



Fighting for a Cause

Tell It Again!™ Read-Aloud Supplemental Guide





Fighting for a Cause

Transition Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Preface to the Transition Supplemental Guide

This preface to the *Transition Supplemental Guide* provides information about the guide’s purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students’ needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
<p>Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition*

Supplemental Guide's focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *bus*, *school*, and *work*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *achievement*, *courage*, and *challenge*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *discrimination*, *suffrage*, and the *boycott*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words

that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their

first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> • Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”) • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content
Emerging (Beginner)	<ul style="list-style-type: none"> • Responds with basic phrases • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use manipulatives, visuals, realia, props • Use small-group activities • Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary • Use illustrated core vocabulary words • Use pre-identified words to complete cloze sentences • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Allow for longer processing time and for participation to be voluntary • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Transitioning (Intermediate)	<ul style="list-style-type: none"> • Speaks in simple sentences • Uses newly learned words appropriately • With appropriate scaffolding, able to understand and produce narratives • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Use more complex stories and books • Continue to focus on Tier 2 vocabulary • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Provide some extra time to respond • Pair with high-level English speakers for activities and discussions focused on the English language
Expanding (Advanced)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Fighting for a Cause

The following chart contains the core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Fighting for a Cause	Lesson								
	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Explain that members of one powerful group often excluded members of other groups from certain rights	✓								
Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights	✓								
Explain why fighting for important causes has helped to change laws and improve the lives of many people	✓								
Explain the terms <i>inequality</i> , <i>discrimination</i> , <i>suffrage</i> , <i>segregation</i> , and <i>activist</i>	✓	✓	✓		✓	✓	✓	✓	✓
Explain the concepts of <i>nonviolence</i> , <i>civil rights</i> , and <i>human rights</i>	✓		✓	✓	✓	✓	✓	✓	✓
Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez		✓	✓	✓	✓	✓	✓	✓	
Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez fought during their lifetimes		✓	✓	✓	✓	✓	✓	✓	✓
Identify Susan B. Anthony as an abolitionist		✓							
Explain that Susan B. Anthony campaigned for women's rights, especially the right to vote		✓							
Explain that Eleanor Roosevelt was married to President Franklin Roosevelt			✓						
Identify Eleanor Roosevelt as a First Lady			✓						
Identify the Great Depression as a difficult time in American history			✓						
Explain the role of the United Nations in the world			✓						
Explain that Mary McLeod Bethune worked with Eleanor Roosevelt				✓					
Explain the lack of educational opportunities for African American girls in the nineteenth century				✓					
Explain that three presidents asked Mary McLeod Bethune for advice				✓					

Alignment Chart for Fighting for a Cause

Lesson

	1	2	3	4	5	6	7	8	9
Explain that Jackie Robinson was a talented athlete					✓				
Identify Jackie Robinson as the first African American to play Major League Baseball in the United States					✓				✓
Explain the importance of the success of the Montgomery Bus Boycott						✓			
Describe the connection between Rosa Parks and Martin Luther King Jr.							✓		
Identify Martin Luther King Jr. as an important leader of the civil rights movement							✓	✓	
Describe working conditions for migrant workers								✓	
Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez									✓
Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez									✓

Note: The Language Arts Objectives in the Lessons may change depending on teacher's choice of activities.

Reading Standards for Literature: Grade 2

Craft and Structure

STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	✓	✓	✓	✓	✓	✓	✓	✓

Reading Standards for Informational Text: Grade 2

Key Ideas and Details

STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓			

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.									
CKLA Goal(s)	Identify the main topic of a multiparagraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text							✓		
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.									
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓			✓		✓	✓		
Craft and Structure										
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.									
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions									✓
STD RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.									
CKLA Goal(s)	Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe									✓
Integration of Knowledge and Ideas										
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.									
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud, and explain how these graphics clarify the meaning of the read-aloud		✓	✓	✓	✓	✓	✓	✓	
STD RI.2.8	Describe how reasons support specific points the author makes in a text.									
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud									✓
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds							✓		
Range of Reading and Level of Text Complexity										
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4									✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
Writing Standards: Grade 2										
Text Types and Purposes										
STD W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.									
CKLA Goal(s)	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section		✓	✓	✓	✓	✓	✓	✓	✓
Production and Distribution of Writing										
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.									
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing									✓
STD W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.									
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers									✓
Research to Build and Present Knowledge										
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds				✓					
	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening Standards: Grade 2										
Comprehension and Collaboration										
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)									✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
STD SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age					<input checked="" type="checkbox"/>				
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud					<input checked="" type="checkbox"/>				
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Presentation of Knowledge and Ideas										
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.									
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification					<input checked="" type="checkbox"/>				

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
Language Standards: Grade 2										
Vocabulary Acquisition and Use										
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.									
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)					<input checked="" type="checkbox"/>				
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/ informational read-alouds and discussions				✓		✓			
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).									
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>)					✓				
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases	✓		✓						
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)					<input checked="" type="checkbox"/>				
Additional CKLA Goals										
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud		✓	✓	✓	✓	✓	✓	✓	✓
	Identify and express physical sensations, mental states, and emotions of self and others			✓	✓	✓	✓	✓	✓	
	Share writing with others			✓						✓
	Use knowledge of the meaning of individual words to predict the meaning of compound words							✓		

These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Fighting for a Cause

Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Fighting for a Cause* domain. The *Transition Supplemental Guide for Fighting for a Cause* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One						
Day 1	#	Day 2	#	Day 3	Day 4	Day 5
Lesson 1A: "People Who Fought for a Cause" (40 min.)		Lesson 2A: "Susan B. Anthony: An Advocate for Women's Rights" (40 min.)		Lesson 3A: "Eleanor Roosevelt: A Voice for Human Rights" (40 min.)	Lesson 4A: "Mary McLeod Bethune: A Dedicated Teacher" (40 min.)	Lesson 5A: "Jackie Robinson: Champion of Equality" (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.		60 min.	60 min.	60 min.

Week Two					
Day 6	ⓐ#	Day 7	Day 8	Day 9	Day 10
Pausing Point (40 min.)		Lesson 6A: "Rosa Parks: The Mother of the Civil Rights Movement" (40 min.)	Lesson 7A: "Martin Luther King Jr.: Defender of the Dream" (40 min.)	Lesson 8A: "Cesar Chavez: Protector of Workers' Rights" (40 min.)	Lesson 9A: "Celebrating Those Who Fought for a Cause" (40 min.)
Pausing Point (20 min.)		Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.		60 min.	60 min.	60 min.	60 min.

Week Three		
Day 11	Day 12	Day 13
Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.	60 min.

ⓐ Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Lesson Implementation

It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Fighting for a Cause* domain.

- Response Cards for *Fighting for a Cause*—Response Cards of key people in this domain include Susan B. Anthony (Instructional Master 2A-1); Eleanor Roosevelt (Instructional Master 3A-1); Mary McLeod Bethune (Instructional Master 4A-1); Jackie Robinson (Instructional

Master 5A-1); Rosa Parks (Instructional Master 6A-1); Martin Luther King, Jr. (Instructional Master 7A-1); and Cesar Chavez (Instructional Master 8A-1). Use the Response Cards to preview, discuss, and review read-aloud content about these courageous people who fought for a cause.

- **People Who Fought for a Cause Timeline**—You will create a class timeline using Image Cards that have been provided with this domain. You may wish to have students create their own timeline using Instructional Master 2B-2 and the cut-outs on Instructional Master 2B-3.
- **Sentence Builder**—Activity sheets have been provided for this syntactic awareness activity. Students will rearrange, or unscramble, sets of phrases to create complete compound and complex sentences. Students will also identify the adjectives and adverbs in the sentences.
- **Free Verse Poems**—This is one of two writing projects in this domain. Students will first plan their poem by brainstorming ideas using a Main Idea/Details graphic organizer (Instructional Master 2B-4). Then they will write a free verse poem in which they express an opinion about a person who fought for cause.
- **Opinion Paragraph**—This is the second writing project for this domain. Students will write an opinion paragraphs about people who fought for a cause using paragraph templates with sentence starters to help organize their opinion paragraphs.

Anchor Focus in Fighting for a Cause

This chart highlights two Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.1	Free Verse Poems—Students will express their opinion about people who fought for a cause in a free verse poem. Relevant academic language: <i>free verse poem, planning, drafting, editing, brainstorming ideas, key facts, opinion</i>
		Opinion Paragraphs—Students will write opinion paragraphs about people who fought for a cause. Relevant academic language: <i>opinion paragraph, introductory sentence, opinion, reasons, concluding sentence</i>
Language	L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
	L.2.1f	Produce, expand, and rearrange complete compound sentences.

Domain Components

Along with this *Transition Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Fighting for a Cause*
- *Tell It Again! Image Cards* for *Fighting for a Cause*

*The *Tell It Again! Multiple Meaning Word Posters* for *Fighting for a Cause* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517700

Why Fighting for a Cause Is Important

This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. Each of these individuals struggled for a cause, their struggles later helped change many laws, and they all practiced nonviolence. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people's awareness throughout an entire country. Students will also learn the terms *civil rights* and *human rights*, and what these terms mean.

The *Fighting for a Cause* domain will introduce students to seven historical leaders:

- Susan B. Anthony
- Eleanor Roosevelt
- Mary McLeod Bethune [mik-*LOUD* beth-*OON*]
- Jackie Robinson
- Rosa Parks
- Martin Luther King Jr.
- Cesar Chavez

Students will learn about the dedication and sacrifice of these historical leaders, as well as the significant impact they had on the fight for civil rights and human rights. This domain will also lay the foundation for review and extended learning of equal rights in later grades.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Fighting for a Cause*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Plants (Kindergarten)

- Describe the life and scientific achievements of George Washington Carver

Presidents and American Symbols (Kindergarten)

- Identify the White House as the president's home
- Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
- Describe the purpose of the Declaration of Independence as a statement of America's liberty

A New Nation: American Independence (Grade 1)

- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal . . ." as part of the Declaration of Independence

Core Vocabulary for Fighting for a Cause

The following list contains all of the core vocabulary words in *Fighting for a Cause* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

civil rights
courage
discrimination
equal rights
inequality
nonviolence

Lesson 2

abolitionists
ballots
influential
jury
suffrage

Lesson 3

admirable
devotion
First Lady
human rights
politics

Lesson 4

federal
health care
privilege
proud
scholarship
society

Lesson 5

challenge
gamble
hostility
intimidate
teammates

Lesson 6

assign
boycott
disrupted
injustice
segregation

Lesson 7

activists
banned
character
extraordinary
minister
sit-ins

Lesson 8

heritage
instructing
migrant workers
organizer
plight
strikes

Lesson 9

democratic
dignity
disabilities
obstacles
taxes

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for for Susan B. Anthony: An Advocate for Women’s Rights			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	abolish/abolished abolitionists ballots citizen/citizens jury slavery/slaves suffrage/ suffragettes	education former* influential*	family girl/woman helped male/female married money newspaper president teacher
Multiple Meaning	association <u>cast</u> protest vote	view	right school
Phrases	Civil War Emancipation Proclamation Susan B. Anthony	19th century	
Cognates	abolir/abolido asociación protesta votar	educación influyente*	familia presidente

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Transition Supplemental Guide for Fighting for a Cause*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which

addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

Supplemental Guides include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Transition Supplemental Guide for Fighting for a Cause*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Supplemental Guide* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Transition Supplemental Guide for Fighting for a Cause*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters;

Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for Fighting for a Cause

The *Transition Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *Amazing Grace*, by Mary Hoffman and illustrated by Caroline Binch (Dial, 1991) ISBN 978-0803710405
2. *The Ballot Box Battle*, by Emily Arnold McCully (Dragonfly Books, 1998) ISBN 978-0679893127
3. *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*, by Tanya Lee Stone and illustrated by Rebecca Gibbon (Henry Holt and Co., 2008) ISBN 978-0805079036
4. *Freedom on the Menu: The Greensboro Sit-Ins*, by Carole Boston Weatherford and illustrated by Jerome Lagarrigue (Puffin Books, 2007) ISBN 978-0142408940
5. *Freedom Summer*, by Deborah Wiles and illustrated by Jerome Lagarrigue (Atheneum Books for Young Readers, 2001) ISBN 978-0689830167

6. *Heroes for Civil Rights*, by David A. Adler and illustrated by Bill Farnsworth (Holiday House, 2007) ISBN 978-0823420087
7. *If You Lived When Women Won Their Rights*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2008) ISBN 978-0439748698
8. *The Other Side*, by Jacqueline Woodson and illustrated by E.B. Lewis (Putnam, 2001) ISBN 978-0399231162
9. *Remember the Ladies: 100 Great American Women*, by Cheryl Harness (HarperCollins, 2003) ISBN 978-0064438698
10. *Richard Wright and the Library Card*, by William Miller and illustrated by Gregory Christie (Lee & Low Books, 1999) ISBN 978-1880000885
11. *The Story of Ruby Bridges*, by Robert Coles and illustrated by George Ford (Scholastic Paperbacks, 2010) ISBN 978-0439472265
12. *When Marian Sang*, by Pam Muñoz Ryan and illustrated by Brian Selznick (Scholastic Press, 2002) ISBN 978-0439269674

Susan B. Anthony

13. *Susan B. Anthony*, by Alexandra Wallner (Holiday House, 2012) ISBN 978-0823419531
14. *Susan B. Anthony (First Biographies)*, by Martha E. H. Rustad (Capstone Press, 2002) ISBN 978-0736894487
15. *Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade and illustrated by Craig Orback (Picture Window Books, 2007) ISBN 978-1404831049
16. *Susan B. Anthony: Fighter for Women's Rights*, by Deborah Hopkinson and illustrated by Amy Bates (Simon Spotlight, 2005) ISBN 978-0689869099

Mary McLeod Bethune

17. *Mary McLeod Bethune (Rookie Biographies)*, by Susan Evento (Children's Press, 2004) ISBN 978-0516258300
18. *Mary McLeod Bethune*, by Eloise Greenfield and illustrated by Jerry Pinkney (HarperCollins, 1994) ISBN 978-0064461689

19. *Mary McLeod Bethune: A Great Teacher (Great African Americans)*, by Patricia C. McKissack and Fredrick McKissack, Jr. (Enslow Elementary, 2001)
ISBN 978-0766016804

Cesar Chavez

20. *A Picture Book of Cesar Chavez (Picture Book Biography)*, by David A. Adler and Michael S. Adler, and illustrated by Marie Olofsdotter (Holiday House, 2011) ISBN 978-0823423835
21. *Cesar Chavez (Rookie Biographies)*, by Susan Eddy (Children's Press, 2004) ISBN 978-0516279237
22. *Cesar Chavez: A Hero for Everyone (Milestone Books)*, by Gary Soto and illustrated by Lori Lohstoeter (Aladdin, 2003)
ISBN 978-0689859229
23. *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull and illustrated by Yuyi Morales (Harcourt Children's Books, 2003) ISBN 978-0152014377

Martin Luther King Jr.

24. *A Lesson for Martin Luther King Jr. (Childhood of Famous Americans)*, by Denise Lewis Patrick and illustrated by Rodney S. Pate (Simon Spotlight, 2003) ISBN 978-0689853975
25. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport and illustrated by Brian Collier (Hyperion Books, 2007) ISBN 978-1423106357
26. *Martin Luther King Jr. (Rookie Biographies)*, by Wil Mara (Children's Press, 2013) ISBN 978-0531247389
27. *My Brother Martin: A Sister Remembers—Growing Up with the Rev. Dr. Martin Luther King Jr.*, by Christine King Farris and illustrated by Chris Soentpiet (Aladdin, 2005)
ISBN 978-0689843884
28. *A Picture Book of Martin Luther King, Jr. (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1990) ISBN 978-0823408474

Rosa Parks

29. *I Am Rosa Parks*, by Rosa Parks and Jim Haskins, and illustrated by Wil Clay (Houghton Mifflin, 2000)
ISBN 978-0618062409
30. *A Picture Book of Rosa Parks (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1995) ISBN 978-0823411771
31. *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier (Square Fish, 2007) ISBN 978-0312376024
32. *Rosa Parks (Rookie Biographies)*, by Wil Mara (Children's Press, 2007) ISBN 978-0531125922
33. *Rosa Parks: A Life of Courage*, by Ann-Marie Kishel (Lerner, 2006) ISBN 978-0822534785

Jackie Robinson

34. *Jackie Robinson (Rookie Biographies)*, by Wil Mara (Children's Press, 2003) ISBN 978-0516273365
35. *Jackie Robinson: American Hero*, by Sharon Robinson (Scholastic, 2013) ISBN 978-0545540063
36. *A Picture Book of Jackie Robinson (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1997) ISBN 978-0823413041
37. *Teammates*, by Peter Golenbock and illustrated by Paul Bacon (Harcourt, 1992) ISBN 978-0152006037
38. *Who Was Jackie Robinson?*, by Gail Herman and illustrated by John O'Brien (Grosset and Dunlap, 2010)
ISBN 978-0448455570

Eleanor Roosevelt

39. *Amelia and Eleanor Go for a Ride*, by Pam Muñoz Ryan and illustrated by Brian Selznick (Scholastic Press, 1999)
ISBN 978-0590960755
40. *Eleanor*, by Barbara Cooney (Puffin, 1999)
ISBN 978-0439137362

41. *A Picture Book of Eleanor Roosevelt (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1995) ISBN 978-0823411573
42. *Who Was Eleanor Roosevelt?*, by Gare Thompson and illustrated by Nancy Harrison (Grosset and Dunlap, 2004) ISBN 978-0448435091

Teacher Resources

43. *50 American Heroes Every Kid Should Meet*, by Dennis Denenberg and Lorraine Roscoe (Millbrook Press, 2006) ISBN 978-0761395485
44. *The Civil Rights Movement for Kids: A History with 21 Activities*, by Mary C. Turck (Chicago Review Press Inc., 2000) ISBN 978-1556523700

Websites and Other Resources

Student Resources

1. **America's Story: Susan B. Anthony**
http://www.americaslibrary.gov/jb/gilded/jb_gilded_susanb_1.html
2. **America's Story: Rosa Parks**
http://www.americaslibrary.gov/jb/modern/jb_modern_parks_1.html
3. **America's Story: Martin Luther King Jr.**
http://www.americaslibrary.gov/aa/king/aa_king_subj.html
4. **America's Story: Cesar Chavez**
http://www.americaslibrary.gov/aa/chavez/aa_chavez_subj.html
5. **MLK: The King and His Dream**
<http://www.youtube.com/watch?v=k6Au81aHuSg>



People Who Fought for a Cause

1

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that members of one powerful group often excluded members of other groups from certain rights
- ✓ Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights
- ✓ Explain why fighting for important causes has helped to change laws and improve the lives of many people
- ✓ Explain the terms *inequality* and *discrimination*
- ✓ Explain the concepts of *nonviolence* and *civil rights*

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in poems, including free verse poems (RL.2.4)
- ✓ Describe the connection between the exclusion of certain groups from their civil rights and the creation of a civil rights movement (RI.2.3)
- ✓ Ask and answer *why* questions orally, requiring literal recall and understanding of the details or facts from “People Who Fought for a Cause” (SL.2.3)

- ✓ Recount a personal experience applicable to the saying “don’t cry over spilled milk” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Explain the meaning of “don’t cry over spilled milk” and use in appropriate contexts (L.2.6)

Core Vocabulary

civil rights, n. Rights that the government provides to all its citizens

Example: Martin Luther King Jr. fought for civil rights for all people.

Variation(s): civil right

courage, n. Bravery; the ability to face fear or danger

Example: It takes courage to stand up against laws that are unfair.

Variation(s): none

discrimination, n. An act of unfair or unjust treatment of a person, or group of people, based on traits such as skin color, race, or religion

Example: Jackie Robinson experienced racial discrimination when he was unable to eat at the same restaurant as his white teammates.

Variation(s): none

equal rights, n. All citizens sharing the same rights without being treated unfairly because of their race, religion, skin color, or gender

Example: Women did not always have equal rights; for example, they could not vote in elections as men could do.

Variation(s): equal right

inequality, n. The condition of not being treated the same as others

Example: Susan B. Anthony fought against inequality in voting rights; she wanted women to be able to vote, too.

Variation(s): inequalities

nonviolence, n. The practice of using peaceful or nonphysical ways to get what you want or to respond to unfairness

Example: Many people who fought for equal rights did so through nonviolence.

Variation(s): none

Vocabulary Chart for People Who Fought for a Cause

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>discrimination</i> farmworkers government inequality law violence/ nonviolence	achievements* certain courage* educational opportunities	country fought leaders life presidents same/different world
Multiple Meaning	vote	against cause change fairly treated	right white
Phrases	African Americans civil rights civil rights movement equal rights	take for granted took a stand were at the mercy of	
Cognates	<i>discriminación</i> violencia votar	coraje* causa educativo oportunidades	diferente líderes presidentes

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Domain Introduction	chart paper, chalkboard or whiteboard; markers	Write “Fighting for a Cause” on the board. Circle the word “fighting,” and ask students what comes to mind when they think of this word. Circle “cause,” and explain that a cause is an idea or goal someone is interested in. <i>Cause</i> can also mean a good reason.
Image Preview	Images 1A-7–13	
Vocabulary Preview: Civil Rights, Discrimination	Image 1A-1	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
People Who Fought for a Cause		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Courage		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Vocabulary Instructional Activity: Achievements		
Sayings and Phrases: Don’t Cry Over Spilled Milk		
Writing Free Verse	chart paper, chalkboard or whiteboard	
Take-Home Material		
Family Letter	Instructional Masters 1B-1–3	

Advance Preparation

For Writing Free Verse, prepare a Main Idea/Details web on chart paper, chalkboard, or whiteboard, using Instructional Master 2B-4 as a guide. Fill in the web with students' responses as you model the brainstorming process during this activity.

Notes to Teacher

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 1A-3, briefly review the meanings of equal rights, civil rights, and discrimination.

