcorn reading or the classroom reading strategy of your choice to read aloud the accompanying biography.
  - On your classroom board, write the person's name, and then under this write the headings *goals* and *challenges*.
  - Work with your class to brainstorm and list the person's goals and challenges. Leave these on the board for later use.
  - Repeat this procedure with this lesson's remaining people.

## Board Game *(cont.)*

### Procedure *(cont.)*

3. Ask students what they know about board games like Candyland®, Monopoly®, and Chutes and Ladders®. Lead them to realize that in each of these games there are goals and challenges. If possible, explore examples of each game. Ask students to offer additional examples of the goals and challenges of board games.
4. Explain that students will now be working in small groups to make board games based on the three to five people you explored earlier in the lesson. These board games will highlight goals and challenges (refer students to the lists on your classroom board). Ask your class to quickly brainstorm how they could represent a few of these challenges in board game format. How are board games organized? What are some common formats?
5. Either allow students to form their own small groups (3–4 students each) or divide students into groups of your choice.
6. Ask groups to brainstorm ideas for their board games. Each group needs to offer you a quick description of its game before starting construction. This cuts down on wasted supplies.
7. Once students have game approval, give them the board game supplies (large paper, pens, cardboard, crayons, etc.) and allow appropriate time for them to complete their board game designs (up to two full class periods).
8. When all groups have finished their board games, mix groups and allow time to play these games. It works well to have one member of the original group travel with the game in order to explain directions and help troubleshoot rules as problems arise.
9. Have groups turn in their games and display them in the classroom.

## Board Game *(cont.)*

### Differentiation Strategies

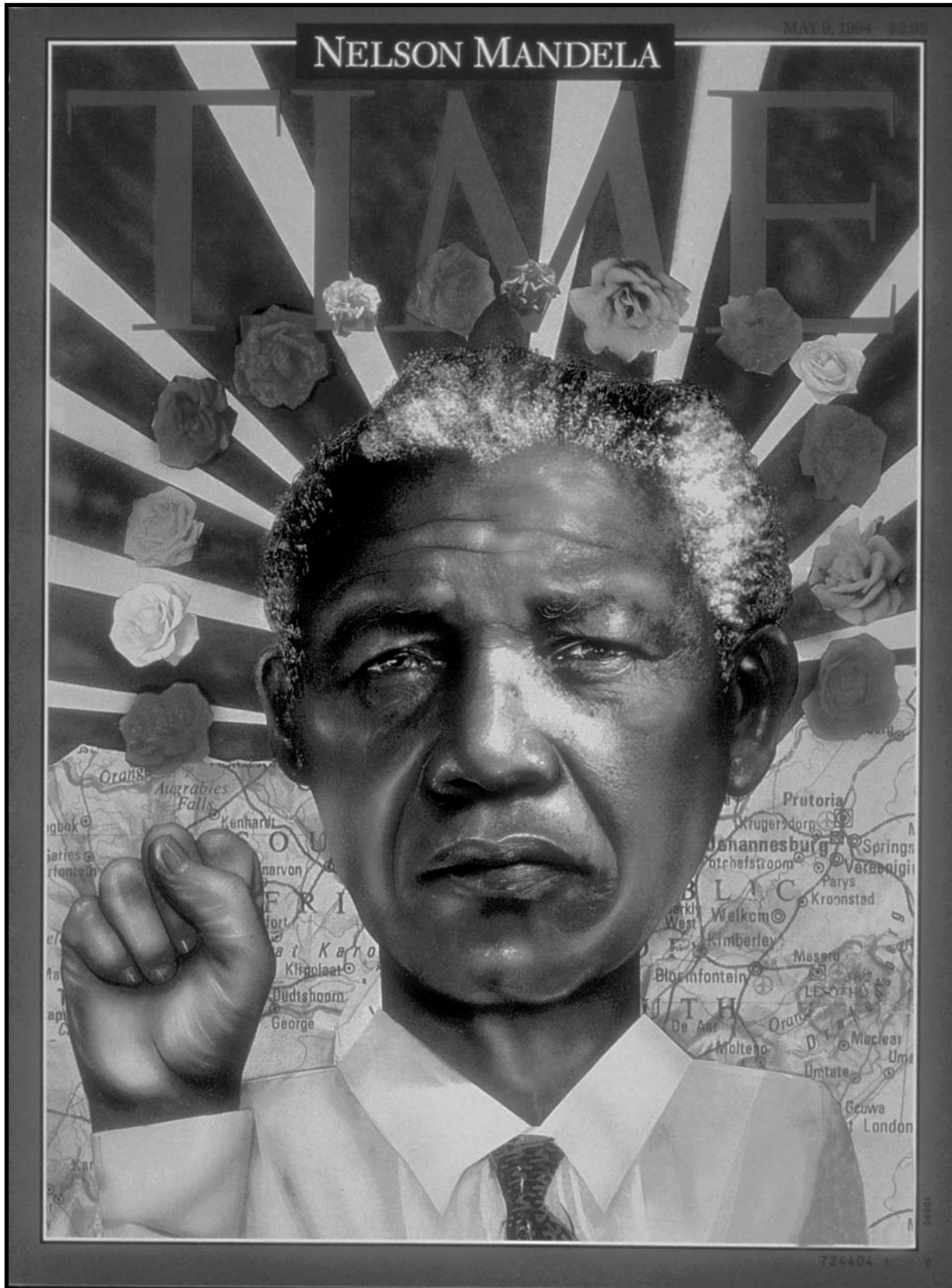
- **Above grade level**—Define a specific number of challenges that each board game must include. Ask groups to write the rules to their game and then, instead of explaining the games orally to the group that actually plays it, have this second group depend on the written rules. Encourage students to give one another feedback about their games. If time permits, allow groups to revise their games.
- **Below grade level**—On scratch paper, have groups illustrate plans for their board games before starting construction. This plan should show the general format (What will the board look like? How will pieces move?) as well as how the group plans to represent challenges and goals. If students have trouble with the planning phase, model this for them using graphic organizers.
- **English language learners**—After listing challenges and goals on your classroom board and splitting students into groups, have each group circle one challenge and one goal they will use in their board game. Ask each group to explain verbally how they will represent their challenge and goal before allowing them to start construction. Assist these students as necessary.