After reading the section for Image 1A-6, briefly review the causes that some people have fought for, such as rights for women, rights for African Americans, and freedom of religion.



People Who Fought for a Cause

1A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Domain Introduction

5 minutes

Tell students that this domain is called *Fighting for a Cause*. Ask students what they think this title may mean. You may need to explain that the word *fighting* in this case does not mean using fists or physically hitting another person. Here the word *fighting* means working hard to accomplish something. You may also need to explain that a cause is a goal or a good reason. So “fighting for a cause” means working hard to reach a goal or working hard for a good reason.

Ask students if they have ever fought for a cause or worked hard to achieve a goal. Tell students that for the next couple of weeks they will learn about a number of ordinary people who helped make extraordinary changes in the United States because they fought for important causes. Explain to students that none of the people they will hear about in this domain were presidents, and most did not serve any role in the government; they were regular people who saw some unfairness, and they tried to change what they saw.

Image Preview

10 minutes

Explain to students that they will be learning about seven important people in American history. Tell students that, prior to each read-aloud, they will be introduced to these people through an image preview activity. In this first lesson, students will see an image of each of the seven individuals mentioned in this read-aloud.



← **Show image 1A-7: Susan B. Anthony**

Tell students that this is a picture of Susan B. Anthony, a woman who fought to end slavery and to get women the right to vote long before women were allowed to vote.



← **Show image 1A-8: Eleanor Roosevelt**

Explain to students that this is a picture of Eleanor Roosevelt, who fought for all people to have the right to a better life with a good education and a good job.



← **Show image 1A-9: Mary McLeod Bethune**

Tell students that this woman, Mary McLeod Bethune, helped to get better educational opportunities for people, and that she worked with Eleanor Roosevelt and several U.S. presidents to improve people's lives.



← **Show image 1A-10: Jackie Robinson**

Explain to students that this man's name is Jackie Robinson, and he worked to make it possible for African Americans to play professional sports.



← **Show image 1A-11: Rosa Parks**

Tell students that this woman, Rosa Parks, helped make life fairer and better for African Americans living in the South in the 1950s and 1960s.



← **Show image 1A-12: Martin Luther King Jr.**

Explain to students that this man's name was Martin Luther King Jr., and he did many things to make life better for all Americans. Ask students if they have ever heard of Martin Luther King Jr. If they do not recognize his name, remind them that there is a special day set aside each year in January when our whole country takes time out to remember the wonderful things Martin Luther King Jr. accomplished during his lifetime.



← **Show image 1A-13: Cesar Chavez**

Tell students that this man's name was Cesar Chavez. He saw that some workers were being treated very badly and did not receive a fair amount of money for the work they did. Explain that Cesar Chavez helped organize people to change this situation.



Civil Rights

← **Show image 1A-1: People asking to be heard**

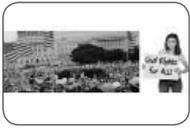
1. In today's read-aloud, you will hear about certain rights that people have called *civil rights*.
2. Say the phrase *civil rights* with me three times.
3. Civil rights are rights that a government provides or gives its citizens.
4. Freedom of speech and the right to vote are two civil rights that the United States government gives its citizens.
5. What civil rights do you think all citizens of a country should have? Use the term *civil rights* in your answer.

Discrimination

1. In today's read-aloud, you will hear how some people fought to end *discrimination* in the United States.
2. Say the word *discrimination* with me three times.
3. Discrimination is an act of unfair or unequal treatment of a person, or group of people, because of traits such as gender, skin color, race, or religion.
4. In the past, people of color experienced discrimination when they were not allowed to eat at the same restaurants as white people.
5. I will name several things. If what I say is an example of discrimination, say, "That is discrimination." If what I say is not an example of discrimination, or is an example of fair and equal treatment, say, "That is not discrimination."
 - Every citizen has the right to an education.
 - Men are allowed to vote, but women are not.
 - Only people with dogs are allowed to go to the park.
 - Everybody is allowed to use the computers at the library.
 - Only people with light-colored skin are allowed to eat at the restaurant.

Purpose for Listening

Tell students to listen carefully to this introduction to civil rights to find out what *civil rights* means. They will hear an introduction to seven people who fought for civil rights.

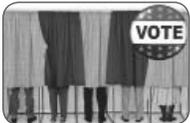


People Who Fought for a Cause

← Show image 1A-1: People asking to be heard

- 1 Rights are freedoms that people have. Equal rights means that all people share and enjoy the same rights, regardless of their race, religion, skin color, or gender.
- 2 The word *inequality* means that different people or different groups are not being treated the same, so that one of the groups is not being treated fairly.

Throughout history, people have had to stand up and demand that they be treated fairly. They have fought for **equal rights** for themselves and for others.¹ You have to be very brave to stand up for what you believe in. Over the next couple of weeks, you will find out about seven people who took a stand against **inequality** and demanded certain rights.² You will discover that most of these people lived a long time ago, but what they achieved affects us today. They made the world a much fairer place. They fought for equal rights for everyone.



← Show image 1A-2: Civil rights

- 3 or being treated unfairly because of religion, skin color, or gender

One of the types, or categories, of rights people have is called **civil rights**. Civil rights are those rights the government gives to people. Civil rights in the United States include freedom of speech, the right to vote, and protection from **discrimination**.³ Civil rights also include the right to be treated equally under the law. Different countries have different ideas about civil rights, but the people you will hear about in this domain all lived in the United States, so you will learn about civil rights in the United States. Many of the people in the stories that follow had to fight for some of the rights we enjoy today. However, these people didn't fight with violence; they fought with words and with peaceful actions. As a result, they changed the world for the better.



← Show image 1A-3: Monarchs

- 4 To be at someone's mercy means you don't have any power over them; you have to do what they say.
- 5 If someone rules with an iron fist, do you think they are kind and gentle or very strong and strict?

For a very long time, people weren't protected by any rights at all. For hundreds—even thousands—of years, people were at the mercy of those in charge.⁴ Monarchs (such as kings), military leaders, or tribal leaders governed with an iron fist.⁵ Over time, people began to demand some rights. They wanted to select their leaders, they wanted to vote, they wanted to own property, and

they wanted the right to practice a religion the way they wanted to.

Gradually, governments started giving people rights and freedoms. Today, we live in a country that cares about its citizens and their rights. Even in the United States, however, the government and some more powerful groups of people have not always treated everyone fairly and equally. They even kept certain groups of people from having the same rights. Some very brave people have fought to change this, and you will learn about them in this domain.



← **Show image 1A-4: Women's rights**

You have learned (in the *Immigration* domain) that today, U.S. citizens have the right to vote for their leaders. But did you know that for a long time, women did not have the right to vote in the United States? It wasn't until less than one hundred years ago, in the 1920s, that all women were granted, or given, the right to vote. This change to the law happened after women protested, marched, and fought for this right.⁶

6 To protest means to show you're upset with something.



← **Show image 1A-5: Civil rights protests**

Until the mid-1860s, in parts of the United States, many African Americans were slaves.⁷ Even after slavery was abolished, or ended, in some states, African Americans did not have the same legal rights as white people and were not treated equally. In the South for example, African Americans were not allowed to attend certain schools or eat at certain restaurants.

7 What are slaves? (people who are forced to work for no money and who are not free to make their own choices about their lives)

Barriers were also placed in their way when African Americans tried to vote. In this domain you will learn about two people who helped to defeat, or end, this inequality.⁸ With their supporters, they marched, demanded, and fought for equal rights. Finally, in 1964, about one hundred years after slavery ended, the Civil Rights Act became law. This act removed unfair laws by prohibiting, or ending, discrimination.⁹

8 What does *inequality* mean? (different people or different groups are not treated the same way, so that one of the groups is not treated fairly)

9 What does *discrimination* mean? (treating people unfairly because of their religion, race, skin color, or gender)



← **Show image 1A-6: The Declaration of Independence**

10 A Founding Father is one of the men who helped form our government over two hundred years ago.

11 What does *protest* mean?

12 *Achievements* are things gained through hard work.



13 This means that she fought for girls and women to be able to go to school and get the kinds of jobs that boys and men could get.

← **Show image 1A-7: Susan B. Anthony**

Throughout the history of this country, there have been certain people dedicated to making sure that all citizens have the civil rights they deserve. Thomas Jefferson, one of the Founding Fathers,¹⁰ wrote the words “all men are created equal.” He wrote those words a very long time ago in a document called the Declaration of Independence. This document was a letter of protest against the unfair treatment of the colonists by the British.¹¹

The colonists fought for their rights and freedoms and founded—or started—a new nation: the United States of America.

In this domain you will find out about seven individuals, who, like Thomas Jefferson and the other Founding Fathers, stood up for what they believed in. Here is a quick introduction to each person and his or her achievements.¹²

Susan B. Anthony thought that women should have the same educational and employment opportunities as men.¹³ Susan believed that women should be allowed to vote. She dedicated her whole life to making the world a fairer place for women.



← **Show image 1A-8: Eleanor Roosevelt**

Eleanor Roosevelt worked to improve the quality of life for many groups of people, but especially for children, women, Native Americans, and African Americans. She was concerned about the fact that girls did not have the same educational opportunities as boys, and that many African Americans lived in poverty. She traveled all over the United States and talked to the poor and needy. She encouraged her husband, President Franklin Delano Roosevelt, to make changes that would reduce poverty and let everyone live a better life.



← **Show image 1A-9: Mary McLeod Bethune**

Mary McLeod Bethune worked to create educational opportunities for African American girls during the time when there were separate schools for children of different skin color. She started a school in Florida that later became a college. Some people in her community did not like what she was doing and tried to stop her. They bullied her, but she would not give up. Eventually, Mary became so successful that several U.S. presidents asked for her advice on how to make this country a fairer place for all.



← **Show image 1A-10: Jackie Robinson**

Jackie Robinson was brave, and he was a terrific athlete. He became the first African American to play Major League Baseball. When Jackie first began playing Major League Baseball, some of his fellow team members and fans treated him badly. Jackie Robinson did not give up. Because of his **courage** and talent,¹⁴ he changed people's attitudes, or their views about things.

14 Courage is bravery when facing a difficult time. Talent is skill and ability.



← **Show image 1A-11 Rosa Parks**

On a cold December evening, many years ago, an African American woman named Rosa Parks sat on a crowded bus. When the bus driver asked her to give up her seat to a white man who did not have a seat, she refused. She found the courage to say "no." After Rosa was arrested, people came together and decided that they wouldn't ride the Montgomery City buses until everyone had the same rights as white people.

This was the beginning of the civil rights movement that challenged unfair laws in the South.¹⁵

15 The civil rights movement is the series of events that involved people fighting for equal rights for all people.



← **Show image 1A-12 Martin Luther King Jr.**

Martin Luther King Jr. is perhaps the most famous member of the civil rights movement. He believed in bringing about change through **nonviolence**.¹⁶ Because of Martin's leadership, the civil rights movement forced change and helped create opportunities for many people who had experienced discrimination. It became

16 Nonviolence is the practice of using peaceful and nonphysical action against someone who is treating people badly or unfairly.



against the law to discriminate against someone because of race, color, religion, or the country in which they were born.

← **Show image 1A-13: Cesar Chavez**

Cesar Chavez knew firsthand about how hard it was to be a farmworker who had to travel from farm to farm. He knew that farmworkers who did this type of work earned very little money for the hard work that they did.

In 1962, Cesar and his friend organized thousands of farmworkers into a group called a union. Because so many people came together as a part of this union and demanded change, Cesar found a way to improve the lives of all farmworkers.

These seven people had courage.¹⁷ Sometimes they were bullied or threatened, but this did not stop them from doing what they knew was right.

¹⁷ What does *courage* mean? (bravery, especially when it's difficult and they are scared)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What are some of the civil rights guaranteed by the United States? (Some of the civil rights guaranteed by the United States are freedom of speech and the right to vote.)
2. *Literal* What are the famous words written by Thomas Jefferson that appear in the Declaration of Independence? (Thomas Jefferson wrote "all men are created equal.")
3. *Inferential* In the past, were all people treated equally and fairly? Were there equal rights for everyone? (no) Why not? (Some groups, such as the government and some powerful people, kept certain rights from less powerful people.)

4. *Literal* What was the one thing that Susan B. Anthony wanted women to be able to do? (Susan B. Anthony wanted women to be able to vote.)
5. *Literal* What did Eleanor Roosevelt want to improve? (Eleanor Roosevelt wanted to improve the quality of life for many groups of people.)
6. *Literal* Jackie Robinson did something that no African American had done before. What was it? (Jackie Robinson became the first African American to play Major League Baseball.)
7. *Literal* Rosa Parks refused to do something. What was it? (Rosa Parks refused to give up her seat on a bus.)
8. *Literal* Martin Luther King Jr. practiced nonviolence. What does that mean? (Nonviolence is the practice of peaceful and nonphysical actions to respond to unfair treatment and bring about change.)
9. *Literal* What group of workers did Cesar Chavez organize to demand that they be paid a fair amount of money for the work they did? (farmworkers)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *Evaluative Why? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why do you think Rosa Parks refused to give up her seat?” Turn to your neighbor and ask your *why* question. Listen to your neighbor’s response. Then your neighbor will ask a new *why* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Courage

5 minutes

1. In the read-aloud you heard, “Because of his *courage* and talent, he changed people’s attitudes, or their views about things.”
2. Say the word *courage* with me.
3. Courage is bravery, or the ability to face fear and danger.
4. Crystal’s grandmother told her that it takes courage to stand up for what you believe in when others do not agree with you.
5. What is something that takes courage to do? Share your thoughts with the other students in the class. Try to use the word *courage* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “It takes courage to . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some situations. If the situation I describe would take courage, say, “That would take courage.” If what I describe would not take courage, say, “That would not take courage.” (Answers may vary.)

1. pet a neighbor’s dog
2. go down the tallest slide at the playground
3. stand up to bullies
4. give a speech in front of everyone at school
5. make friends at a new school



Complete Remainder of the Lesson Later in the Day



People Who Fought for a Cause

1B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Achievements

1. In today's read-aloud you heard about the *achievements* of seven very important people in U.S. history.
2. Say the word *achievements* with me.
3. Achievements are things gained through hard work.
4. Learning to play a musical instrument is an achievement. Sending an astronaut to the moon was a great achievement.
5. Jackie Robinson's achievement was to make it possible for other African Americans to play professional sports. Can you think of anyone else who is known for a particular achievement? [Ask two or three students. If necessary, guide and/or rephrase students' answers: "_____’s achievement is (was) . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to give several examples. If the example is an achievement, you should say, "That is an achievement." If the example is not an achievement, you should say, "That is not an achievement."

1. I was late to school. (That is not an achievement.)
2. I read an entire chapter book by myself for the first time. (That is an achievement.)

3. I could not finish my dinner. (That is not an achievement.)
4. I did not complete my homework. (That is not an achievement.)
5. Even though it was a little scary, I gave a speech in front of the class. (That is an achievement.)

Sayings and Phrases: Don't Cry Over Spilled Milk

5 minutes

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Ask students if they have ever heard anyone say “don’t cry over spilled milk.” Have students repeat the proverb. Ask them what they think this proverb means. (Answers may vary.)
- Explain that this proverb is another way of saying that there is no point in crying or complaining about things that have already happened. Instead, look to the future and find ways to make the future better than the past. People should try to change the things that are wrong. The past has already happened. This is exactly what the people discussed in this domain did. Tell students that it took many years, lots of effort, and hard work to achieve change. Susan B. Anthony traveled and gave many speeches. Mary McLeod Bethune taught African American girls during the day and African American men at night. Dr. Martin Luther King Jr. inspired thousands of people to work for change.
- Ask students if they can think of an instance in their own lives when they realized there was no point in “crying over spilled milk.” Ask students to recount a personal experience in which they did not cry over spilled milk and, instead, took steps to change things for the better. Encourage students to add relevant, descriptive details in recounting their experiences.

- Try to find opportunities to use this saying in the classroom when something goes wrong but can be fixed.

Writing Free Verse

15 minutes

- Explain to students that they will be writing free verse poems about each of the people in this domain, beginning with the next lesson in which they will learn about Susan B. Anthony.
- Ask students what a poem is. (a kind of writing that often has words that rhyme and has a particular rhythm or number of syllables per line; Poems usually have imaginative language that expresses strong feeling.)
- Tell students that they will be writing a type of poem called a free verse poem. Explain to students that there are no rules about how to write free verse poems. Explain that free verse poems do not have to rhyme, and that there can be as many or as few words on a line as they wish. Explain that free verse poems are simply made up of the words they choose to write. In addition, free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line.
- Tell students that they first need to plan their poem by brainstorming ideas. Remind them that planning is the first step in the writing process, and that drafting and editing are the next steps.
- Review with students some of the important facts they have learned about in today's read-aloud. Ask students what impressed them about the people they heard about. Ask students what they felt about the challenges each of those people faced.
- As students respond to these questions, model the brainstorming process they will use when planning their free verse poems by filling in the Main Idea/Details web you have prepared on chart paper, a chalkboard, or whiteboard with their responses. (See Instructional Master 2B-4.)
- Model writing a free verse poem by creating one yourself, incorporating the ideas generated from the brainstorming process. Write your free verse poem on chart paper, a

chalkboard, or a whiteboard as a model for students.

Here is an example:

No more worries, or tears,

Or sighs,

When we say—CHANGE is coming NOW.

- Explain to students that the words, phrases, and rhythm used in the poem can all be used to express the student’s opinion.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1–3.



Susan B. Anthony: An Advocate for Women's Rights

2

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Susan B. Anthony
- ✓ Identify the main causes for which Susan B. Anthony fought during her lifetime
- ✓ Explain the term *suffrage*
- ✓ Identify Susan B. Anthony as an abolitionist
- ✓ Explain that Susan B. Anthony campaigned for women's rights, especially the right to vote

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Susan B. Anthony (RL.2.4)
- ✓ Interpret information from a timeline associated with “Susan B. Anthony: An Advocate for Women’s Rights,” and explain how the timeline clarifies information in the read-aloud (RI.2.7)
- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Susan B. Anthony’s achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Susan B. Anthony: An Advocate for Women’s Rights” into a timeline to answer questions (W.2.8)

- ✓ Prior to listening to “Susan B. Anthony: An Advocate for Women’s Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony

Core Vocabulary

abolitionists, n. People who worked to end slavery

Example: Abolitionists worked very hard to end slavery in the United States.

Variation(s): abolitionist

ballots, n. Slips of paper used to cast or record votes in elections

Example: Our class used paper ballots to record our votes for our class president.

Variation(s): ballot

influential, adj. Having the ability to change the way people think or behave

Example: My influential friend got his other friends to change their minds about which game to play.

Variation(s): none

jury, n. A group of people selected to listen to the details of a case in court and decide its outcome

Example: The jury decided that the person charged with the crime was not guilty.

Variation(s): juries

suffrage, n. The right to vote

Example: Susan B. Anthony fought for women’s suffrage.

Variation(s): none

Vocabulary Chart for for Susan B. Anthony: An Advocate for Women’s Rights

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	abolish/abolished abolitionists ballots citizen/citizens jury slavery/slaves suffrage/ suffragettes	education former* influential*	family girl/woman helped male/female married money newspaper president teacher
Multiple Meaning	association <u>cast</u> protest vote	view	right school
Phrases	Civil War Emancipation Proclamation Susan B. Anthony	19th century	
Cognates	abolir/abolido asociación protesta votar	educación influyente*	familia presidente

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?		
Image Preview		
Vocabulary Preview: Abolitionists, Suffrage	Image 2A-9	
Purpose for Listening	Instructional Master 2A-1 (Response Card 1: Susan B. Anthony)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Susan B. Anthony: An Advocate for Women's Rights		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Influential		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Cast	Poster 1M (Cast)	
Syntactic Awareness Activity: Sentence Builder	Instructional Master 2B-1 (Sentence Builder: Lesson 2)	
Vocabulary Instructional Activity: Former		

Exercise	Materials	Details
Timeline	Image Cards 1 and 2; class timeline	
	Instructional Masters 2B-2 (Individual Timeline) and 2B-3 (Image Sheet); scissors, glue, writing tools	Have students add the images of Susan B. Anthony and Abraham Lincoln to their individual timelines and label them.
Free Verse Writing: Susan B. Anthony	Instructional Masters 2B-4 (Main Idea/Details Web) and 2B-5 (Free Verse Poem: Susan B. Anthony)	
Opinion Paragraph: Susan B. Anthony	Instructional Master 2B-6 (Opinion Paragraph: Susan B. Anthony)	

Advance Preparation

Make a copy of Instructional Master 2A-1 (Response Card 1: Susan B. Anthony) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Susan B. Anthony, you may wish to have students write a phrase or sentence describing each image on the Response Card.

For the *Syntactic Awareness Activity*, make a copy of Instructional Master 2B-1 for each student. Students will unscramble the phrases to create complete sentences.

For the *Timeline* activity, make copies of Instructional Masters 2B-2 (Individual Timeline) and 2B-3 (Image Sheet) for each student. Students will fill in their own timeline to match the class's timeline.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 2B-5 (Free Verse Poem: Susan B. Anthony) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 2B-6 for each student.

Notes to Teacher

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 2A-3, briefly review Susan's childhood and young adulthood.

After reading the section for Image 2A-5, briefly review Susan’s work as an abolitionist.

After reading the section for Image 2A-10, briefly review Susan’s work for women’s rights.

For every person presented in this domain, there is an option to do either a Free Verse Writing activity or an Opinion Paragraph activity during the Extensions time. You may wish to alternate activities or do one of the activities during the Pausing Point and/or Culminating Activities.



Susan B. Anthony: An Advocate for Women's Rights

2_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

5 minutes

← **Show image 1A-7: Susan B. Anthony**

Ask students to identify who is depicted, or shown, in this image. (Susan B. Anthony) Ask students if they remember from the previous lesson how Susan B. Anthony helped people and for what causes she fought. If students have difficulty remembering the details from the previous read-aloud, reread the following sentences from that lesson:

Susan believed that women should be allowed to vote. She dedicated her whole life to making the world a fairer place for women.

Image Preview

5 minutes

Explain to students that they will hear more about Susan B. Anthony today.



← **Show image 2A-9: Susan voting**

Ask students to describe this image and ask them what they think Susan B. Anthony is doing here. Explain to the students that this image shows Susan doing something that took a lot of courage.

Abolitionists

1. In today’s read-aloud, you will hear how Susan B. Anthony became a member of a group called *abolitionists*.
2. Say the term *abolitionists* with me three times.
3. Abolitionists are people who worked to end slavery.
4. During the time of the Civil War, abolitionists met to discuss their plan for ending slavery in the United States.
5. What are some reasons abolitionists might give for wanting to end slavery? Try to use the word *abolitionists* in your answer.



Suffrage

← Show Image 2A-9

1. In today’s read-aloud, you will hear about how Susan B. Anthony worked very hard for women’s *suffrage*.
2. Say the word *suffrage* with me three times.
3. *Suffrage* means the right to vote.
4. Susan B. Anthony traveled all over the country by wagon, carriage, and train, speaking for women’s suffrage.
5. I will name several situations. If what I say describes a situation in which people have suffrage, or the right to vote, say, “They have suffrage.” If what I say describes a situation in which people do not have suffrage, say, “They do not have suffrage.”
 - The class votes for the animal they want as their class pet. (They have suffrage.)
 - The soccer team votes on their uniform color. (They have suffrage.)
 - The vice-president is chosen by the president, not by the citizens. (They do not have suffrage.)
 - The book club members vote for their leader. (They have suffrage.)

- The scout leader tells the scouts which project they will do next. (They do not have suffrage.)

Purpose for Listening

Tell students to listen carefully to hear about the causes for which Susan B. Anthony fought and how she made the world a fairer place.



Susan B. Anthony: An Advocate for Women’s Rights

← Show image 2A-1: Susan B. Anthony

1 The word *influential* means having the ability to change people’s minds or to convince them of something.

Susan B. Anthony was born a very long time ago in Massachusetts, in the year 1820. When she was a little girl, she did not know that she would grow up to become so **influential**.¹ But that was to be her destiny—or future. Her family certainly helped to shape the person she was to become.



2 Quakers are members of a religious group called the Religious Society of Friends. Quakers believe that all people are equal.

← Show image 2A-2: Susan B. Anthony as a young child

Susan’s family was different from many other families. They were Quakers.² Susan’s family did not judge people based on color or whether they were male or female. In their eyes, everyone was equal. But a long time ago, when Susan was a young girl, not everyone thought that way. For one thing, many people thought that it was more important for boys to be educated than it was for girls or people of color. How would you have felt about that? How would you feel if only boys could go to school? Susan was lucky because her parents did not agree with this view—or opinion—that only boys could attend school. They wanted their daughter to receive a good education.



← Show image 2A-3: Susan attending school

3 A boarding school is one where students live at the school rather than go home at the end of the school day.

When Susan was six years old, she went to school. One day, a teacher at the school refused to teach Susan a difficult math problem because she was a girl. As a result, her parents decided that Susan should be educated at home. Later, Susan attended a Quaker boarding school near Philadelphia.³ When her parents struggled to pay the fees, however, she left school and finished her education at home.

Later, Susan became a teacher. Susan eventually became a headmistress—or the person in charge of a school. She worked hard to help her family pay for the things they needed. Susan

quickly discovered, though, that female teachers earned less money than male teachers for doing the very same job.



← **Show image 2A-4: Horse-drawn carriage at Susan's house**

When Susan was twenty-nine years old, she moved to live with her family who were now living near Rochester in New York. It was during this time that she met some very brave people who were trying to abolish—or end—slavery in the United States.⁴ These people who were trying to end slavery were called **abolitionists**. Secret meetings were held late at night in her family home. Susan's heart began to tell her that it was important that she try to make the world a fairer place, so Susan decided that she would join the fight to abolish slavery.⁵

Susan helped to organize women's groups to speak out against slavery. This was not an easy thing to do. Back then, people did not have computers or cell phones. Susan and her supporters had to travel in horse-drawn carriages and write letters. There were many people who did not agree with her views—or ideas. Newspapers printed many articles that criticized her views and called her a troublemaker. Susan did not care. She was fearless.⁶

4 You learned about slavery when you studied the Civil War. What is slavery? (when people are forced to work for no pay and are not free to make decisions about their own lives)

5 What does it mean to abolish slavery?

6 What do you think the word *fearless* means?



← **Show image 2A-5: Abraham Lincoln**

Then, President Abraham Lincoln took an important step toward ending slavery when he issued the Emancipation Proclamation. This proclamation, or statement, announced that the government intended to free all slaves in the United States. This meant that former slaves could make decisions about their own lives and that they could receive money for the work they did. After the Civil War, slavery was abolished, or ended, completely.

In the next few years after the Civil War, the law was changed so that former slaves became citizens, and male slaves were given the right to vote. Susan was very happy that former male slaves had gained these rights, but she was extremely unhappy that women did not have the same rights. The next fight was about to begin.⁷

7 Here, *fight* does not mean punching and kicking or having a war. For Susan, the fight was one in which she would work hard to end the unfairness she saw.



← **Show image 2A-6: Nineteenth-century home and woman**

It might be difficult to believe now, but when Susan was alive, women had very few rights. Back then, many people did not think that it was important to educate girls. Few girls stayed in school beyond the eighth grade. Women had very limited roles, or small jobs, in their communities. Women were not allowed to have a job in government. Women were not allowed to vote. Women were not allowed to become doctors or lawyers.



← **Show image 2A-7: Amelia Bloomer, Susan B. Anthony, and Elizabeth Cady Stanton**

Susan had hoped that former abolitionists would now support women's rights.⁸ She was disappointed to discover that many men who had helped to abolish slavery did not believe that women should have **suffrage**—or the right to vote. Susan was determined to change this view. Susan joined forces—or worked together—with two women named Amelia Bloomer⁹ and Elizabeth Cady Stanton.¹⁰ Together they began to fight for women's rights. Women like Susan who fought for women's suffrage became known as suffragettes.¹¹

8 What did the abolitionists want to end?

9 [Point to the woman on the left in the image.]

10 [Point to the woman on the right in the image.]

11 What does *suffrage* mean? (the right to vote)



← **Show image 2A-8: Susan holding *The Revolution***

Susan became secretary of the American Equal Rights Association. She traveled all over the country by wagon, carriage, and train, speaking for women's suffrage. She also wrote newspaper articles about women's suffrage. Susan became publisher of *The Revolution*, a newspaper dedicated to women's issues.¹² Printed on the front page of this newspaper were the words, "Men, their rights and nothing more; women, their rights and nothing less."¹³

12 A publisher is a person in charge of the newspaper.

13 What do you think that means? (Answers may vary.)

Susan used her own money for this newspaper. When Susan ran out of money, she gave up her position at the newspaper and had to find another way to make money. She began to tour the country, speaking to groups that paid to hear her speak.



← **Show image 2A-9: Susan voting**

14 The word *cast* here means the act of voting. The word *cast* can also mean the hard covering put on a body part so a broken bone can heal.

15 A barbershop is a place where people, usually men, go to get a haircut.

16 [Point to the ballots in the women's hands.] Ballots are pieces of paper which are used to cast votes.

17 A jury is a group of people who sit at a trial and decide whether someone is guilty of the crime with which they are charged.



← **Show image 2A-10: A courtroom**

18 Susan was saying that her rights were being violated, not only because she could not legally vote, but because the judge didn't even let her talk at her own trial.



19 or the late 1800s

20 A heroine is a female hero.

← **Show image 2A-11: Susan speaking to a large crowd**

Susan was in her fifties when she took her campaign one step further. She tried to cast her vote for president.¹⁴ She and several other women marched into a New York barbershop where male voters were voting.¹⁵ The women held a protest. They demanded the right to vote. The men in charge were unsure of what to do. They were unable to stop the women, so the women finally voted in the election. And so, in 1872, about fifty years before it was legal to do so, Susan and the other women cast their **ballots** for president of the United States.¹⁶

Two weeks later, Susan was arrested and charged with illegal voting. Her arrest caused a national uproar. Susan was not afraid. She asked the general public to consider: "Is it a crime for a United States citizen to vote?" The judge in the trial did not think women should have the right to vote. He decided against Susan before the trial even started. He did not let her talk. He ordered the **jury** to find her guilty.¹⁷ He then asked Susan if she had anything to say.

"I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored."¹⁸ The judge tried to quiet Susan, but she continued to speak. He sentenced her to pay a fine of \$100. Susan's response was to say, "I shall never pay a dollar of your unjust penalty." She never did.

By the end of the nineteenth century,¹⁹ people's views about Susan B. Anthony began to change. She had become a national heroine.²⁰ Susan continued to travel the country speaking for women's voting rights. Now, people couldn't wait to hear her speak.

Susan had worked for more than fifty years, a half a century, for women's rights. Although she did not live to see women get the right to vote when the 19th Amendment to the Constitution passed in 1920, she had helped to make it happen.

Susan B. Anthony was an amazing woman. She was prepared to stand up and fight for what she believed was right.

Do you think you would have the courage to do the same?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What are the two causes for which Susan B. Anthony fought? (Susan fought for freedom for slaves and women's right to vote.)
2. *Inferential* From an early age, Susan B. Anthony believed that everyone should have equal rights. Why did she feel this way? (Her family was Quaker, and she was raised with the Quaker belief that everyone is equal.)
3. *Inferential* During Susan's time, did most people believe everyone should have equal rights? (no)
How do you know? [Encourage students to give at least two reasons mentioned in the read-aloud.] (People thought it was more important for boys to be educated; female teachers earned less money than male teachers; there was slavery; women were not allowed to vote.)
4. *Evaluative* What is an abolitionist? (someone who fights to abolish, or end, slavery) Why do you think Susan B. Anthony became an abolitionist? (She wanted everyone to have freedom; she believed that all people should have equal rights.)

5. *Evaluative* Why do you think Susan started a newspaper? (Answers may vary, but could include that Susan started a newspaper so that she could get her message out to as many people as possible.)
6. *Inferential* Apart from her newspaper, how else did Susan B. Anthony fight for women’s rights? (Answers may vary, but could include the following: Susan traveled the country giving speeches; she organized clubs, wrote petitions, wrote newspaper articles, and tried to vote.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Susan B. Anthony used words to fight for the causes she believed in. Do you think using words is a good way to fight for equality or for a cause? Why or why not? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Influential

5 minutes

1. In the read-aloud you heard, “When she was a little girl, [Susan B. Anthony] did not know that she would grow up to become so *influential*.”
2. Say the word *influential* with me.
3. *Influential* means having the ability to change the way people think or behave.
4. My influential friend got his friends to change their minds about which game to play.

5. In what ways was Susan B. Anthony influential? Try to use the word *influential* in your answer.
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Susan B. Anthony was influential because she . . ." (She organized women's groups to speak out about slavery; she campaigned for women's right to vote; she got people to change their minds about women voting.)]
6. What's the word we've been talking about? What part of speech is the word *influential*? (adjective) How do you know it is an adjective? (*Influential* describes a person.)

Use a *Word to World* activity for follow up. Directions: Turn to your neighbor, and take turns sharing about somebody who you think is influential. Then, I will call on one or two of you to share your neighbor's example with the class.



Complete Remainder of the Lesson Later in the Day



Susan B. Anthony: An Advocate for Women's Rights

2_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Cast

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Cast).] In the read-aloud you heard, “[Susan B. Anthony] tried to *cast* her vote for president.” Here, *cast* means to make a vote. Which image shows this meaning of *cast*?
2. *Cast* also means a hard covering that is put on a body part so that a broken bone can heal. Which image shows this meaning of *cast*?
3. Now with your partner, make a sentence for each meaning of *cast*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences.

[Call on a few pairs to share one or both of their sentences. Have them point to the part of the poster that relates to their use of *cast*.]

↔ Syntactic Awareness Activity (Instructional Master 2B-1)

10 minutes

Sentence Builder

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. We can add words to our sentences to make them more descriptive and interesting.
2. What kind of words can we use to describe nouns?
(adjectives)
What kind of words can we use to describe verbs, or action words?
(adverbs)
Adding adjectives and adverbs to sentences makes them more descriptive and interesting.
3. [Distribute a copy of Instructional Master 2B-1 to each student.] On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Susan B. Anthony. The sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Susan B. Anthony.
4. Write your sentence on the lines below each set of words.
[If necessary, students may also cut out the parts of each sentence to physically unscramble them.]
5. When you are finished, compare your sentences with a partner's sentences. With your partner, find the adjectives in the sentences and circle them. Then, find the adverbs in the sentences, and draw a square around them.

[Model how to unscramble the first sentence, and draw a circle around the adjective and a square around the adverb.]

Word Work: Former

1. In the read-aloud you heard, “[The Emancipation Proclamation said] that *former* slaves could make decisions about their own lives and that they could receive money for the work they did.”
2. Say the word *former* with me three times.
3. *Former* means having a particular position in the past, but not now.
4. Ms. Brooks, a former teacher, is now the principal of the school.
5. Turn to your partner and name a former president of the United States. Try to use the word *former* in a complete sentence when you tell about him.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ was a former president of the United States .”]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow-up. Directions: I will describe several situations. For each situation I describe, use the sentence, “He/She was a former _____,” to tell the former position of the person I am talking about. For example, if I say, “My mother is a banker, but she used to be a salesclerk,” you would say, “She was a former salesclerk.”

1. She was a librarian before she became a teacher. (She was a former librarian.)
2. He was a nurse before he became a doctor. (He was a former nurse.)
3. George W. Bush was the U.S. president before Barack Obama was elected president. (He was a former president.)
4. Obama was a lawyer before he became president. (He was a former lawyer.)
5. Susan B. Anthony was an abolitionist before she fought for women’s suffrage. (She was a former abolitionist.)

Timeline

10 minutes

- On chart paper, a chalkboard, or a whiteboard, create a timeline that can accommodate eight Image Cards. Explain to students that they will be creating a timeline throughout this domain that will show the various times in American history in which these seven individuals lived and fought for various causes.
- Show students Image Card 1 (Susan B. Anthony), and ask them to describe the important work she did and the causes for which she fought. (abolition of slavery; women’s rights, including the right to vote) Place the Image Card on the far left end of the timeline, just below the line.
- Show students Image Card 2 (Abraham Lincoln), and ask them if they remember him from when they studied the U.S. Civil War and from this read-aloud. Ask students to describe some of the important work President Lincoln did in his lifetime. (led the country during the Civil War; issued the Emancipation Proclamation)
- Explain to students that Susan B. Anthony and President Lincoln were both alive at the same time and fought for some of the same rights.
- Place the Image Card of President Lincoln on the timeline above the line and at the same location as the image of Susan B. Anthony.

Individual Timelines

- Tell students that they will complete their own timeline of the people they learn about in this domain. Distribute a copy of Instructional Masters 2B-2 (Individual Timeline) and 2B-3 (Timeline Image Sheet), scissors, glue, and a writing utensil to each student.
- Have students cut out the images of Susan B. Anthony and Abraham Lincoln from their image sheets.
- Then have them glue the images in the appropriate places on their timeline (one above the line, and one below the line on the first notch).

- Have students write the corresponding names under each image. [Write the names on the board.]
- Tell students that they will add more people who fought for a cause to their timeline as they learn about them in the upcoming lessons.
- Save timelines and image sheets for future lessons.

Free Verse Writing: Susan B. Anthony
(Instructional Masters 2B-4 and 2B-5)

20 minutes

- Ask students what type of poetry they learned about in the previous lesson. Ask which parts of a free verse poem can relate, or tell, the poet’s opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Susan B. Anthony’s achievements. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.
- Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write “Susan B. Anthony” in the circle in the center of Instructional Master 2B-4, and the ideas, words, or phrases they may use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Susan B. Anthony and her achievements. Encourage students to use facts

from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 2B-5, writing Susan B. Anthony's name on the line to the left of the image of Susan.

Opinion Paragraph: Susan B. Anthony (Instructional Master 2B-6)

15 *minutes*

- Distribute a copy of Instructional Master 2B-6 (Opinion Paragraph: Susan B. Anthony) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Susan B. Anthony. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Susan B. Anthony fought for
 - their opinion of her or her cause (e.g., I think Susan B. Anthony was brave . . . ; I think women's suffrage is important . . .)
 - two reasons for their opinion
 - a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]



Eleanor Roosevelt: A Voice for Human Rights

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Eleanor Roosevelt
- ✓ Identify the main causes for which Eleanor Roosevelt fought during her lifetime
- ✓ Explain the term *discrimination*
- ✓ Explain the concepts of *civil rights* and *human rights*
- ✓ Explain that Eleanor Roosevelt was married to President Franklin Roosevelt
- ✓ Identify Eleanor Roosevelt as a First Lady
- ✓ Identify the Great Depression as a difficult time in American history
- ✓ Explain the role of the United Nations in the world

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt (RL.2.4)
- ✓ Interpret information from a timeline associated with “Eleanor Roosevelt: A Voice for Human Rights,” and explain how the timeline clarifies information in the read-aloud (RI.2.7)

- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Eleanor Roosevelt’s achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Eleanor Roosevelt: A Voice for Human Rights” into a timeline to answer questions (W.2.8)
- ✓ Recount a personal experience applicable to the saying “two heads are better than one” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Add drawings to descriptions of something that is admirable to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Explain the meaning of “two heads are better than one” and use in appropriate contexts (L.2.6)
- ✓ Prior to listening to “Eleanor Roosevelt: A Voice for Human Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony
- ✓ Identify and express why Eleanor thought that helping to write the Universal Declaration of Human Rights was her greatest achievement
- ✓ Share writing with others

Core Vocabulary

admirable, *adj.* Deserving respect or praise

Example: George Washington was admirable because he was honest, brave, and hard working.

Variation(s): none

devotion, *n.* Strong love or loyalty to someone or something

Example: Susan B. Anthony’s work showed her devotion to achieving equal rights for women.

Variation(s): devotions

First Lady, *n.* The wife of the president of the United States or the wife of the governor of a state

Example: Mary Todd Lincoln became the First Lady of the United States in 1861 when her husband, Abraham Lincoln, became president.

Variation(s): First Ladies

human rights, *n.* Important rights that everyone should have, such as food, a place to live, and the right to an education and a job

Example: Eleanor Roosevelt fought to improve human rights for everyone.

Variation(s): human right

politics, n. The activities in government

Example: After Thomas Jefferson was no longer president, he still continued to be involved in American politics.

Variation(s): none

Vocabulary Chart for Eleanor Roosevelt: A Voice for Human Rights			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	discrimination polio politics poverty	achievement admirable* ambition devotion education job peace	Americans believe family grandmother husband president world
Multiple Meaning	organization	better help wealthy	right time work
Phrases	African Americans boarding school Eleanor Roosevelt <i>First Lady</i> Franklin D. Roosevelt Great Depression <i>human rights</i> United Nations		
Cognates	discriminación polio política organización	admirable* ambición devoción educación	Americano familia president

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	timeline	
Image Preview		
Essential Background Information or Terms		
Vocabulary Preview: First Lady, Human Rights	Image 3A-4; picture of the current First Lady of the United States	
Purpose for Listening	Instructional Master 3A-1 (Response Card 2: Eleanor Roosevelt)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Eleanor Roosevelt: A Voice for Human Rights	world map or globe	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Admirable		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Sayings and Phrases: Two Heads are Better Than One		
Timeline	Image Card 3; class timeline	
	Individual Timeline and Image Sheet; scissors, glue, writing tools	Have students add the image of Eleanor Roosevelt to their individual timelines and label it.

Exercise	Materials	Details
Free Verse Writing: Eleanor Roosevelt	Instructional Masters 2B-4 (Main Idea/Details Web) and 3B-1 (Free Verse Poem: Eleanor Roosevelt)	
Opinion Paragraph: Eleanor Roosevelt	Instructional Master 3B-2 (Opinion Paragraph: Eleanor Roosevelt)	
Domain-Related Trade Book	trade book about Eleanor Roosevelt; drawing paper, writing and drawing tools	Trade book suggestions: Items 39–42

Advance Preparation

Make a copy of Instructional Master 3A-1 (Response Card 2: Eleanor Roosevelt) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Eleanor Roosevelt, you may wish to have students write a phrase or sentence describing each image on the Response Card.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 3B-1 (Free Verse Poem: Eleanor Roosevelt) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 3B-2 (Opinion Paragraph: Eleanor Roosevelt) for each student.

Find a trade book about Eleanor Roosevelt to read aloud to the class.

Notes to Teacher

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 3A-3, briefly review Eleanor’s childhood and young adulthood.

After reading the section for Image 3A-5, briefly review ways in which Eleanor assisted Franklin D. Roosevelt politically.

After reading the section for Image 3A-9, briefly review ways in which Eleanor fought for the rights of Native Americans and African Americans.



Eleanor Roosevelt: A Voice for Human Rights

3A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline created in the previous lesson, review some of the content studied thus far with the following questions:

- Who is pictured in the Image Card directly below the timeline? (Susan B. Anthony)
- For what causes did Susan B. Anthony fight? (abolition of slavery and women's suffrage, or their right to vote)
- How did Susan B. Anthony fight for equal rights for women? (started a newspaper, gave speeches, wrote petitions, voted for president although it was illegal to do so)
- Who is pictured on the timeline directly above the image of Susan B. Anthony? (President Abraham Lincoln)
- What are civil rights? (rights guaranteed by a nation's government to all its citizens)
- What is discrimination? (the unfair treatment of someone based on traits such as skin color, race, or religion)

Image Preview

5 minutes

Tell students that today they will hear about a very important woman in American history named Eleanor Roosevelt.