### Assessment

1. While groups are working on their board games, circulate and offer each student a quick score from 1–10, based on effort and involvement.
2. Have students write peer evaluations after playing the games. Students can answer *yes* or *no* to the following three questions. If students answer *no* to any of the questions, they should write an explanation next to it.
  - The game rules are easy to understand.
  - The game taught me something new about the person.
  - The game design is creative and well organized.



# Nelson Mandela



## **Nelson Mandela**

### **He helped dismantle apartheid in South Africa.**

**May 9, 1994**

**J**ust a short stroll from Nelson Mandela's modest country house in the Transkei is the even more humble village where he was born. The round thatched huts of Qunu have no running water or electricity, and shy herdboys carrying sticks tend the skinny cattle the same way young Rolihlahla Nelson Mandela did almost 70 years ago. Walking across the green hills above the village one morning not long ago, Mandela recalled a lesson he learned as a boy. "When you want to get a herd to move in a certain direction," he said, "you stand at the back with a stick. Then, a few of the more energetic cattle move to the front and the rest of the cattle follow. You are really guiding them from behind." He paused before saying with a smile, "That is how a leader should do his work."

No one would suggest that so charismatic a figure as Nelson Mandela, now 75, leads from behind. But Mandela has always made his authority felt on two levels: by standing at the head of the African National Congress, and by forming strategy from behind. During his career as a politician, he has at times moved ahead of his colleagues and boldly created policy. While at other times he has been content to plant the seed of an idea that bears fruit many years later.

Next week, Mandela will become the president of the country whose government he fought against for so long. Leading a liberation struggle is a task fundamentally

different from heading a government; Mandela will no longer seek to bring a system down but to build one up. Yet his style of leadership is suited to his new task, for he is a seeker of unity and consensus.

To black audiences, he declares that democracy and majority rule will not change the circumstances of their lives overnight. At the same time, he informs white audiences that they must take responsibility for the past—in which South Africa was governed under a system of apartheid, or strict racial segregation. He adds that they will have to adjust to a future of majority rule.

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**As president of South Africa, he will no longer seek to bring a system down but to build one up.**

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Mandela does not always get his way. During his imprisonment on Robben Island, he wanted to stage a strike to force the warders to address prisoners with the word "Mr." But, he was always turned down by his comrades. Last year he urged the ANC to reduce the voting age to 14, but his colleagues refused. Once he has lost, he publicly speaks in favor of the position he opposed. "I sometimes come to the National Executive Committee with an idea and they overrule me," he recently observed. "And I obey them, even when they are wrong," he added with a smile. "That is democracy."



# Nelson Mandela

## Key Dates



- 1918** — Born in the Transkei on July 18
- 1944** — Joins the African National Congress (ANC), dedicated to ending apartheid in South Africa
- 1962–1990** — Imprisoned because he advocated sabotage
- 1991** — Becomes president of the ANC
- 1993** — Shares the Nobel Peace Prize with F.W. de Klerk for dismantling apartheid
- 1994–1998** — Serves as South Africa’s president

## Focus: Reading for Understanding

1. What is Nelson Mandela’s philosophy of leadership? Where did his ideas come from?
2. What position did Mandela assume in 1994? What had he been doing before this?
3. What was Mandela’s goal as president, for both white and black South Africans?
4. What is *apartheid*?
5. Word Watch—Look up the following words and note how they are used in the article: *modest, humble, charismatic, authority, colleagues, boldly, content, liberation, unity, consensus, majority, segregation, strike, warders, comrades, urged, reduce, colleagues, opposed, and overrule.*

## Connect

What is your idea of good leadership? Make a list of qualities you think a leader needs.

## Explore

1. Where is South Africa? What is the country known for, both politically and in terms of tourism and natural resources?
2. Find out more about the history and accomplishments of the ANC. Who is its leader today?