← **Show image 3A-10: Eleanor Roosevelt at the United Nations**

Explain that Eleanor Roosevelt helped people in many ways. She was married to a president of the United States, which allowed her to travel and see firsthand how many people struggled. In addition, after her husband was no longer president, she worked for peace and an end to poverty throughout the world. This image shows Eleanor a few years after her husband was no longer president, but while she was working to help people throughout the world get rights they didn't have before.

Essential Background Information or Terms

5 minutes

Explain to students that Eleanor Roosevelt was married to a man who was the president of the United States during a very difficult time in the country's history. Tell students that when President Roosevelt was our president, the country was experiencing what is known as the Great Depression. During the Great Depression, many, many people didn't have jobs and often did not have enough money to buy food. It was during this time that Eleanor fought to have the government give more citizens rights so that they would have more opportunities.

Tell students that Eleanor fought not only for civil rights, but she also fought for human rights. Explain that human rights are those things that may not be promised by the government to all people, such as the right to vote or the right not to be discriminated against, but they are usually considered to be important rights that everyone should have, such as food, a place to live, and the right to an education and a job.

Vocabulary Preview

5 minutes

First Lady



← **Show image 3A-4: Eleanor assisting her husband, Franklin**

1. In today's read-aloud, you will hear that Eleanor Roosevelt was a *First Lady*.
2. Say the phrase *First Lady* with me three times.
3. A First Lady is the wife of the president of the United States or the wife of the governor of a state.

4. Mary Todd Lincoln became the First Lady of the United States in 1861 when her husband, Abraham Lincoln, became president.
5. [Show a picture of the current First Lady of the United States.] Turn to your neighbor and tell your neighbor who is the First Lady of the United States today. Try to use the phrase *First Lady* in a complete sentence when you tell about her.

Human Rights

1. In today's read-aloud, you will hear about how Eleanor Roosevelt fought for *human rights* during her lifetime.
2. Say the phrase *human rights* with me three times.
3. Human rights are important rights that everyone should have, such as food, a place to live, and the right to an education and a job.
4. The human rights of Native Americans were violated when they were forced to leave their land.
5. What do you think is one of the most important human rights? Why? Try to use the phrase *human rights* in your answer.

Purpose for Listening

Tell students to listen carefully to find out what causes were important to Eleanor Roosevelt and why she fought for both civil rights and human rights.



Eleanor Roosevelt: A Voice for Human Rights

← Show image 3A-1: Eleanor Roosevelt

- 1 The word *admirable* contains the word *admire*, which is a verb that means to respect. The word *admirable* describes something or someone that deserves respect.
- 2 What are achievements? (things that are gained through hard work)
- 3 This means they believed in helping those who had little money or who had particular needs.

One of the most **admirable** women in American history was one named Anna Eleanor Roosevelt.¹ She is more commonly known as Eleanor Roosevelt. She was born a long time ago, in 1884, but just like Susan B. Anthony, her achievements made our world a better place.²

Although Eleanor’s family was very wealthy—they had a lot of money—they believed in helping those less fortunate.³ And so from an early age, Eleanor learned to care about people who struggled to survive.



← Show image 3A-2: Eleanor with her classmates in England

Eleanor did not have a happy childhood. For part of it, Eleanor and her brother were raised by their grandmother. Although Eleanor loved her grandmother, she thought her grandmother was strict because she would not let Eleanor read books in bed, and she made Eleanor wear long, black stockings—even in the summertime!

When Eleanor was fifteen years old, she was sent to an English boarding school for girls.⁴ Eleanor was very happy there. She made lots of friends, and her French teacher, Marie Souvestre, thought she was a wonderful student. It was from Marie that Eleanor developed a love of learning and an interest in travel. Eleanor said that her three years there were one of the happiest times of her life.

- 4 What is a boarding school? Who else did you hear about who went to a boarding school? (Susan B. Anthony)



← Show image 3A-3: Roosevelt family portrait

When Eleanor was eighteen years old, she returned to New York. It was an exciting time for Eleanor. Her uncle, Theodore Roosevelt, had just become the president of the United States!

5 [Eleanor and Franklin have the same last name, Roosevelt, because they were distant cousins.]

6 [Point to the family portrait.]



7 The word *politics* means the activities of the people in the government.

8 Why is Washington, D.C., an important city in the United States?

9 [Point to the wheelchair in the image.]

10 The word *devotion* means strong love and loyalty to someone or something.



11 The governor is the head of the state government, similar to the way in which the president is the head of the United States government.

12 The First Lady is the wife of the president.

And when she was twenty-one years old, Eleanor married Franklin D. Roosevelt.⁵ They were married in New York City, and President Theodore Roosevelt walked the bride down the aisle. During the next ten years, Eleanor gave birth to six children⁶—Anna; James; Elliott; Franklin Jr.; John—and another son who died when he was a baby.

← **Show image 3A-4: Eleanor assisting her husband, Franklin**

Both Franklin and Eleanor were eager to work for their country. Eleanor's husband, Franklin, was interested in **politics**.⁷ In 1911, he won a political position in the New York Senate. The family moved to Albany, the New York state capital. Two years later, Franklin was appointed assistant secretary of the navy. This time the family moved to Washington, D.C.⁸ Eleanor spent a great deal of time with her family, but she also worked on many projects that reached out to people who needed help.

In 1921, Franklin became sick with polio. Polio is a virus, or disease, that can cause paralysis, or make it impossible to move a part of the body such as the legs. Fortunately, today there is a vaccine against polio to protect people from getting this disease. Because of the polio, Franklin could not get around very easily. He spent many hours in a wheelchair.⁹ Franklin had hoped to become president one day. He was afraid that he would no longer achieve his dream. Eleanor showed great **devotion** to her husband.¹⁰ She made up her mind that she would do everything she could to help her husband become president.

← **Show image 3A-5: Franklin Roosevelt becomes president**

With Eleanor's help, Franklin became the governor of New York.¹¹ Then, on March 4, 1933, Franklin D. Roosevelt became the thirty-second president of the United States. Eleanor was by his side as the **First Lady**.¹²

Franklin D. Roosevelt had become president during one of the most difficult times in American history. This period was known as the Great Depression. Millions of people were unemployed, or

without a job. Many were hungry and desperate. Hundreds and thousands of men, women, and children stood in line at soup kitchens. Soup kitchens are places where food is provided for free to those in need. Franklin and Eleanor were saddened by what was happening to so many Americans. They promised to help them.

Eleanor traveled all over the United States, acting as her husband's "eyes and ears."¹³ She met with groups of people and asked them how her husband could help them. Eleanor told Franklin all about the things she saw. She told him about the difficulties that so many people faced. She told him about the good things that were happening, too. Eleanor's reports to her husband helped Franklin to make decisions. Eleanor dedicated much of her life to working for civil rights and **human rights**.¹⁴

13 What do you think it means to act as someone's eyes and ears? Why do you think Eleanor needed to be Franklin's "eyes and ears"?

14 Human rights are rights that are believed to belong to everyone, such as food, a place to live, an education, and a job.



← **Show image 3A-6: Members of the Black Cabinet**

With millions of Americans unemployed, it was difficult for many people to find jobs. Eleanor focused on finding ways to create new jobs, especially for African Americans. Eleanor persuaded her husband, President Franklin Roosevelt, to set up an advisory group called the "Black Cabinet." The members of this group were talented and successful African Americans who were specifically chosen for their skills. Their job was to find ways to improve the lives of African Americans living in poverty.



← **Show image 3A-7: Portrait of Mary McLeod Bethune**

Eleanor's friend, Mary McLeod Bethune [mik-LOUD beth-oon], was one of these group members. Later in this domain, you will learn more about Mary. Like Eleanor, she was a remarkable woman. Eleanor believed that two heads are better than one. And so, together, Eleanor and Mary set up the National Youth Administration and other programs. These programs helped many young African Americans pay for their education. Just like today, a better education provides a chance to get a better job.



← **Show image 3A-8: Eleanor speaking to Native American man**

As the First Lady, Eleanor had many chances to speak about the problems facing America. During the Great Depression, Eleanor had a radio show, and she wrote a newspaper column. In addition to fighting for equality for African Americans, children, women, and the poor, Eleanor also fought for the rights of Native Americans. Eleanor highlighted the fact that Native Americans were being pushed off their land, and that their way of life was continually threatened.



← **Show image 3A-9: Marian Anderson singing**

Eleanor also fought against discrimination.¹⁵ Eleanor belonged to an organization called the Daughters of the American Revolution. When the Daughters of the American Revolution would not allow a talented African American singer named Marian Anderson to sing at a hall they owned in Washington, D.C., Eleanor left the organization. Eleanor later got permission for Marian to sing at the Lincoln Memorial. More than seventy-five thousand people came to support her and hear her wonderful voice.

15 What does *discrimination* mean?
(being treated unfairly because of religion, skin color, race, or gender)



← **Show image 3A-10: Eleanor at the United Nations**

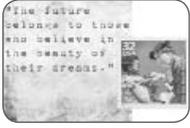
Even after the death of her husband, Franklin, Eleanor continued to work for human rights.¹⁶ The next president, President Harry S. Truman asked Eleanor to work at the United Nations, an organization that includes many of the countries in the world. The main goal of the United Nations, even today, is world peace, but it also works to reduce—or lower—poverty and help all people in need.

16 What are human rights? (rights that everyone should have, such as the right to food, a place to live, an education, and a job)

The following year, Eleanor became the leader of the United Nations's Commission on Human Rights. She helped write an important document called the Universal Declaration of Human Rights. This document states that all people should have the right to work, the right to rest, the right to an education, and the right to share in the life of their own community. Eleanor discovered that most people in the world want the same basic rights. Eleanor considered this to be her greatest achievement.¹⁷

17 Why do you think Eleanor thought that helping to write the Universal Declaration of Human Rights was her greatest achievement?

18 [Point to these locations on a world map or globe.]



19 [Point to these words on the image.]

For many years, Eleanor traveled to Asia, the Middle East, and Europe.¹⁸ She often spoke about the importance of peace in our world. “It isn’t enough to talk about peace. One must believe in it,” she said. “And it isn’t enough to believe in it. One must work at it.”

← **Show image 3A-11: Eleanor Roosevelt stamp and her words**

Eleanor was First Lady from 1933 to 1945. She was First Lady longer than anyone else, and she was an excellent role model for other First Ladies. She once said,¹⁹ “The future belongs to those who believe in the beauty of their dreams.” Eleanor tried to live by those words and worked hard for human rights for everyone.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who taught Eleanor the importance of helping others? (Eleanor’s parents taught her the importance of helping others.)
2. *Inferential* How would you describe Eleanor Roosevelt’s childhood? (Her family was wealthy; she was an unhappy child; she had to live with her strict grandmother.)
3. *Literal* What was the name of the man Eleanor married? (Eleanor married Franklin D. Roosevelt.) Because she was married to a president, what title did Eleanor Roosevelt have? (First Lady)
4. *Inferential* How did Eleanor become her husband’s “eyes and ears”? (Eleanor traveled around the country and told her husband about all the things she saw, as well as the things people told her.)

5. *Inferential* What were some of the groups of people Eleanor tried to help? (Eleanor tried to help women, children, African Americans, Native Americans, and the poor.)
6. *Literal* One important cause that Eleanor Roosevelt fought for was human rights. What are human rights? (Human rights include the right to food, a place to live, an education, and a job.)
What does it mean to fight for human rights? (To fight for human rights means to work to ensure all people receive these rights.)
7. *Literal* Eleanor Roosevelt worked for human rights while she was at the United Nations. What are the main goals of the United Nations, even today? (The main goals of the United Nations are working toward world peace, ending poverty, and helping people throughout the world get human rights.)
8. *Evaluative* What are some adjectives, or describing words, you would use to describe Eleanor Roosevelt? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* If you had lived in Eleanor Roosevelt's time and met her, what would you have said to her or asked her? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Admirable

5 minutes

1. In the read-aloud you heard, “One of the most *admirable* women in American history was one named Anna Eleanor Roosevelt.”
2. Say the word *admirable* with me.
3. The word *admirable* refers to someone who deserves respect and praise.
4. Harriet Tubman’s help in creating the Underground Railroad during the Civil War was admirable.
5. What are some admirable things that Eleanor Roosevelt did during her lifetime? Try to use the word *admirable* in a complete sentence when you answer.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One admirable thing Eleanor Roosevelt did was . . .” (Possible responses include fight for human rights for everyone; fought against discrimination; helped her husband by traveling when he could not; helped women, children, African Americans, Native Americans, and the poor.)]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe several actions. If the action I describe is admirable, say, “That is admirable.” If the action I describe is not admirable, say, “That is not admirable.”

1. fighting for equal rights for everyone (That is admirable.)
2. walking away from someone who needs help (That is not admirable.)
3. standing up to bullies (That is admirable.)
4. cheating on a test (That is not admirable.)
5. always taking what you want first and not sharing (That is not admirable.)
6. always telling the truth (That is admirable.)



Complete Remainder of the Lesson Later in the Day



Eleanor Roosevelt: A Voice for Human Rights

3_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Sayings and Phrases: Two Heads Are Better than One

5 minutes

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students they heard in the read-aloud that Eleanor Roosevelt believed that “two heads are better than one.” Have students repeat the proverb. Ask them what they think this proverb means. (Answers may vary.)
- Explain that this proverb is another way of saying that two people working together to accomplish the same goal is often better than one person working alone. Tell students that Eleanor Roosevelt and Mary McLeod Bethune were two friends who worked together to improve the lives of African Americans. By reaching out to other people and getting them involved in helping people, they changed people’s ideas about civil rights.
- Ask students to recount a personal experience in which they worked together with someone to find a solution to a challenge or problem. Encourage students to add relevant, descriptive details in recounting their experiences.

- Try to find opportunities to use this saying in the classroom when students are collaborating.

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 3 (Eleanor Roosevelt). Ask students to describe her important work for social causes during and after the time she was First Lady. Help students to understand that her work as First Lady came several years after the important work of Susan B. Anthony.
- Ask students where the Image Card should be placed on the timeline to show when Eleanor Roosevelt became the First Lady of the United States. (before the middle of the timeline, but after Susan B. Anthony)

Individual Timelines

- Have students cut out the image of Eleanor Roosevelt from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the third notch; keep the second notch blank for now).
- Have students label the image. [Write *Eleanor Roosevelt* on the board.]
- Tell students that they will add more people who fought for a cause to their timeline as they learn about them in the upcoming lessons.
- Save timelines and image sheets for future lessons.

Free Verse Writing: Eleanor Roosevelt (Instructional Masters 2B-4 and 3B-1)

20 minutes

- Ask students what type of poetry they learned about in the previous lesson. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Eleanor Roosevelt's

achievements. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line.

- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.
- Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write “Eleanor Roosevelt” in the circle in the center of Instructional Master 2B-4, and the ideas, words, or phrases they may use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Eleanor Roosevelt and her achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 3B-1, writing Eleanor Roosevelt’s name on the line to the left of the image of Eleanor.

Opinion Paragraph: Eleanor Roosevelt (Instructional Master 3B-2)

15 *minutes*

- Distribute a copy of Instructional Master 3B-2 (Opinion Paragraph: Eleanor Roosevelt) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Eleanor Roosevelt. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Eleanor Roosevelt fought for
 - their opinion of her or her cause (e.g., I think Eleanor Roosevelt was smart . . . ; I think everyone should have the right to an education. . .)

- two reasons for their opinion
- a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

Domain-Related Trade Book

20+ *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose one trade book about Eleanor Roosevelt to read aloud to the class. [Suggested trade books are Items 39–42.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.



Mary McLeod Bethune: A Dedicated Teacher

4

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Mary McLeod Bethune
- ✓ Identify the main causes for which Mary McLeod Bethune fought during her lifetime
- ✓ Explain the concepts of *civil rights* and *human rights*
- ✓ Explain that Mary McLeod Bethune worked with Eleanor Roosevelt
- ✓ Explain the lack of educational opportunities for African American girls in the nineteenth century
- ✓ Explain that three presidents asked Mary McLeod Bethune for advice

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Mary McLeod Bethune (RL.2.4)
- ✓ Describe the connection between the exclusion of African American men from the right to vote and Mary's efforts to teach them to read and write (RI.2.3)
- ✓ Interpret information from a timeline associated with "Mary McLeod Bethune: A Dedicated Teacher," and explain how the timeline clarifies information in the read-aloud (RI.2.7)

- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Mary McLeod Bethune’s achievements (W.2.1)
- ✓ Make a personal connection to how it must have felt when people tried to intimidate Mary and her students to scare them away (W.2.8)
- ✓ With assistance, organize facts and information from “Mary McLeod Bethune: A Dedicated Teacher” into a timeline to answer questions (W.2.8)
- ✓ Retell important facts and information from “Mary McLeod Bethune: A Dedicated Teacher” (SL.2.2)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from “Mary McLeod Bethune: A Dedicated Teacher” (SL.2.3)
- ✓ Add drawings to descriptions of something that makes them feel proud (SL.2.5)
- ✓ Identify new meanings for the word *pool* and apply them accurately (L.2.5a)
- ✓ Prior to listening to “Mary McLeod Bethune: A Dedicated Teacher,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights
- ✓ Identify and express how Mary McLeod Bethune must have felt when people tried to intimidate her into ending her efforts to educate African American girls

Core Vocabulary

federal, *adj.* Relating to the central government of a country

Example: Federal holidays, such as Martin Luther King Jr. Day, are celebrated across the United States.

Variation(s): none

health care, *n.* Medical care provided to people

Example: Eye doctors, dentists, nurses, and pediatricians are some examples of people who provide health care.

Variation(s): none

privilege, n. An honor or special treatment that is given to some people but not others

Example: My uncle had the privilege of meeting the president when he visited the White House.

Variation(s): privileges

proud, adj. Feeling great honor or a sense of satisfaction about something you or someone else has done

Example: Mary was proud to open a school for African American girls.

Variation(s): prouder, proudest

scholarship, n. Money given to a student to help pay for his or her education

Example: My cousin studied very hard in high school and earned a full scholarship that paid for his college education.

Variation(s): scholarships

society, n. A community of people who live together and share many of the same life experiences

Example: The Transcontinental Railroad changed society in the West.

Variation(s): societies

Vocabulary Chart for Mary McLeod Bethune: A Dedicated Teacher

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	federal <i>privilege</i> <i>scholarship</i>	education society	child family girls hospital learn man/woman president read receive student
Multiple Meaning	vote	determined* opened own proud*	farm <u>pool</u> right school work
Phrases	African Americans Daytona Beach, Florida health care Mary McLeod Bethune President Roosevelt South Carolina		
Cognates	federal votar	educación sociedad	familia hospital estudiante presidente

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?		
Image Preview		
Vocabulary Preview: Privilege, Scholarship	Image 4A-3	
Purpose for Listening	Instructional Master 4A-1 (Response Card 3: Mary McLeod Bethune)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Mary McLeod Bethune: A Dedicated Teacher	world map or globe	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Proud		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Pool	Poster 2M (Pool)	
Syntactic Awareness Activity: Sentence Builder	Instructional Master 4B-1 (Sentence Builder: Lesson 4)	
Vocabulary Instructional Activity: Determined		

Exercise	Materials	Details
Timeline	Image Card 4; class timeline	
	Individual Timeline and Image Sheet; scissors, glue, writing tools	Have students add the image of Mary McLeod Bethune to their individual timelines and label it.
Somebody Wanted But So Then	Instructional Master 4B-2; chart paper, chalkboard, or whiteboard	Have students work in pairs to fill in this chart.
Free Verse Writing: Mary McLeod Bethune	Instructional Masters 2B-4 (Main Idea/Details Web) and 4B-3 (Free Verse Poem: Mary McLeod Bethune)	
Opinion Paragraph: Mary McLeod Bethune	Instructional Master 4B-4 (Opinion Paragraph: Mary McLeod Bethune)	

Advance Preparation

Make a copy of Instructional Master 4A-1 (Response Card 3: Mary McLeod Bethune) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Mary McLeod Bethune, you may wish to have students write a phrase or sentence describing each image on the Response Card.

For the *Syntactic Awareness Activity*, make a copy of Instructional Master 4B-1 for each student. Students will unscramble the phrases to create a complete sentence.

For the *Somebody Wanted But So Then* activity, make a copy of Instructional Master 4B-2 for each partner pair.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 4B-3 (Free Verse Poem: Mary McLeod Bethune) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 4B-4 (Opinion Paragraph Mary McLeod Bethune) for each student.

Notes to Teacher

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 4A-2, briefly review Mary's childhood and why going to school was a privilege.

After reading the section for Image 4A-5, briefly review Mary's accomplishment establishing her school and the challenges she faced.

After reading the section for Image 4A-10, briefly review Mary's further accomplishments.



Mary McLeod Bethune: A Dedicated Teacher

4_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline as a guide, review with students the information learned thus far. In conducting this review, you may wish to ask the following questions:

- Which three people are depicted, or shown, in these images? (Susan B. Anthony, President Lincoln, and Eleanor Roosevelt)
- What are civil rights? (rights that the government gives to people, such as the right to vote and the right not to be discriminated against)
- What are human rights? (rights that all people should have, such as the right to food, shelter, a job, and an education)
- For what causes did Susan B. Anthony fight? (abolition of slavery and women's right to vote)
- Who was Eleanor Roosevelt's husband? (President Franklin D. Roosevelt)
- What important event in American history was occurring during the time President Roosevelt was president? (the Great Depression)
- For what causes did Eleanor Roosevelt fight? (for civil rights and human rights, such as better education and jobs, and for better lives for African Americans, children, women, Native Americans, and the poor)

Image Preview

5 minutes

Remind students that in the previous read-aloud, they heard briefly about a woman who worked with Eleanor Roosevelt and President Roosevelt. Ask if students remember the name of this woman.

(Mary McLeod [mik-LOUD] Bethune [beth-OON])



← Show image 4A-3: Mary teaching

Tell students that today they will hear more about the things Mary did to help improve the lives of many Americans, especially African American girls.

Vocabulary Preview

5 minutes

Privilege



← Show image 4A-3: Mary teaching

1. In today's read-aloud, you will hear about a *privilege* that Mary McLeod Bethune had when she was a girl.
2. Say the word *privilege* with me three times.
3. A privilege is an honor, advantage, or special treatment that is given to some people and not to others.
4. When Mary McLeod Bethune was a young girl, going to school was a privilege for African American children.
5. We can have privileges at home and at school. Privileges at home or at school can be rewards, or things that we like to do that we don't get to do all the time. What is a privilege you have at home or at school? Try to use the word *privilege* in your answer.

Scholarship

1. In today's read-aloud, you will hear that Mary McLeod Bethune received a *scholarship* to attend school.
2. Say the word *scholarship* with me three times.
3. A scholarship is money given to a student to help pay for his or her education.
4. My cousin studied very hard in high school and earned a full scholarship that paid for her college education.

5. If you could receive a scholarship to study anything you wanted, what would you study? Try to use the word *scholarship* in your answer.

Purpose for Listening

Tell students to listen carefully to learn about the many causes for which Mary McLeod Bethune fought.



Mary McLeod Bethune: A Dedicated Teacher

← Show image 4A-1: Mary McLeod Bethune

Mary Jane McLeod [mik-LOUD] was born a long, long time ago, in 1875, in South Carolina on her parents' small farm. Mary's parents had seventeen children. Mary was the fifteenth child.

Mary was the only member of her family to go to school and receive an education. Her brothers and sisters were needed to work on the family farm. However, it wasn't an easy thing for Mary to go to school. She walked about five miles to school each day, and then she walked home again.¹

- 1 Five miles is about the distance from our school to _____. How would you feel if you had to walk five miles to get to school?



← Show image 4A-2: Mary as a child, with siblings and neighbors

Mary didn't mind. Going to school was a **privilege** that few African American children had—especially girls.² Mary was an excellent student. She learned easily and quickly. Mary would race home each day to teach her brothers and sisters the things she had learned at school. Mary also taught her neighbor's children. Mary's family was so **proud** of her.³

- 2 A privilege is an honor or advantage that someone has.

- 3 When someone is proud, they feel a sense of honor or satisfaction.

- 4 When someone receives a scholarship, it means they are given money to help pay for further education.

When Mary was thirteen years old, she received a **scholarship** to study at a school for African American girls.⁴ The school was called Scotia Seminary in North Carolina. While going to this school, Mary would live away from home. Mary's mother was so proud of her. She made her a special dress so that Mary would look nice when she went to her new school. Mary was sad to leave her family. They were sad to see her go, but everyone knew that Mary was going to do wonderful things with her life.

← Show image 4A-3: Mary teaching

After attending Scotia Seminary, Mary received another scholarship, this time to a school in Chicago. After graduating, Mary returned to South Carolina to become a teacher at the school she had once attended.



Mary was determined to educate young African American children, and no one was going to stop her. After several years of being a teacher, Mary decided to start a school of her own. She especially wanted to teach African American girls, as many still did not receive an education.

Mary had heard about a town in Florida called Daytona Beach. A new railroad was being built there, and many of the workers were African American men. The workers' families lived in camps. Their children did not go to school, and the men earned just about enough money to feed their families. Mary saw this as a great opportunity and came up with a plan.



← **Show image 4A-4: Mary with her students**

With just \$1.50 in her pocket, Mary moved to Daytona Beach, Florida, and opened her own school for African American girls. A kind woman offered Mary a place to live. A friend helped her find an empty house that later became the new school.

Old, broken furniture was fixed. Boxes and packing crates from local stores became desks and chairs, and in the autumn of 1904, Mary opened her own school. In the beginning, there were just six students, including Mary's own son. Gradually more and more students came. Each girl paid fifty cents a week for tuition. Mary taught them cooking and sewing as well as reading, writing, and math. There was never enough money, so Mary baked pies and cookies to sell.



← **Show image 4A-5: Mary, concerned, looks out through a window**

Not everyone liked what Mary was doing. One night while Mary was at school, all the street lights went out. When Mary looked out onto the street, she saw a group of people gathered together. They intended to scare Mary in the hope that she would close her school and leave town.⁵

Mary would not be bullied! As the group of people stood in a pool of light,⁶ Mary and the frightened girls watched and sang songs. Before long the people scattered.⁷

5 How do you think Mary and her students felt when they discovered that some people wanted to scare them away?

6 Here the word *pool* means a small area filled with light. A pool can also be a structure that is filled with water and used for swimming.

7 What does the author of the read-aloud mean when he or she says "the people scattered"?



← **Show image 4A-6: Bethune-Cookman University**

Three years later, Mary moved her school to a new location, a thirty-two acre farm with fourteen buildings. The four hundred students at the school grew their own food. Mary was very proud of what she had achieved.⁸ Later, Mary’s school joined with a school for African American boys and eventually became the Bethune-Cookman University. A university is similar to a four-year college.

8 What does the word *proud* mean?

Mary’s school started with five young African American girls and her son. It eventually became a four-year university—or college—with over one thousand students that still exists today. Mary became the president of the school.⁹

9 [Point to the image of the school.]



← **Show image 4A-7: Children reading**

However, Mary wasn’t quite finished. There was more work to be done. She wanted more African Americans to receive **health care**, so she opened up her own hospital.¹⁰ Many African Americans received treatment in Mary’s hospital.

10 Health care is medical care that people receive.

In addition to promoting education and health care, Mary joined forces—or worked together—with various groups who were fighting for the right for women to vote.¹¹

11 What is the right to vote called? (suffrage)

Mary also believed that all people should have access to books to read, so Mary opened up a library that provided free reading material to anyone who wanted it. Mary was doing amazing things!¹²

12 What were some amazing things that Mary did? (opened a school, hospital, and library)



← **Show image 4A-8: Mary teaching men to read and write**

During this time, African American men did have the right to vote, but they weren’t always able to. In order to vote, men had to be able to read and write. Mary held classes at night so that African American men who had not had the opportunity to go to school could learn these skills and therefore be able to vote. Once again, people tried to scare Mary away. They did not like what she was doing. Mary ignored them and continued her work. Mary always believed in the power of education. “The whole world opened to me when I learned to read,” she once said.¹³

13 Why do you think Mary thought reading was so important?



← **Show image 4A-9: Three presidents**

- 14 [Point to the image on the left.]
- 15 [Point to the image in the center.]
- 16 [Point to the image on the right.]
- 17 Why do you think three U.S. presidents asked Mary for advice?

Mary’s efforts had not gone unnoticed. Three U.S. presidents asked Mary for advice. President Coolidge¹⁴ invited her to attend his Child Welfare Conference. President Hoover¹⁵ asked her to head up the White House Conference on Child Health, and President Roosevelt¹⁶ named her as Special Advisor on Minority Affairs.¹⁷

For many years, Mary worked closely with Eleanor Roosevelt. Mary became Director of the National Youth Administration. She was the first African American woman to become head of a **federal** agency, or organization.¹⁸ Mary wanted all African Americans to become fully involved in American **society**.¹⁹

- 18 The word *federal* refers to a central government of a country.
- 19 A society is a community of people who live together and share many of the same beliefs and experiences.

Mary received many honors for her work. She received the Spingarn Medal for her efforts in educating African Americans. This medal is given each year by the National Association for the Advancement of Colored People (NAACP) to an African American.



← **Show image 4A-10: Mary as a member of the Black Cabinet**

As you have already heard, Mary was part of a group of advisors known as the Black Cabinet. Mary herself asked President Roosevelt to choose more talented African Americans for important jobs.



← **Show image 4A-11: Statue of Mary in Lincoln Park**

Mary McLeod Bethune died on May 18, 1955. A statue of Mary was placed in Lincoln Park in Washington, D.C. Mary was the first woman and the first African American to be honored in this way. A portrait—or painting—of Mary also hangs in the State Capitol of South Carolina, a great honor for a woman who fought against discrimination and worked tirelessly for young African Americans.²⁰

- 20 What does *discrimination* mean?

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* Why was going to school considered a privilege for Mary? (Going to school was considered a privilege because very few African American children, especially girls, had the opportunity to go to school.)
2. *Literal* When Mary was thirteen years old, something special happened to her. What was it? (When Mary was thirteen years old, she received a scholarship.)
3. *Inferential* What did Mary do once she finished school? (Mary became a teacher. Later, she opened her own school.)
4. *Literal* In addition to opening a school in Florida, what other places did Mary open? (Mary opened a hospital and a library.)
5. *Inferential* Why was it difficult for some African American men to vote? (It was difficult for some African American men to vote because they had to prove that they could read and write, and many had not had the opportunity to learn.) What did Mary do to help overcome this problem? (Mary taught classes at night so that African American men could learn these skills.)
6. *Inferential* When others did not like what Mary was doing and tried to scare her and bully her to stop, what did she do? (Mary ignored them and continued her work.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What was Mary determined to do?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Proud

5 minutes

1. In the read-aloud you heard, “Mary’s family was so *proud* of her.”
2. Say the word *proud* with me.
3. Being proud means feeling great honor or a sense of satisfaction about something you or someone else has done.
4. Noah was proud of the model volcano he had made. Janet’s parents were proud of her for getting a scholarship.
5. What are some accomplishments that Mary McLeod Bethune could have been proud of? Try to use the word *proud* in your answer.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Mary McLeod Bethune could have been proud of. . .” (Possible responses: *going to school as a girl, opening schools for African American children, opening a hospital, teaching African American men to read, serving on many councils, committees and cabinets*)]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow up. Directions: Tell your neighbor about something or someone you are proud of. Be sure to use the word *proud* when you tell about it. Then, I will call on one or two of you to share your neighbor’s example with the class.



Complete Remainder of the Lesson Later in the Day



Mary McLeod Bethune: A Dedicated Teacher

4B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Pool

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard, “As the group of people stood in a *pool* of light, Mary and the frightened girls watched and sang songs.”
2. With your partner, think of as many meanings for *pool* as you can, or discuss ways you can use the word *pool*.
3. [Show Poster 2M (Pool).] In the read-aloud, *pool* means a small area of light or liquid. Which picture shows this type of *pool*?
4. *Pool* also means other things. A pool is a place that is filled with water that people use for swimming. Which picture shows this type of *pool*?
5. *Pool* is also a game in which players use a long stick and a white ball to hit colored balls into pockets around the table. Which picture shows this type of *pool*?
6. Did you or your partner think of any of these definitions?

7. Now quiz your partner on the different meanings of *pool*. For example you could say, “I stepped in a pool of mud. Which *pool* am I?” And your partner should say, “That’s ‘1.’”

↔ Syntactic Awareness Activity (Instructional Master 4B-1)

10 minutes

Sentence Builder

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. We can add words to our sentences to make them more descriptive and interesting.
2. What kind of words can we use to describe nouns?
(adjectives)
What kind of words can we use to describe verbs, or action words?
(adverbs)
Adding adjectives and adverbs to sentences makes them more descriptive and interesting.
3. [Distribute a copy of Instructional Master 4B-1 to each student.]
On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Mary McLeod Bethune. The sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Mary McLeod Bethune.
4. Write your sentence on the lines below each set of words.
[If necessary, students may also cut out the parts of each sentence to physically unscramble them.]
5. When you are finished, compare your sentences with a partner’s sentences. With your partner, find the adjectives in the sentences, and circle them. Then, find the adverbs in the sentences, and draw a square around them.

[Model how to unscramble the first sentence, and draw a circle around the adjective and a square around the adverb.]

Word Work: Determined

1. In the read-aloud you heard, “Mary was *determined* to educate young African American children, and no one was going to stop her.”
2. Say the word *determined* with me three times.
3. *Determined* means wanting to do something so much that you will not let anything stop you from doing it.
4. The boy was determined to win the race and ran as fast as he could.
5. Turn to your partner and tell about a time you or someone you know was determined to do something. Try to use the word *determined* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ was determined to _____.”]

Use a *Making Choices* activity for follow-up. Directions: I will describe several situations. If the situation I describe shows someone who was determined, say, “He/She was determined.” If the situation I describe shows someone who was not determined, say, “He/She was not determined.”

1. Mary McLeod Bethune kept her school open, even though people tried to scare her away. (She was determined.)
2. Susan B. Anthony continued to fight for women’s suffrage when former abolitionists would not help her. (She was determined.)
3. The girl gave up on teaching her dog to roll over. (She was not determined.)
4. When the boy didn’t make the soccer team, he did not try out again. (He was not determined.)
5. My big brother did not give up trying to play the violin, even though it was difficult. (He was determined.)

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 4 (Mary McLeod Bethune). Ask students to describe the important work Mary did during her life. Help students understand that Mary lived and fought for civil rights and human rights after Susan B. Anthony, at approximately the same time as Eleanor Roosevelt, but was born just shortly before Eleanor Roosevelt.
- Ask students where on the timeline the Image Card should be placed to show when Mary McLeod Bethune performed her very important work. (slightly to the left of the Eleanor Roosevelt Image Card)

Individual Timelines

- Have students cut out the image of Mary McLeod Bethune from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the second notch, before Eleanor Roosevelt).
- Have students label the image. [Write *Mary McLeod Bethune* on the board.]
- Save timelines and image sheets for future lessons.

Somebody Wanted But So Then (Instructional Master 4B-2)

15 minutes

Put the following blank summary chart on chart paper, a chalkboard, or a whiteboard:

Somebody	
Wanted	
But	
So	
Then	

- Explain to students that they are going to recount what they have learned about Mary McLeod Bethune. They will do this first in pairs, and then together as a class. Tell students that they are going to retell the part of Mary's story they have heard using Instructional

Master 4B-2, a Somebody Wanted But So Then worksheet.

Note: Students who used the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally fill in the chart together while one person acts as the scribe. If you have any students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through the exercise.

- If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to the read-aloud. As students retell the read-aloud, encourage them to use complete sentences and domain-related vocabulary.

For your reference, completed charts should be similar to the following:

Somebody	Mary McLeod
Wanted	wanted to open her own school for African American girls.
But	She had to wait to find the right opportunity.
So	With just \$1.50, she moved to Daytona Beach, Florida, and opened her school for African American girls.
Then	Then her school joined with a school for African American boys and eventually became a four-year college.

Free Verse Writing: Mary McLeod Bethune (Instructional Masters 2B-4 and 4B-3)

20 minutes

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have

students write “Mary McLeod Bethune” in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.

- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Mary McLeod Bethune and her achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 4B-3, writing Mary McLeod Bethune’s name on the line to the left of the image of Mary.

Opinion Paragraph: Mary McLeod Bethune (Instructional Master 4B-4)

15 minutes

- Distribute a copy of Instructional Master 4B-4 (Opinion Paragraph: Mary McLeod Bethune) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Mary McLeod Bethune. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Mary McLeod Bethune fought for
 - their opinion of her or her cause (e.g., I think Mary McLeod Bethune should be proud of. . .; I think many people benefited from her work . . .)
 - two reasons for their opinion
 - a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]



Jackie Robinson: Champion of Equality

5

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Jackie Robinson
- ✓ Identify the main cause for which Jackie Robinson fought during his lifetime
- ✓ Explain the term *discrimination*
- ✓ Explain the concept of *civil rights*
- ✓ Explain that Jackie Robinson was a talented athlete
- ✓ Identify Jackie Robinson as the first African American to play Major League Baseball in the United States

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Jackie Robinson (RL.2.4)
- ✓ Interpret information from a timeline associated with “Jackie Robinson: Champion of Equality” and explain how the timeline clarifies information in the read-aloud (RI.2.7)
- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Jackie Robinson’s achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Jackie Robinson: Champion of Equality” into a timeline to answer questions (W.2.8)

- ✓ Retell important facts and information from “Jackie Robinson: Champion of Equality” by acting out a scene from the read-aloud (SL.2.2)
- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details or facts from “Jackie Robinson: Champion of Equality” (SL.2.3)
- ✓ Add drawings to descriptions of a scene from a read-aloud about an individual who fought for a cause to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Distinguish shades of meaning among closely related verbs such as *challenge*, *question*, and *doubt*, and among the verbs *accept*, *believe*, and *trust* (L.2.5b)
- ✓ Prior to listening to “Jackie Robinson: Champion of Equality,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights
- ✓ Identify and express how Jackie Robinson must have felt the day he finally played for the Brooklyn Dodgers

Core Vocabulary

challenge, v. To question whether something is right or wrong

Example: The two friends went to the teacher to challenge the unfair rules of the game.

Variation(s): challenges, challenged, challenging

gamble, v. To take a chance

Example: If you plan an outdoor picnic on a cloudy day, you gamble that it will not rain.

Variation(s): gambles, gambled, gambling

hostility, n. A feeling or act of anger, opposition or unfriendliness

Example: Instead of shaking hands at the end of the game, the other team showed hostility by walking off without congratulating the other team on their win.

Variation(s): hostilities

intimidate, v. To make someone afraid

Example: The loud barking and growling of the neighbor’s dog intimidate me.

Variation(s): intimidates, intimidated, intimidating

teammates, n. Members of the same side working together towards the same goal

Example: The teammates worked together to pass the basketball down the court.

Variation(s): teammate

Vocabulary Chart for Jackie Robinson: Champion of Equality			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>athlete</i> barrier baseball basketball discrimination football scholarship shortstop teammates	courage hostility intimidate team	army family player sports student
Multiple Meaning	gamble <i>league</i>	challenge* track	color game hit number play run school season
Phrases	African American Branch Rickey “break the color barrier” Brooklyn Dodgers Jackie Robinson long jump major league National League world series		
Cognates	<i>atleta</i> béisbol básquetbol discriminación fútbol americano <i>liga</i>		familia estudiante color número

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	timeline	
Image Preview		
Vocabulary Preview: Athlete, League	Images 5A-3 and 5A-11	
Purpose for Listening	Instructional Master 5A-1 (Response Card 4: Jackie Robinson)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Jackie Robinson: Champion of Equality	U.S. map	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Challenge	at least six index cards	You may wish to have students work with a partner to make sentences using the various words on the Horizontal Word Wall.
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Timeline	Image Card 5; class timeline	
	Individual Timeline and Image Sheet; scissors, glue, writing tools	Have students add the image of Jackie Robinson to their individual timelines and label it.
Free Verse Writing	Instructional Masters 2B-4 (Main Idea/Details Web) and 5B-1 (Free Verse Poem: Jackie Robinson)	
Opinion Paragraph	Instructional Master 5B-2 (Opinion Paragraph: Jackie Robinson)	

Exercise	Materials	Details
Make a Scene	drawing paper, drawing tools	List domain-related vocabulary on the board for students to use in their dialogue. (teammates, league, challenge, barrier, etc.)
Domain-Related Trade Book	trade book about Jackie Robinson; drawing paper, writing and drawing tools	Trade book suggestions: Items 34–38
Take-Home Material		
Family Letter	Instructional Masters 5B-3 and 5B-4	

Advance Preparation

Make a copy of Instructional Master 5A-1 (Response Card 4: Jackie Robinson) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Jackie Robinson, you may wish to have students write a phrase or sentence describing each image on the Response Card.

For *Word Work*, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *challenge, question, doubt, accept, believe, and trust*.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 5B-1 (Free Verse Poem: Jackie Robinson) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 5B-2 (Opinion Paragraph: Jackie Robinson) for each student.

Find a trade book about Jackie Robinson to read aloud to the class.

Notes to Teacher

During the *Image Preview*, explain the meaning of the phrase “breaking the color barrier.” Explain that a barrier is something that blocks, or gets in the way of something else. Ask students what they think “color barrier” means. Explain that it means that

people were kept from doing things because of the color of their skin. “Breaking the color barrier” means taking action to show that skin color does not matter and should not keep people from doing something they want.

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 5A-3, briefly review Jackie’s background and what he did after graduating from high school.

After reading the first paragraph of the section for Image 5A-6, briefly review that Jackie attended UCLA, was in the army, and played in the National Negro League.

After reading the rest of the section for Image 5A-6, briefly review what coach Branch wanted Jackie to do.

After reading the section for Image 5A-8, briefly review the reaction people had to Jackie playing for the Dodgers.



Jackie Robinson: Champion of Equality

5A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline from the previous lessons and the following questions, review some of the content studied thus far:

- Who is depicted in the images on the timeline? (Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune)
- What are civil rights? (rights promised by a government to its citizens)
- What does *discrimination* mean? (unfair treatment of a person or group based on traits such as skin color, race, or religion)
- Which woman was alive during the time President Abraham Lincoln was president and fought for both abolition and women's suffrage, or their right to vote? (Susan B. Anthony)
- Which woman was married to a president, lived at the time of the Great Depression, and fought for human rights? (Eleanor Roosevelt)
- What did Mary McLeod Bethune do to help African American girls? (started a school to help them get an education)
- What was the reason some African American men could not vote? (They had to be able to read and write, and some had not been taught those skills.)
- What did Mary McLeod Bethune do to enable more African American men to vote? (She taught them to read and write.)

Image Preview

5 minutes



Tell students that today they will hear about a man who fought for civil rights in a way that was different from the ways used by Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune.

← Show image 5A-8: Jackie playing for the Brooklyn Dodgers

This man's name was Jackie Robinson. He did not march, protest, or campaign for civil rights. Can you tell from this picture what he did to gain more civil rights for people?

Vocabulary Preview

5 minutes



Athlete

← Show Image 5A-3: Jackie played many sports

1. In today's read-aloud, you will hear that Jackie Robinson was a very talented *athlete*.
2. Say the word *athlete* with me three times.
3. An athlete is a person who is good at and plays in sports.
4. My father was an athlete in high school; he played on the baseball, basketball, and football teams.
5. Turn to your neighbor and tell them about an athlete you know. It can be a friend or family member, or it can be a famous athlete. Try to use the word *athlete* in a complete sentence when you tell your neighbor about this person.

League



← Show Image 5A-11: Jackie's number is honored

1. In today's read-aloud, you will hear that Jackie Robinson was on a baseball team that was part of a *league*.
2. Say the word *league* with me three times.
3. A league is a group of sports teams or players who play games against each other to enjoy the game and often to see who is the best at a particular sport.
4. My cousin and I play in the same soccer league, but we are on different teams.

5. Many different sports teams and players belong to leagues. I will begin a sentence by naming a kind of sports team or player. Finish my sentence by saying what kind of league they are in.
- Baseball teams are in a _____. (baseball league)
 - Football teams are in a _____. (football league)
 - Bowlers are in a _____. (bowling league)
 - Tennis teams are in a _____. (tennis league)

Purpose for Listening

Tell students to listen carefully to find out how Jackie Robinson fought for civil rights in sports.



Jackie Robinson: Champion of Equality

← Show image 5A-1: Jackie Robinson

Baseball has been a popular sport for a very long time. But did you know that there was a time when African American baseball players and white baseball players did not play together? This all changed when a man named Jackie Robinson showed the world what a great player he was. He also showed the world how much courage he had, too.¹ This is the incredible story of Jackie Robinson.

1 What does the word *courage* mean? (bravery at a time of difficulty)



← Show image 5A-2: Jackie was the youngest of five children

Jack Roosevelt (Jackie) Robinson was born in 1919, in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers—people who worked the land for others for very little pay.

Jackie's father left his family when Jackie was a baby. His mother, Mallie Robinson, moved the family to Pasadena, California, to be near relatives who would help her raise her children. The Robinsons lived in a small house on Pepper Street. Mallie worked many different jobs to support her family. Despite hardships, Jackie grew up in a close and loving family.



← Show image 5A-3: Jackie played many sports

From an early age, Jackie was a talented athlete. When he became a student at John Muir High School, his brothers Mack and Frank encouraged him to play sports.² Jackie played football, basketball, baseball, and tennis, and he ran track, too. He played shortstop and catcher on the baseball team, quarterback on the football team, and guard on the basketball team. In track and field, he won awards for the long jump.

2 [Point to the sport in the image as it is mentioned in the read-aloud.]

After high school, Jackie attended Pasadena Junior College. Again, he played basketball, football, and baseball, and he ran track.



← **Show image 5A-4: Jackie at UCLA**

3 What is a scholarship? (Money to help pay for school.) Who else have you heard about in this domain who also received a scholarship? (Mary McLeod Bethune)

Before long, the University of California in Los Angeles, also known as UCLA, offered Jackie an athletic scholarship.³ Jackie was happy to accept. While at UCLA, Jackie proved himself to be a good student and an amazing athlete. As a UCLA student, he competed in four sports: baseball, basketball, football, and track. Jackie was selected for the All-American football team, which is a team of players from different schools who are the best players in the country.



← **Show image 5A-5: Jackie in the military**

4 What does *discrimination* mean?

When the United States became involved in World War II, Jackie joined the United States Army. After two years, he was promoted to the officer rank of second lieutenant.

5 When you challenge something, you question whether something is right.

Growing up, Jackie had been aware of discrimination.⁴ When Jackie joined the army, he realized that there was discrimination there, too. Jackie wanted to **challenge** the idea that discrimination was acceptable—or ok.⁵ When Jackie was in the army, he refused an order to sit at the back of a military bus. Jackie felt that the color of his skin should not determine where he could or could not sit. Jackie was charged with a crime. However, at his trial he was found to be not guilty.



← **Show image 5A-6: Jackie playing for the Monarchs**

Jackie left the army toward the end of World War II and began to play baseball for the Kansas City Monarchs. The Monarchs were a team that belonged to a group called the National Negro League. African American players were only allowed to play baseball in this league. They were not allowed to play on Major League Baseball teams.

6 Back then, African Americans and white people did not play professional sports together.

One day, a man named Branch Rickey saw Jackie play. Branch Rickey was the president of the Brooklyn Dodgers. Branch thought that Jackie was an incredible player. He wanted Jackie to play for his team. The only problem was that the Brooklyn Dodgers was an all-white team in Major League Baseball.⁶

Branch met with Jackie and told him that he needed Jackie to be very brave. He wanted Jackie to become the first African American to play in the all-white Major League Baseball program. This was referred to as “breaking the color barrier.” This meant that, before this time, a person’s skin color was a barrier, or something that stopped them from playing in many sports leagues. Branch wanted Jackie to break this barrier. He explained to Jackie that at first he would probably be treated badly by most of the fans, and even by some of his fellow players. But Branch was willing to **gamble**⁷ that Jackie was strong enough to break the color barrier and change attitudes. He believed that Jackie had self-control and courage.⁸

7 or take a chance

8 What sort of person did Branch Rickey think Jackie Robinson was?

9 What is the word you learned that means responding to unfairness by refusing to take physical action? (*nonviolence*)

Before Jackie agreed, he asked Branch a question. Jackie asked, “Are you looking for [someone] who is afraid to fight back?”

Branch replied, “No, I need a player with guts enough *not* to fight back.”⁹

Jackie Robinson agreed to be that man.



← **Show image 5A-7: Jackie and Pee Wee Reese**

Jackie traveled to Daytona Beach, Florida, for spring training with the team. Jackie played well. The most difficult days for Jackie were often when he was off the field and traveling with the other players. During this time, Jackie could not stay in the same hotels as his **teammates**.¹⁰ He could not eat at the same restaurants and diners. Jackie did not like this one bit, but he was determined to become the first African American Major League Baseball player in the United States.

10 Teammates are members of the same side.

And then it happened. Jackie got the call that he had been waiting for. He was going to play in a Major League Baseball game!

Sadly, not all of his teammates were happy about this. Some said they would rather sit out and miss a game than play with Jackie. But Jackie’s teammate, Pee Wee Reese, came to his defense. “You can hate a man for many reasons,” Pee Wee said. “Color is not one of them.”



← **Show image 5A-8: Jackie playing for the Brooklyn Dodgers**

On April 15, 1947, when Jackie put on the Brooklyn Dodgers uniform wearing number forty-two, he broke the color barrier. As the first African American player on a major league team, Jackie made his debut—or first appearance—at Ebbets Field before a crowd of 26,623 people, including more than fourteen thousand African American fans.¹¹

11 How do you think Jackie felt on the day he finally played for the Brooklyn Dodgers?

12 or unfriendliness

Jackie knew that he would have to be strong and concentrate on the game and nothing else. At first there was a great deal of **hostility**.¹² People called him names. Some of his teammates would not sit with him. But Jackie focused on the game and played his best. Game after game, Jackie focused on playing, even when pitchers threw balls and tried to hit him.



← **Show image 5A-9: Jackie at bat**

In one game, Jackie got a seven-inch gash, or big cut, on his leg. Someone did that to him on purpose; it was not an accident. It was an attempt to **intimidate** him.¹³ Still, Jackie refused to quit. He simply said, “I’m not concerned with your liking or disliking me . . . all I ask is that you respect me as a human being.”¹⁴

13 or make him scared or afraid to play baseball

14 Do you think Jackie Robinson had courage? Who else did you hear about who refused to be intimidated into quitting? (Mary McLeod Bethune)

Later in his baseball career, Jackie hit a home run, a triple, a double, and a single in the same game. Jackie could run, hit, steal bases, and play second base better than anybody else. His friend and teammate Duke Snider said, “He was the greatest competitor I have ever seen.”



← **Show image 5A-10: Jackie as Rookie of the Year**

By the end of his first year in the major leagues, Jackie had played in 151 games for the Dodgers, scored 125 runs, and had 175 hits, including thirty-one doubles, five triples, and twelve home runs. He was named Rookie of the Year—or best player of the year. Jackie had proven that the world of professional sports is far better when everyone can participate in it.

15 What did Jackie do for baseball? (He broke the color barrier so that anybody could play, regardless of their skin color.)

Jackie retired from baseball in 1957. Jackie said, “The way I figured it, I was even with baseball and baseball was even with me. The game had done much for me, and I had done much for it.”¹⁵



← **Show image 5A-11: Jackie's number is honored**

Jackie Robinson was the first African American to be part of the Baseball Hall of Fame. He received many other honors, too. In 1997, Major League Baseball honored Jackie by retiring his number from all Major League Baseball teams. This is a very special honor, and it means that no other major league player on any team can ever wear his number.¹⁶ Every year since 2004, however, all major league players wear Jackie's number, forty-two, every April 15 to remember the important role Jackie Robinson played in Major League Baseball.

16 What was the number on Jackie Robinson's shirt?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



← **Show image 5A-3: Jackie played many sports**

1. *Literal* Jackie was an amazing athlete. Which sports did he play? (Jackie played football, basketball, baseball, tennis, and track.)
2. *Inferential* Did Jackie experience discrimination in the army? (yes)
How did he challenge that? (Jackie refused to sit in the back of a military bus.)
3. *Inferential* What did Jackie "break" when he decided to play for an all-white major league team? (Jackie broke the color barrier in Major League Baseball.)
What is a color barrier? (A color barrier is when people are kept from doing what they want because of the color of their skin.)

4. *Inferential* What cause was Jackie Robinson fighting for by signing on to play for a major league team? (He was fighting for an African American’s right to play baseball in an “all-white” league.)
5. *Inferential* What hardships did Jackie Robinson experience when he joined Major League Baseball? (Some players would not sit with him; he was called names; he was physically hurt; he was not allowed to stay in the hotels or eat at the same restaurants with his teammates.)
How did he react? (He did not give up; he focused on playing baseball.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who had the courage to challenge prejudice and hostility in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Challenge

5 minutes

1. In the read-aloud you heard, “Jackie wanted to *challenge* the idea that discrimination was acceptable—or ok.”
2. Say the word *challenge* with me.
3. When you challenge something, you question whether that thing is right or wrong.
4. The two friends went to the teacher to challenge the unfair rules of the game.

5. Can you think of times when you wanted to challenge someone or something? Can you think of something you want to challenge? Try to use the word *challenge* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I wanted/want to challenge . . ."]
6. What's the word we've been talking about?

Use a *Horizontal Word Wall* activity for follow-up. Directions: We will make a Horizontal Word Wall for the word *challenge*.

1. Tell me what you think of when you hear the word *challenge*. (Answers may vary, but may include words such as *question* and *doubt*.) [For each word proposed by students, as well as the words *challenge*, *question*, and *doubt*, create a separate index card. Place the word *challenge* and its synonyms on one end of a horizontal line.]
2. Tell me what you think is the opposite of *challenge*. (Answers may vary, but may include words such as *accept*, *believe*, and *trust*.) [For each word proposed by students, as well as the words *accept*, *believe*, and *trust*, create a separate index card. Place the words on the other end of the horizontal line.]
3. After placing the initial set of words on the Horizontal Word Wall, ask students to discuss the two groupings of words and consider how each word differs from the others in its group. For example, students may say that a person who doubts that something is true may not verbally challenge what is being said.

Alternate Follow-up

You may wish to only place the index card with the word *challenge* on the wall, mix up the remainder of the cards, and have the students place them on the word wall.



Complete Remainder of the Lesson Later in the Day



Jackie Robinson: Champion of Equality

5_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 5 (Jackie Robinson). Remind students that Jackie Robinson played for two different baseball leagues: the National Negro League and Major League Baseball. Ask students which baseball league he played in first.
- Tell students that Jackie Robinson broke the color barrier in Major League Baseball after the work of Eleanor Roosevelt and Mary McLeod Bethune. Ask students where on the timeline the Image Card should be placed. (after Eleanor Roosevelt and Mary McLeod Bethune)

Individual Timelines

- Have students cut out the image of Jackie Robinson from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the fourth notch, after Eleanor Roosevelt).
- Have students label the image. [Write *Jackie Robinson* on the board.]
- Save timelines and image sheets for future lessons.

Free Verse Writing: Jackie Robinson (Instructional Masters 2B-4 and 5B-1)

20 minutes

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Jackie Robinson's achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Jackie Robinson" in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Jackie Robinson and his achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 5B-1, writing Jackie Robinson's name on the line to the left of the image of Jackie.

Opinion Paragraph: Jackie Robinson (Instructional Master 5B-2)

15 minutes

- Distribute a copy of Instructional Master 5B-2 (Opinion Paragraph: Jackie Robinson) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Jackie Robinson. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Jackie Robinson fought for

- their opinion of him or his cause (e.g., I think Jackie Robinson was brave . . . ; I think it was important that Jackie challenged segregated baseball leagues . . .)
- two reasons for their opinion
- a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

Make a Scene

20+ minutes

- Explain to students that they will draw and color one scene from the read-aloud they have just heard. Explain to students that they should draw something that happens in their favorite part of the Jackie Robinson story.
- Explain to students that they will be asked to give their drawing a title. To further support this scene selection, explain to students that after they have completed the drawing activity, they will be divided up into groups to perform skits of these favorite scenes.
- Finally, explain to students that when they perform their skits, they should use domain-related vocabulary in their dialogue.

Domain-Related Trade Book

20+ minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Jackie Robinson to read aloud to the class. [Suggested trade books are Items 34–38.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-3 and 5B-4.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of people who fought for a cause. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Explain that members of one powerful group often excluded members of other groups from certain rights
- ✓ Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights
- ✓ Explain why fighting for important causes has helped to change laws and improve the lives of many people
- ✓ Explain the terms *inequality*, *discrimination*, and *suffrage*
- ✓ Explain the concepts of *nonviolence*, *civil rights*, and *human rights*
- ✓ Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson
- ✓ Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson fought during their lifetimes
- ✓ Identify Susan B. Anthony as an abolitionist

- ✓ Explain that Susan B. Anthony campaigned for women’s rights, especially the right to vote
- ✓ Explain that Eleanor Roosevelt was married to President Franklin Roosevelt
- ✓ Identify Eleanor Roosevelt as a First Lady
- ✓ Identify the Great Depression as a difficult time in American history
- ✓ Explain the role of the United Nations in the world
- ✓ Explain that Jackie Robinson was a talented athlete
- ✓ Identify Jackie Robinson as the first African American to play Major League Baseball in the United States

Student Performance Task Assessment

10 Match the Activist with the Achievement (Instructional Master PP-1)

Listen carefully as I read the names of four people who fought for a cause. You can find their names in the word box at the top of the page. Write the name of each person on the line under the image of that person.

I will read four sentences about the causes for which these people fought. Listen to each sentence carefully and draw a line from the picture of the person on the left to the sentence about a cause on the right. I will read each sentence two times.

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular person or event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Riddles for Core Content

Ask students riddles such as the following to review core content: [Students may hold up the corresponding Response Card to answer.]

- I was an abolitionist who fought to end slavery. Who am I? (Susan B. Anthony)
- As First Lady, I traveled around the country and was the “eyes and ears” of my husband who was the president. Who am I? (Eleanor Roosevelt)
- Out of all seventeen children in my family, I had the privilege to go to school. Later, I started my own school which became a four-year college that still exists today. Who am I? (Mary McLeod Bethune)
- I believed that women should have the right to vote and used my money and my energy to fight for that. Who am I? (Susan B. Anthony)
- I was an athlete who competed in football, basketball, track, and baseball. Who am I? (Jackie Robinson)
- I fought for human rights for people in the United States and around the world. Who am I? (Eleanor Roosevelt)
- I was the first African American to play Major League Baseball in the United States. Who am I? (Jackie Robinson)
- Although some people tried to scare me when I opened a school for African American girls and when I taught African American men how to read and write, I ignored them and continued to work. Who am I? (Mary McLeod Bethune)

Class Book: Fighting for a Cause

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about fighting for a cause and about the ordinary people they learned about who fought for the rights of others (e.g., Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie

Robinson). Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Somebody Wanted But So Then

Materials: Instructional Master PP-2

In pairs or as a class, complete a Somebody Wanted But So Then chart for an activist students have learned about thus far in this domain. (See *Extension* activity in Lesson 4 for an example.)



Above and Beyond: Writing Prompts

Students may be given an additional writing prompt such as the following:

- If I went to the United Nations like Eleanor Roosevelt, I would promote . . .
- People choose to fight for a cause because . . .
- Human rights and equal rights for all are important because . . .

Image Card Review

Help students identify all of the individuals on the Image Cards used for the timeline, and have them share what has been learned about each person. Then pass out all of the Image Cards to various students. Have students share with a partner at least one cause the individual fought for and a fact from his or her life. For example, for the Image Card of Susan B. Anthony, a student might say, “Susan B. Anthony thought that men and women should get equal pay; she thought women should be allowed to vote.”

Perspectives

Remind students that all of the extraordinary individuals they have learned about thus far lived many years ago. Tell them that they are going to write about their classroom through the eyes of one of these individuals, pretending to describe their classroom from that individual's perspective, or point of view. Explain that *perspective* is how someone sees or experiences something. Elaborate, saying that if Susan B. Anthony were to describe their classroom, she would probably comment on whether or not boys and girls were treated the same or differently. Or, if Mary McLeod Bethune were to describe their classroom, she would probably comment on the fact that children of different races were present, learning together. If Jackie Robinson were to describe their classroom, he would probably comment on the fact that all of the children in your classroom grow up playing sports together.

Give students time to write their classroom description from the perspective of one of these people. Then, allow students to share their writing with the class. Have students ask each other questions pertaining to the historical figure they have chosen. Remember to expand upon each student's writing and response(s) using richer and more complex language, including, if possible, any domain-related vocabulary.

You Were There: Fighting for a Cause

Have students pretend that they were with one of the individuals in this domain as he or she fought for a cause. Ask students to describe what they saw and heard. For example, for Eleanor Roosevelt, students may talk about her concern for the hungry and the jobless during the Great Depression. Or they may pretend they were with Susan B. Anthony as she went into the polling station and attempted to vote, or they watched Jackie Robinson step out onto Ebbets Field for the very first time. Consider also extending this activity by adding group or independent writing opportunities associated with the "You Were There" concept. For example, ask students to pretend they are newspaper reporters describing Susan B. Anthony's attempt to vote, or Jackie's Robinson first game for the Brooklyn Dodgers, and write a group news article describing the event.

Who Am I?

Materials: sticky notes

Advance Preparation: On a sticky note, write the name of each historical figure students have learned about thus far in *Fighting for a Cause* on a sticky note. Make one sticky note for each student, so that there may be more than one or two for each historical figure. Don't let students see the sticky notes before beginning the activity. Place a name onto each student's back. Don't let them see the name that you put on their back.

Directions: You will each have the opportunity to ask five *yes* or *no* questions to find out who you are. You might ask, "Am I female?" or "Did I fight for equal/human/civil rights?" "Am I a teacher/a baseball player?" Do not ask one person all five questions. You should move around the room and ask a different student each of your *yes* or *no* questions. After everyone has asked five questions, you will all try to guess who you are. (Encourage students to use domain vocabulary when they ask their questions.)



Rosa Parks: The Mother of the Civil Rights Movement

6

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Rosa Parks
- ✓ Identify the main causes for which Rosa Parks fought during her lifetime
- ✓ Explain the terms *discrimination* and *segregation*
- ✓ Explain the concept of *civil rights*
- ✓ Explain the importance of the success of the Montgomery Bus Boycott

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Rosa Parks (RL.2.4)
- ✓ Describe the connection between Rosa Parks's actions on the bus and the start of the civil rights movement (RI.2.3)
- ✓ Interpret information from a timeline associated with "Rosa Parks: The Mother of the Civil Rights Movement" and explain how the timeline clarifies information in the read-aloud (RI.2.7)
- ✓ Contrast life in the United States before the civil rights movement and after (RI.2.9)

- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Rosa Parks’s achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Rosa Parks: The Mother of the Civil Rights Movement” into a timeline to answer questions (W.2.8)
- ✓ Identify new meanings for the word *chapter* and apply them accurately (L.2.5a)
- ✓ Prior to listening to “Rosa Parks: The Mother of the Civil Rights Movement,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights
- ✓ Identify and express why Rosa Parks refused to move to a different seat on the bus when asked to do so

Core Vocabulary

assign, v. To give someone a particular seat or job

Example: Some teachers assign seats to their students.

Variation(s): assigns, assigned, assigning

boycott, n. An action in which people refuse to buy or use something in order to protest and bring about change

Example: The community planned to boycott the store that refused to recycle.

Variation(s): boycotts

disrupted, v. Prevented something from happening in its usual way

Example: The movie was disrupted when the DVD player broke.

Variation(s): disrupt, disrupts, disrupting

injustice, n. A lack of fairness; a situation in which people are not treated fairly

Example: Abolitionists believed that slavery was an injustice and fought to end it.

Variation(s): injustices

segregation, n. The practice of keeping groups of people separate, or apart, due to reasons such as race

Example: Because of segregation, Jackie Robinson was not able to eat at the same restaurants as his teammates when they traveled to play baseball.

Variation(s): none

Vocabulary Chart for Rosa Parks: The Mother of the Civil Rights Movement			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	discrimination injustice* medal nonviolence segregation	assign courageous responded several	city lived police seat world
Multiple Meaning	boycott protest	action challenge <u>chapter</u> disrupted* honor integrated support	bus driver full school stand time work
Phrases	African Americans civil rights Dr. Martin Luther King, Jr. Montgomery, Alabama NAACP Rosa Parks	pushing us around	
Cognates	discriminación injusticia* medulla segregación protesta/protestar	respondió acción honor integrado	ciudad

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	timeline	
Essential Background Information or Terms		
Image Preview		
Vocabulary Preview: Boycott, Segregation	Images 6A-2 and 6A-7	
Purpose for Listening	Instructional Master 6A-1 (Response Card 5: Rosa Parks)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Rosa Parks: The Mother of the Civil Rights Movement	U.S. map	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Injustice	at least six index cards	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Chapter	Poster 3M (Chapter)	
Syntactic Awareness Activity: Sentence Builder	Instructional Master 6B-1 (Sentence Builder: Lesson 6)	
Vocabulary Instructional Activity: Disrupted		
Timeline	Image Card 6; class timeline	
	Individual Timeline and Image Sheet; scissors, glue, writing tools	Have students add the image of Rosa Parks to their individual timelines and label it.
Free Verse Writing: Rosa Parks	Instructional Masters 2B-4 (Main Idea/Details Web) and 6B-2 (Free Verse Poem: Rosa Parks)	
Opinion Paragraph: Rosa Parks	Instructional Master 6B-3 (Opinion Paragraph: Rosa Parks)	

Advance Preparation

Make a copy of Instructional Master 6A-1 (Response Card 5: Rosa Parks) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Rosa Parks, you may wish to have students write a phrase or sentence describing each image on the Response Card.

For *Word Work*, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *injustice, inequality, unfairness, fairness, equality, and justice.*

For the *Syntactic Awareness Activity*, make a copy of Instructional Master 6B-1 for each student. Students will unscramble the phrases and fill in the blanks to create complete sentences about Rosa Parks.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 6B-2 (Free Verse Poem: Rosa Parks) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 6B-3 (Opinion Paragraph: Rosa Parks) for each student.

Notes to Teacher

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 6A-2, briefly review Rosa's childhood.

After reading the section for Image 6A-5, briefly review the events leading up to Rosa's arrest, and identify the conflict.

After reading the section for Image 6A-8, briefly review the results of Rosa refusing to give up her seat on the bus. (She was arrested; the Montgomery, Alabama, Bus Boycott)



Rosa Parks: The Mother of the Civil Rights Movement

6A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline from previous lessons and the following questions, review some of the content studied thus far.

- Who is depicted, or shown, in these images? (Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson)
- What are some ways that people experienced unequal treatment?
- What are some ways that people fought for equal rights?
- How did Susan B. Anthony work for civil rights?
- How did Eleanor Roosevelt work for human rights for all people?
- How did Mary McLeod Bethune fight for equal education for African Americans?
- How did Jackie Robinson fight to end segregation in baseball?

Essential Background Information or Terms

5 minutes

Explain to students that even though civil rights are guaranteed by law, many people have been excluded from exercising their civil rights throughout the history of our country. Tell students that the civil rights movement was a period of time in our country's history, from the 1950s to the 1960s, when people from many races and different groups in society helped African Americans fight for their

civil rights, which later led to increased rights for people in many other groups.

Image Preview

5 minutes

Explain to students that today they will be hearing about a woman named Rosa Parks.



← **Show image 6A-5: Rosa sitting on the bus**

Tell students that events that occurred one evening while Rosa Parks was riding a bus helped spark the civil rights movement.

Vocabulary Preview

5 minutes

Boycott



← **Show Image 6A-7: Crowds of people walked to work**

1. In today's read-aloud, you will hear about the Montgomery Bus *Boycott*.
2. Say the word *boycott* with me three times.
3. A boycott is when a group of people join together and refuse to buy something or do business with a company because they don't agree with what the business is doing and want it to change. It is a peaceful way to protest, or show that you are against something.
This image shows African Americans during the Montgomery Bus Boycott. During the boycott, many people refused to ride this city's buses and walked to work instead.
4. The community planned a boycott of the store that refused to recycle.
5. If people boycott a store or a business, it means that they won't buy things from it as they usually would. Do you think having a boycott is a good way to show that you are against something that the business is doing?
What do you think might happen to a store or business that has been boycotted?

Segregation



← **Show image 6A-2: Example of segregation in the South**

1. In today's read-aloud, you will hear about Rosa's role in ending *segregation* in the South.

2. Say the word *segregation* with me three times.
3. Segregation is the practice of keeping groups of people separate, or apart, due to reasons such as race. In the times of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters.
4. Because of segregation, Jackie Robinson was not able to eat at the same restaurants as his teammates when they traveled to play baseball.
5. In what ways do you think life was different in the times of segregation?

Purpose for Listening

Tell students to listen carefully to find out how Rosa Parks helped to start the civil rights movement by doing something very courageous.



Rosa Parks: The Mother of the Civil Rights Movement

← Show image 6A-1: Rosa Parks

Rosa Louise Parks was born a long time ago, in 1913, in Tuskegee, Alabama. Rosa grew up on a small farm with her brother, mother, and grandparents.

Rosa was a happy child. She loved her family. However, Rosa lived at a time and in a place where African Americans faced discrimination.¹ This was especially true in the South, where Rosa lived, because in that part of the United States there was **segregation**.² Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters. When traveling by bus, African Americans were expected to sit in certain seats. It was as if African Americans and white people lived in different worlds.

1 What does *discrimination* mean?

2 Segregation is the practice of keeping groups of people separate. [Point to the southern states, including Alabama, on a map.]



← Show image 6A-2: Example of segregation in the South

When Rosa was a little girl, she attended a school that was just for African American children. It was an old, one-room schoolhouse that only held classes for five months of each year. Far too often there weren't enough desks or school supplies for the students. Rosa noticed that buses took white children to the new school near where she lived.

When Rosa was sixteen, she had to leave school to care for her grandmother and her mother who had both become ill. To help support the family, Rosa worked in a shirt factory.



← Show image 6A-3: NAACP activists, including Thurgood Marshall

When Rosa was nineteen, she married Raymond Parks. Raymond was a barber.³ He was also actively involved in the Montgomery chapter of the National Association for the

3 You heard about a barbershop when you heard about Susan B. Anthony. Based on that, what do you think a barber does?

4 The word *chapter* here means a group in a certain area that makes up one small section of a larger group. The word *chapter* can also refer to one of the main sections of a book. This image shows another chapter of NAACP from another state.



5 [Ask students to locate Rosa in the line waiting for the bus. (in the green coat and hat) Ask them to locate Rosa on the bus when you turn to image 6A-5.]



6 Why do you think Rosa refused to stand up?

Advancement of Colored People (NAACP).⁴ This organization wanted to make life in the United States fairer and safer for all African Americans and end segregation in the South. Rosa also became involved and served as the Montgomery chapter secretary. In addition, she returned to high school to earn her high school diploma.

Then came the day in Rosa’s life when she stood up for what was right. Actually, Rosa did not stand up, and that’s the reason why we remember and honor Rosa Parks to this day.

← **Show image 6A-4: Rosa boarding the bus**

The evening of December 1, 1955, in Montgomery, Alabama, was cold. The streets were full of people shopping or making their way home from work. By this time, Rosa had a job as a seamstress at a local department store. Her job was to sew and make clothes. Her day had just ended, and she had rushed to catch the city bus that would take her home.⁵ As Rosa boarded the bus, she could see that it was already quite full. Because the section at the back of the bus where African Americans usually sat was so full, Rosa found a seat near the middle of the bus.

← **Show image 6A-5: Rosa sitting on the bus**

The seat Rosa found was just behind the seats reserved for white people. Before long, all the seats on the bus were full, and several white people were left standing. Back then, the bus driver had the authority, or power, to move people, and African Americans were the first to be moved.

The bus driver noticed the people standing and ordered several African American people on the bus to give up their seats. All of them did as he asked except for Rosa. When the bus driver told Rosa that if she did not stand up, he would call the police to come and arrest her—and take her to jail—she quietly responded, “You may do that.” When he asked her one more time to stand up, Rosa responded by saying, “I don’t think I should have to stand up.”⁶



← **Show image 6A-6: Rosa being fingerprinted**

The bus driver made the call, and before long, a police officer arrived. The officer wanted to know why she would not give up her seat. Rosa responded by asking the officer a question. “Why are you always pushing us around?” she asked. Rosa was arrested and taken to the police headquarters. Later that night she was released.

The law at that time in Alabama gave bus drivers the right to **assign** seats—to tell people where to sit. Bus drivers were also allowed to carry guns. As a result, many African American people felt threatened and were frightened to challenge—or go against—this practice, but Rosa had done so.⁷

7 What does it mean to challenge something?

8 *Injustice* means a lack of fairness.

Rosa later said that she had not planned to protest, but in that moment, her desire for civil rights and her sense of **injustice** drove her to make that decision.⁸ “When I made that decision,” Rosa said, “I knew that I had the strength of my ancestors with me.”

This was the moment that changed history. Rosa had refused to move, and now others would show their support for her.



← **Show image 6A-7: Crowds of people walked to work**

It was decided that the hundreds of African Americans who rode the city buses to work would walk instead. This kind of action is called a **boycott**.⁹ The NAACP began to organize what became known as the Montgomery Bus Boycott.

9 A boycott is when a group of people join together and refuse to do business with a company or an organization. In Montgomery, people refused to ride the city buses.



← **Show image 6A-8: Rosa and Martin Luther King Jr.**

A young man named Dr. Martin Luther King Jr. led the boycott. Dr. King said, “We will walk until justice runs down like water and righteousness like a mighty stream.” Beginning on December 5, 1955, people refused to ride the city buses in Montgomery. The boycott lasted for 382 days.¹⁰ Without passengers to ride the buses, the buses couldn’t afford to run. At that time in Montgomery, more than seven out of every ten riders on buses

10 One year has 365 days in it. If the boycott lasted 382 days, was it shorter or longer than a year?

11 or kept from doing their work as usual and kept from making money

12 When people protest peacefully, they do not use violence.



13 What is the civil rights movement? (the fight against segregation and discrimination and the fight for equality for African Americans, as well as all people, in the United States)

14 The state of Michigan is highlighted in blue in this image, and Alabama, where Rosa rode the bus, is highlighted in green.



15 Mary McLeod Bethune was also awarded this medal, over 40 years earlier.

16 What does *nonviolence* mean?

were African American. Businesses were **disrupted**.¹¹

On November 13, 1956, the United States Supreme Court decided that Montgomery’s segregated bus seating was unconstitutional. That meant that it was against the law. The boycott ended shortly after that. Buses became integrated, and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.¹²

← **Show image 6A-9: Map with Michigan and Alabama highlighted**

Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the “mother of the civil rights movement.”¹³ Rosa remained an active member of the NAACP and other civil rights groups. She showed her support for Dr. Martin Luther King Jr. by participating in civil rights marches.

Later in her life, Rosa worked with a Michigan congressman.¹⁴ She also founded an institution to help young people complete their education.

← **Show image 6A-10: Rosa receiving the Medal of Freedom**

In her lifetime, Rosa received several awards for her courage and her work. In 1979, the NAACP awarded Rosa its Spingarn Medal.¹⁵ Rosa also received two important U.S. government’s awards: the Presidential Medal of Freedom and the Congressional Gold Medal of Honor.

Rosa once said, “I’d see the bus pass every day. But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world.” By her own courageous actions, Rosa Parks changed that world. Rosa became a symbol of the power of nonviolence.¹⁶ Her quiet, courageous act changed America.

Comprehension Questions

10 minutes

1. *Inferential* What are some examples of discrimination that Rosa Parks faced? (segregation in schools, in restaurants, in movie theaters, and on buses)
2. *Inferential* Why did Rosa Parks refuse to give up her seat? (Rosa knew that the segregation laws were unfair and chose to fight for that cause.)
3. *Inferential* What did many people do to support Rosa Parks? (People refused to ride the city buses. They organized a boycott that became known as the Montgomery Bus Boycott.)
4. *Inferential* What is the civil rights movement? (The civil rights movement is the series of events that involved people fighting against discrimination and fighting for equal rights for all people.)
5. *Inferential* How is Rosa connected to the civil rights movement? (Rosa is known as the “mother of the civil rights movement”; she refused to give up her seat on a bus; she helped to boycott the Montgomery buses.)
6. *Inferential* Who organized the boycott? (Martin Luther King Jr. organized the boycott.)
Was the Montgomery Bus Boycott successful? (Yes, it was successful.) How do you know? (Segregation on buses became against the law.)
7. *Evaluative* How is the United States today different than the United States of Rosa Parks’s early life? (Answers may vary, but may include that today there is no segregation on buses or in schools, and there is less discrimination.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* How do you think Rosa Parks would like to be remembered? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Injustice

5 minutes

1. In the read-aloud you heard, “Rosa later said that she had not planned to protest, but in that moment, her desire for civil rights and her sense of *injustice* drove her to make that decision.”
2. Say the word *injustice* with me.
3. *Injustice* is a lack of fairness or a situation in which people are not treated fairly and not given their rights.
4. Many people thought that slavery was an injustice and fought to end it.
5. Name an injustice that you’ve heard about in this domain. Try to use the word *injustice* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One injustice that we’ve heard about is ____.”] (Possible responses: *women not being allowed to vote, slavery, girls and African Americans not being able to go to school, discrimination, segregation*)
6. What’s the word we’ve been talking about?

Use a *Horizontal Word Wall* activity for follow-up. Directions: We will make a Horizontal Word Wall for the word *injustice*.

1. Tell me what you think of when you hear the word *injustice*. (Answers may vary, but may include words such as inequality and unfairness.) [For each correct word proposed by students, as well as the words *injustice, inequality* and *unfairness*, create a separate index card.]
2. Tell me what you think is the opposite of *injustice*. (Answers may vary, but may include words such as *equality, fairness*, and *justice*.) [For each word proposed by students, as well

as the words *equality*, *fairness*, and *justice*, create a separate index card.]

3. [Place the index card with the word *injustice* on it at one end of a horizontal line. Mix up the remainder of the cards and have students place them at either end of the horizontal line according to their meaning.]
4. Now work with a partner to make a sentence using one of the words on the Horizontal Word Wall.



Complete Remainder of the Lesson Later in the Day



Rosa Parks: The Mother of the Civil Rights Movement

6_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Context Clues: Chapter

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Chapter).] In the read-aloud you heard, “[Raymond, Rosa’s husband was a member of] the Montgomery *chapter* of the National Association for the Advancement of Colored People (NAACP).” Here, *chapter* refers to the group in a certain area that makes up one section of a larger group. Which picture matches the way *chapter* is used in the lesson?
2. *Chapter* can also mean other things, such as one of the main sections of a book. Which picture matches this description of *chapter*?
3. I will say several sentences with the word *chapter*. If the meaning of the word *chapter* in my sentence is the same as the way it was used in the lesson, hold up one finger. If the meaning of the word *chapter* in my sentence means one of the main sections of a book, hold up two fingers.
 - All of the main characters of the story are introduced in the first chapter.
 - Rosa Parks was the secretary for the chapter of the NAACP in her city.

- I belong to a small chapter of the Future Farmers of America or 4-H.
- The teacher told us to read chapter five to ourselves.
- The local chapter of a women’s group is having a health fair for children at the park today.

↔ **Syntactic Awareness Activity**
(Instructional Master 6B-1)

10 minutes

Sentence Builder

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. What do we call words that describe nouns? (adjectives)
 What do we call words that describe verbs, or action words? (adverbs)
 How does adding adjectives and adverbs to sentences change our sentences? (It makes the sentences more descriptive and interesting.)
2. [Distribute a copy of Instructional Master 6B-1 to each student.]
 On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Rosa Parks. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Rosa Parks.
3. In addition, you will also fill in the blanks with an adjective that describes the noun or an adverb that describes the verb that follows the blank. Write your complete sentences on the lines below each set of words.
 [If necessary, students may also cut out the parts of each sentence to physically unscramble them.]
4. When you are finished, compare your sentences with a partner’s sentences. Circle the adjectives you added to the sentences. Put a square around the adverbs you added to the sentences.

↔ Vocabulary Instructional Activity

5 minutes

Word Work: *Disrupted*

1. In the read-aloud you heard that the Montgomery Bus Boycott *disrupted* businesses.
2. Say the word *disrupted* with me three times.
3. *Disrupted* means prevented something from happening in its usual way by causing problems.
4. The boycott disrupted the bus company's business.
5. Tell your partner how the Montgomery Bus Boycott disrupted businesses. Try to use the word *disrupted* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The Montgomery Bus Boycott disrupted business because ____." (Possible responses could be that people were not riding the buses; people were not getting to work; people were not going to the city to shop)]

Use a *Combining Phrases* activity for follow-up. Directions: I will name an event, followed by something it *disrupted*. Make a complete sentence using the two phrases and the word *disrupted*. For example, if I say, "a loud train passing by; our conversation," you would say, "A loud train passing by disrupted our conversation."

1. a fire drill; our class meeting (A fire drill disrupted our class meeting.)
2. a traffic accident; the bus ride home (A traffic accident disrupted the bus ride home.)
3. people coming in late; the concert (People coming in late disrupted the concert.)
4. students talking; my class presentation (Students talking disrupted my class presentation.)
5. a thunderstorm; our picnic (A thunderstorm disrupted our picnic.)

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 6 (Rosa Parks). Ask students to describe the contributions that Rosa Parks made toward ending segregation. Remind students that Rosa Parks's

arrest for refusing to give up her seat on the bus launched the Montgomery Bus Boycott, a protest that changed segregation laws on buses.

- Remind students that Rosa Parks refused to give up her seat after Jackie Robinson broke the color barrier in Major League Baseball. Ask students where on the timeline the Image Card should be placed. (The Image Card should be placed after Jackie Robinson.)

Individual Timelines

- Have students cut out the image of Rosa Parks from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the fifth notch, after Jackie Robinson).
- Have students label the image. [Write *Rosa Parks* on the board.]
- Save timelines and image sheets for future lessons.

Free Verse Writing: Rosa Parks (Instructional Masters 2B-4 and 6B-2)

20 minutes

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Rosa Parks's achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Rosa Parks" in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Rosa Parks

and her achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 6B-2, writing Rosa Parks's name on the line to the left of the image of Rosa.

Opinion Paragraph: Rosa Parks (Instructional Master 6B-3)

15 minutes

- Distribute a copy of Instructional Master 6B-3 (Opinion Paragraph: Rosa Parks) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Rosa Parks. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Rosa Parks fought for
 - their opinion of her or her cause (e.g., I think Rosa Parks was brave . . . ; I think African Americans were treated unfairly . . .)
 - two reasons for their opinion
 - a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]



Martin Luther King Jr.: Defender of the Dream

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Martin Luther King Jr.
- ✓ Identify the main causes for which Martin Luther King Jr. fought during his lifetime
- ✓ Explain the terms *segregation* and *activist*
- ✓ Explain the concepts of *nonviolence* and *civil rights*
- ✓ Describe the connection between Rosa Parks and Martin Luther King Jr.
- ✓ Identify Martin Luther King Jr. as an important leader of the civil rights movement

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Martin Luther King Jr. (RL.2.4)
- ✓ Identify the main topic of the read-aloud “Martin Luther King Jr.: Defender of the Dream” (RI.2.2)
- ✓ Describe the connection among Martin Luther King Jr., Rosa Parks, and the Montgomery Bus Boycott (RI.2.3)
- ✓ Interpret information from a timeline associated with “Martin Luther King Jr.: Defender of the Dream,” and explain how the timeline clarifies information in the read-aloud (RI.2.7)

- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Martin Luther King Jr.’s achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Martin Luther King Jr.: Defender of the Dream” into a timeline to answer questions (W.2.8)
- ✓ Prior to listening to “Martin Luther King Jr.: Defender of the Dream,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights
- ✓ Identify and express how African Americans might have felt when segregation was declared illegal
- ✓ Use knowledge of the words *extra* and *ordinary* to predict the meaning of *extraordinary*

Core Vocabulary

activists, n. People who take some kind of action to achieve a goal
Example: Susan B. Anthony led a group of activists who fought for women’s suffrage.

Variation(s): activist

banned, v. Forbidden; something against a rule or law
Example: State laws banned smoking in restaurants.

Variation(s): ban, bans, banning

character, n. Strong moral qualities; how a person is on the inside
Example: My cousin is so honest that cheating could never be part of her character.

Variation(s): none

extraordinary, adj. Something that is incredible or out of the ordinary
Example: The magician’s skills were quite extraordinary and amazed the audience.

Variation(s): none

minister, n. A person who works for a church and performs religious services

Example: The minister spoke an encouraging message during the church service.

Variation(s): ministers

sit-ins, n. Nonviolent protests that involve a person, or people, sitting down, or staying in, specific locations

Example: As part of the civil rights movement, many people participated in sit-ins.

Variation(s): sit-in

Vocabulary Chart for Martin Luther King Jr.: Defender of the Dream			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	activists banned Baptist discrimination law monument nonviolence segregation sit-ins	extraordinary* intimidated peaceful	church college father leader
Multiple Meaning	boycott memorial minister protest	change character experienced speech	bus school
Phrases	African Americans Atlanta (Georgia) civil rights civil rights movement Coretta Scott King equal rights Martin Luther King Jr. Montgomery, Alabama southern states	back down	
Cognates	activista discriminación monumento segregación ministro protesta/protestar	extraordinario* intimidó carácter	líder

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	timeline	
Image Preview		
Vocabulary Preview: Activists, Minister	Images 7A-7 and 7A-8	
Purpose for Listening	Instructional Master 7A-1 (Response Card 6: Martin Luther King Jr.)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Martin Luther King Jr.: Defender of the Dream		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Extraordinary	whiteboard, chalkboard or chart paper and writing tools	For the follow-up activity, write the word <i>extraordinary</i> on the board or on chart paper. Draw boxes around the words <i>extra</i> and <i>ordinary</i> to show the two separate words that make up this compound word.
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Timeline	Image Card 7; class timeline	
	Individual Timeline and Image Sheet; scissors, glue, writing tools	Have students add the image of Martin Luther King Jr. to their individual timelines and label it.
Free Verse Writing: Martin Luther King Jr.	Instructional Masters 2B-4 (Main Idea/Details Web) and 7B-1 (Free Verse Poem: Martin Luther King Jr.)	
Opinion Paragraph: Martin Luther King Jr.	Instructional Master 7B-2 (Opinion Paragraph: Martin Luther King Jr.)	
Domain-Related Trade Book	trade book about Martin Luther King Jr.; drawing paper, writing and drawing tools	Trade book suggestions: Items 24–28

Advance Preparation

Make a copy of Instructional Master 7A-1 (Response Card 6: Martin Luther King Jr.) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Martin Luther King Jr., you may wish to have students write a phrase or sentence describing each image on the Response Card.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 7B-1 (Free Verse Poem: Martin Luther King Jr.) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 7B-2 (Opinion Paragraph: Martin Luther King Jr.) for each student.

Find a trade book about Martin Luther King Jr. to read aloud to the class.

Notes to Teacher

The order in which Flip Book images will be shown for this read-aloud is different from the order of images in the Flip Book. Please preview the read-aloud and prepare the Flip Book in advance.

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 7A-4, briefly review Martin's childhood and education.

After reading the section for Image 7A-7, briefly review Martin's role in the civil rights movement and his beliefs.

After reading the section for Image 7A-11, briefly review how Martin and others against segregation protested. (peacefully, with sit-ins and marches)

After reading the section for Image 7A-12, briefly discuss what Martin meant by "the promised land." (a time and place where everyone is treated equally)



Martin Luther King Jr.: Defender of the Dream

7A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline from the previous lessons and the following questions, review some of the content of this domain.

- Who is depicted in these images? (Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks)
- What did Susan B. Anthony want women to be able to do?
- What were some of the causes for which Eleanor Roosevelt fought?
- In what ways did Mary McLeod Bethune work for equal rights for all?
- How would you describe Jackie Robinson's achievements?
- Why do you think Major League Baseball retired Jackie Robinson's number?
- How did Rosa Parks respond to being denied equal rights?

Image Preview

5 minutes

Remind students that civil rights are the rights the government promises to every citizen in our country. Although slavery had ended after the U.S. Civil War, many African Americans didn't gain all their civil rights. The fight for this cause—especially during the time of Rosa Parks—is called the civil rights movement.

Tell students that today they will hear about one of the most important leaders of the civil rights movement. That leader's name was Martin Luther King Jr.



← **Show image 7A-11: Martin Luther King Jr. at Lincoln Memorial**

Ask students if they recognize the man in this image. If they do not recognize him, state that they may be more familiar with his name. Explain that this man was so important to our nation's history that there is even a special day set aside each year to honor this man and what he did to make people's lives better.

Vocabulary Preview

5 minutes

Activists



← **Show image 7A-7: Civil rights march**

1. In today's read-aloud, you will hear that Martin Luther King Jr. was one of the most famous and respected civil rights *activists* in the United States of America.
2. Say the word *activists* with me three times.
3. Activists are people who take some kind of action to achieve a goal.
4. Susan B. Anthony led a group of activists who were fighting for women's suffrage.
5. Can you name one of the activists you have learned about in this domain? What did this activist fight for?

Minister



← **Show image 7A-8: Martin Luther King Jr. delivering a sermon**

1. In today's read-aloud, you will hear Martin Luther King Jr. was a *minister*.
2. Say the word *minister* with me three times.
3. A minister is a person who works for a church and performs religious ceremonies and duties.
4. The minister delivered an inspiring message during the church service.

5. What qualities or characteristics do you think a minister should have? Try to use the word *minister* in a complete sentence when you answer.

Purpose for Listening

Read the title of today's read-aloud, and ask students if they can tell what this story might be about. Explain to students that often the title of a story will give a clue about the main idea, or main topic, of a story.



Martin Luther King Jr.: Defender of the Dream

← Show image 7A-1: Martin Luther King Jr.

1 What does *discrimination* mean?

2 An activist is someone who takes action to achieve a goal.

3 What does it mean to challenge something?

As a young African American boy growing up in the South, Martin Luther King Jr. witnessed and experienced discrimination.¹ Martin knew that it was unfair, and it made him sad. As a young boy, he could not have known that he would grow up to become one of the most famous civil rights **activists** and leaders in American history.² He challenged discrimination.³ He helped to change unfair laws and influenced people to change their attitudes. He brought people of all races together. America is a better place because of him.



← Show image 7A-2: Martin Luther King Jr.'s childhood home

Martin was born in 1929, in Atlanta, Georgia. Martin had an older sister, Willie Christine, and a younger brother, Alfred Daniel. He lived in a loving home with his parents, his brother and sister, and his grandparents. Martin's father, Martin Luther King Sr., was the pastor of Ebenezer Baptist Church in Atlanta. Martin was a member of his father's church.



← Show image 7A-3: Martin Luther King Jr. and Rosa Parks

4 What are some examples of segregation that they experienced?

Just like Rosa Parks, Jackie Robinson, and Mary Bethune, Martin was born during a time when African American people in the United States did not have equal rights. Segregation kept people apart.⁴



← Show image 7A-4: Morehouse College

Martin was a very bright boy. Because he was such a good student, Martin skipped two grades. When he was just fifteen years old, Martin became a student at Morehouse College. Students usually start college at age seventeen or eighteen, so Martin was very young to be a college student. At first, Martin considered becoming a doctor or a lawyer, but he later changed

5 A minister is someone who works for a church and performs religious services.

6 A doctorate is the highest academic honor or degree awarded to a student. When someone receives a doctorate, they are called “doctor.” Martin was known as Dr. King.



← **Show image 7A-5: Martin Luther King Jr. and his wife, Coretta**

Martin had not only gained a doctorate in Boston, he had also gained a wife—a beautiful young lady named Coretta Scott. Coretta had been studying music at the New England Conservatory in Boston. Martin and Coretta moved to Montgomery, Alabama, where he became the minister of the Dexter Avenue Baptist Church.



← **Show image 7A-6: Rosa Parks on the bus**

Martin and Coretta lived in Montgomery, Alabama, the same time Rosa Parks lived there. Martin had experienced the same discrimination that Rosa Parks had experienced while riding city buses.⁷

7 What was the discrimination Rosa, Martin, and others experienced on buses?

African Americans had to sit at the back of the bus, and if the bus was full, the driver would ask a person of color to stand up so that a white person could sit down. Martin thought it was humiliating—shameful and embarrassing. Martin decided that he would become a civil rights activist.⁸

8 What is an activist? (someone who takes action to achieve a goal)

When Rosa Parks challenged racial segregation in the Montgomery city bus system and a bus boycott began, Martin was asked to be the leader of this boycott.⁹ The African American community stood together under his leadership. They refused to ride the buses until they were able to choose a seat freely.

9 What is a boycott? (an action in which a group of people refuse to buy or use something in order to protest or bring about change)



← **Show image 7A-7: Civil rights march**

The boycott lasted more than a year. People walked, rode bicycles, and rode in carpools to get to work. Martin led the boycott. Martin and his fellow activists were threatened and

10 How do you think African American people felt when bus segregation was finally declared to be against the law?

11 What is the word you learned in the first read-aloud in this domain that refers to this type of peaceful response to unfair treatment? (*nonviolence*)



12 Why do you think Martin encouraged people to vote?



13 Sit-ins were nonviolent protests that involved people sitting down in specific locations.

intimidated. But they did not back down. Finally, the United States Supreme Court, the most powerful court in the country, ruled that bus segregation was illegal and had to stop.¹⁰ At that moment, Martin became one of the most important people in the American civil rights movement. In fact, Martin became its leader.

Martin was prepared to be the leader of the civil rights movement even though he knew he was putting himself and his family in danger. There were many people who did not like the changes he and his fellow activists wanted. Despite the dangers, he insisted that those involved in the civil rights movement remain peaceful and never use force.¹¹ Martin believed that an organized, nonviolent movement that protested against inequality with thoughtful words—not fists and guns—would succeed.

← **Show image 7A-8: Martin Luther King Jr. delivering a sermon**

Martin and many other ministers of African American churches worked together to try to bring about social changes that would improve the lives of all Americans. They encouraged African Americans in the South to vote so that they could use the power of their vote to bring about change.¹²

In his first speech to this group, Martin said, “We have no alternative but to protest. For many years we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.”

← **Show image 7A-9: Lunch counter sit-in**

And so it began. African Americans living in southern states where segregation was legal began to protest. Young African American students began to hold **sit-ins** at lunch counters that would not serve them.¹³ Many people of different races supported the civil rights movement. People rode buses from state to state and protested in places that practiced segregation. Over and over again, they “sat in” at lunch counters, waiting rooms, and college

campuses. Many people were arrested for taking part in these peaceful protests.



← **Show image 7A-10: Martin Luther King Jr., Coretta, and children**

Martin and his family moved to Atlanta, where he worked with his father at the Ebenezer Baptist Church. Both Martin’s father and grandfather were ministers who had, during their lifetimes, worked for equal rights for African Americans.



← **Show image 7A-12: Martin Luther King Jr. in jail**

The civil rights movement kept going. Martin and others continued to demonstrate peacefully and to lead marches. During one demonstration in Birmingham, Alabama, Martin was sent to jail. There he wrote his famous “Letter from the Birmingham Jail.” In this letter he explained that it was his view that whereas just, or fair, laws must be obeyed, unjust, or unfair, laws, such as segregation laws, must be ignored.



← **Show image 7A-11: Martin Luther King Jr. at Lincoln Memorial**

The following year, Martin led a march on Washington, D.C., to pressure the government into changing segregation laws in southern states. More than two hundred thousand people walked from the Washington Monument to the Lincoln Memorial. There in front of the Memorial, Martin delivered his famous “I Have a Dream” speech. He said that he hoped for a day when people would be judged not by the color of their skin, “but by the content of their **character**.”¹⁴

14 *Character* means how a person is on the inside, and how they act or treat other people, which often reveals who they really are.

Later, Martin was given one of the highest awards anyone can achieve: the Nobel Peace Prize. With this award came \$54,000 in prize money, which he donated to a number of civil rights groups.



← **Show image 7A-10: Martin Luther King Jr., Coretta, and children**

Martin often felt threatened. He often feared for his own safety and that of his family. In his lifetime, Martin was jailed thirty times. But he was a peaceful warrior who fought with words. Sadly, in 1968, this courageous man was killed.

This terrible tragedy happened in Memphis, Tennessee. Martin had gone to that city to support workers who were not being treated fairly. Martin seemed to have had a feeling that he would not live to see the changes he so wanted. The night before he died, Martin told a crowd gathered to hear him speak, “I’ve seen the promised land. I may not get there with you. But I want you to know tonight that we, as a people, will get to the promised land.”



← **Show image 7A-13: Martin Luther King Jr. monument**

Because of Martin Luther King Jr. and those people involved in the civil rights movement, a law was passed called the Civil Rights Act, which **banned** segregation.¹⁵ Martin Luther King Jr. had led the way for a better, brighter future for all people.

Almost twenty years after his death, the United States Congress decided the third Monday in January would become a federal holiday in Martin’s honor. On this day we remember this **extraordinary** man for all that he achieved.¹⁶ This day is now celebrated as a national day of service where all people are encouraged to find ways to help others, just as Martin did during his life.

There is also a monument not far from the Lincoln Memorial, from which Martin delivered his famous “I Have a Dream” speech in Washington, D.C. It is the first monument in Washington, D.C., to honor an African American. The young boy who experienced discrimination grew up to become a national hero.

15 *Banned* means outlawed, prohibited. In other words, segregation was now against the law.

16 Something that is extraordinary is incredible or out of the ordinary.

Comprehension Questions

10 minutes

1. *Literal* Who is today's read-aloud about? (Martin Luther King Jr.) What was he the leader of? (the civil rights movement)
2. *Literal* What did Martin study in college? (He studied to be a minister.)
3. *Inferential* What were some of the ways Martin Luther King Jr. fought for civil rights? (Dr. Martin Luther King Jr. protested, marched, and spoke about civil rights.)
4. *Literal* What did Martin do after Rosa Parks refused to give up her seat? (Martin organized the Montgomery Bus Boycott.)
5. *Literal* Did Martin believe in fighting peacefully for equal rights, or did he believe in using force or violence? (Martin believed in peaceful protest.)
6. *Evaluative* [Reread the quote from Dr. King's "I Have a Dream" speech.] How would you explain to your family or friends what these words mean? (Dr. King wanted people to be judged by their character, not by the color of their skin.)
7. *Evaluative* What are some adjectives that you can use to describe Martin Luther King Jr.? (fair, peace-loving, hardworking, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Do you think Martin's dream of people being judged by the content of their character rather than by the color of their skin has come true? Why or why not? (Answers may vary.)

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Extraordinary

5 minutes

1. In the read-aloud you heard, “On this day we remember this *extraordinary* man for all that he achieved.”
2. Say the word *extraordinary* with me.
3. The word *extraordinary* means that someone or something is incredible or out of the ordinary.
4. The first astronaut to talk on the moon was an extraordinary moment in history.
5. In what ways would you say that Martin Luther King Jr. was an extraordinary man? Try to use the word *extraordinary* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Martin Luther King Jr. was extraordinary because . . .”]
6. What’s the word we’ve been talking about?

Use a *Compound Word* activity for follow-up.

Note: You may wish to write several compound words found in this domain on the board or on chart paper and have students identify the separate words in each one by drawing a box around them. Some compound words found in this domain include: *lifetimes, schoolhouse, headquarters, congressman, baseball, basketball, football, troublemaker* and *farmworkers*.

Directions: The word *extraordinary* is an adjective because it is used to describe nouns, or people, places, or things. *Extraordinary* is created by joining two separate words together—*extra* and *ordinary*.

The word *extra* means something additional, or something that has been added on. The word *ordinary* means something that is regular, or not unusual in any way.

When these two words are combined, or put together, they form or create a new word with a new meaning. Words like this are called compound words. Compound words are written as one word.

We have already learned several compound words in this domain. [Remind students of the words *teammates* and *sit-ins*. Write these words on chart paper, a chalkboard, or a whiteboard.]

Let's look at the separate parts of these compound words and describe what happens when they are combined to form a new word.

[Ask students for examples of other compound words, and add those to the list.]



Complete Remainder of the Lesson Later in the Day



Martin Luther King Jr.: Defender of the Dream

7
B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 7 (Martin Luther King Jr.). Ask students to describe the cause for which Martin Luther King Jr. fought, and how his hard work helped everyone have access to more equal rights. Help students understand that before Martin Luther King Jr. led the March on Washington and gave his “I Have a Dream” speech, he helped organize the bus boycott in which Rosa Parks was involved.
- Tell students that Dr. King gave his “I Have a Dream” speech after Rosa Parks refused to give up her seat on the bus. Ask students where on the timeline the Image Card of Martin Luther King Jr. should be placed. (after Rosa Parks)

Individual Timelines

- Have students cut out the image of Martin Luther King Jr. from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the sixth notch, after Rosa Parks).
- Have students label the image. [Write *Martin Luther King Jr.* on the board.]
- Save timelines and image sheets for future lessons.

Free Verse Writing: Martin Luther King Jr. (Instructional Masters 2B-4 and 7B-1)

20 *minutes*

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Martin Luther King Jr.'s achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Martin Luther King Jr." in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Martin Luther King Jr. and his achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 7B-1, writing Martin Luther King Jr.'s name on the line to the left of the image of Martin.

Opinion Paragraph: Martin Luther King Jr. (Instructional Master 7B-2)

15 *minutes*

- Distribute a copy of Instructional Master 7B-2 (Opinion Paragraph: Martin Luther King Jr.) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Martin Luther King Jr. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Martin Luther King Jr. fought for
 - their opinion of him or his cause (e.g., I think Martin Luther King Jr. was a great leader . . . ; I think people should protest with nonviolence . . .)

- two reasons for their opinion
- a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

Domain-Related Trade Book

20+ minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Martin Luther King Jr. to read aloud to the class. [Suggested trade books are Items 24–28.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.



Cesar Chavez: Protector of Workers' Rights

8

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Cesar Chavez
- ✓ Identify the main causes for which Cesar Chavez fought during his lifetime
- ✓ Explain the term *discrimination*
- ✓ Explain the concepts of *nonviolence*, *civil rights*, and *human rights*
- ✓ Identify Martin Luther King Jr. as an important leader of the civil rights movement
- ✓ Describe working conditions for migrant workers

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Cesar Chavez (RL.2.4)
- ✓ Interpret information from a timeline associated with “Cesar Chavez: Protector of Workers’ Rights,” and explain how the timeline clarifies information in the read-aloud (RI.2.7)
- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Cesar Chavez’s achievements (W.2.1)

- ✓ With assistance, organize facts and information from “Cesar Chavez: Protector of Workers’ Rights” into a timeline to answer questions (W.2.8)
- ✓ Prior to listening to “Cesar Chavez: Protector of Workers’ Rights,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights
- ✓ Identify and express why the activists thought the right to vote was so important

Core Vocabulary

heritage, n. Culture, traditions, qualities, and possessions that are handed down from generation to generation

Example: My friend is proud of her Hispanic heritage and enjoys attending Hispanic cultural festivals with her family.

Variation(s): heritages

instructing, v. Teaching or guiding someone to do something

Example: When someone is instructing you to do something, you must listen carefully.

Variation(s): instruct, instructs, instructed

migrant workers, n. People who travel from one area to another, usually in search of work such as harvesting crops

Example: Migrant workers might travel long and far to find work during harvest season.

Variation(s): migrant worker

organizer, n. Someone who brings people and ideas together to accomplish a particular goal

Example: A parent organizer was needed to help set up the school’s fair.

Variation(s): organizers

plight, n. A very difficult or bad situation

Example: Eleanor Roosevelt was saddened to see the plight of all the people without jobs during the Great Depression.

Variation(s): plights

strikes, n. Periods of time when a group of workers refuse to work because of disagreements with their employer about pay and working conditions

Example: Some strikes last a long time until the employer and the workers agree on a fair solution to their disagreements.

Variation(s): strike

Vocabulary Chart for Cesar Chavez: Protector of Workers' Rights

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	activist California farmworkers growers heritage* Latino plight* ranch	health instructing	family leader money owners
Multiple Meaning	boycott crops English harvest protest Spanish strikes union	moved organizer <u>register</u>	farm march pay rights school work
Phrases	Cesar Chavez migrant workers		
Cognates	activista latino inglés protesta/protestar unión	movió organizador	familia líder

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	timeline	
Image Preview		
Vocabulary Preview: Migrant Workers, Strikes	Images 8A-5 and 8A-8	
Purpose for Listening	Instructional Master 8A-1 (Response Card 7: Cesar Chavez)	Students may refer to the Response Card as you discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Cesar Chavez: Protector of Workers' Rights	U.S. map	Point out Yuma, Arizona.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Plight	Image 8A-3	Use this image to illustrate and describe the plight of migrant workers.
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Register	Poster 4M (Register)	
Syntactic Awareness Activity: Sentence Builder	Instructional Master 8B-1 (Sentence Builder: Lesson 8)	
Vocabulary Instructional Activity: Heritage		
Timeline	Image Card 8; class timeline	
	Individual Timeline and Image Sheet; scissors, glue, writing tools	Have students add the image of Cesar Chavez to their individual timelines and label it.
Free Verse Writing: Cesar Chavez	Instructional Masters 2B-4 (Main Idea/Details Web) and 8B-2 (Free Verse Poem: Cesar Chavez)	

Exercise	Materials	Details
Opinion Paragraph: Cesar Chavez	Instructional Master 8B-3 (Opinion Paragraph: Cesar Chavez)	
Venn Diagram	Instructional Master 8B-4 (Venn Diagram); chart paper, chalkboard or whiteboard	

Advance Preparation

Make a copy of Instructional Master 8A-1 (Response Card 7: Cesar Chavez) for each student. Students may refer to the response card as you discuss the content of the lesson. After hearing about Cesar Chavez, you may wish to have students write a phrase or sentence describing each image on the Response Card.

For the *Syntactic Awareness Activity*, make a copy of Instructional Master 8B-1 for each student. Students will unscramble the phrases and fill in the blanks to create complete sentences about Cesar Chavez.

For the *Free Verse Writing* activity, make copies of Instructional Masters 2B-4 (Main Idea/Details Web) and 8B-2 (Free Verse Poem: Cesar Chavez) for each student.

For the *Opinion Paragraph* activity, make a copy of Instructional Master 8B-3 (Opinion Paragraph: Cesar Chavez) for each student.

For the *Venn Diagram* activity, make a copy of Instructional Master 8B-4 for each student pair.

Notes to Teacher

The order in which Flip Book images will be shown for this read-aloud is different from the order of images in the Flip Book. Please preview the read-aloud and prepare the Flip Book in advance.

During the read-aloud, you may wish to pause after reading the following sections and briefly review read-aloud content:

After reading the section for Image 8A-3, briefly review the work that the Chavez family did and the condition of migrant workers.

After reading the section for Image 8A-5, briefly review the challenges migrant workers faced. Ask students what Cesar Chavez wanted to change.

After reading the section for Image 8A-7, briefly review the accomplishments Cesar made while fighting for the rights of migrant workers.

After reading the section for Image 8A-9, briefly review how Cesar protested the injustice towards grape pickers.

After reading the section for Image 8A-10, briefly review the reason why grape growers agreed to discuss pay and health care.



Cesar Chavez: Protector of Workers' Rights

8A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students how, when faced with injustice, ordinary people can make extraordinary changes for the good of all citizens. Ask students to define the term *extraordinary*. Have students reference the timeline you have created thus far during this domain. Review some of the content studied with the following questions:

- For what causes did Susan B. Anthony fight during her lifetime?
- For what causes did Eleanor Roosevelt fight during her adult life and as the First Lady of the United States?
- For what causes did Mary McLeod Bethune fight during her lifetime?
- What roles did Jackie Robinson and Rosa Parks have in changing segregation laws?
- What action did Rosa Parks take that helped to bring about change in the South?
- For what causes did Dr. Martin Luther King Jr. fight during his lifetime?

Image Preview

5 minutes

Tell students that today they will hear about a man who fought to make a better life for people who worked very hard but were paid very little money.



← **Show image 8A-1: Cesar Chavez**

Explain to students that the man in this image was named Cesar Chavez. Cesar, like many others, worked in California picking grapes and harvesting other crops when they were ready to be harvested. He did not own his own farm. He worked on farms owned by other people, and he had to travel from farm to farm looking for work. Life for workers like Cesar was very difficult, and he worked to improve the lives of these workers.

Vocabulary Preview

5 minutes

Migrant Workers



← **Show image 8A-5: Migrant workers tending to crops**

1. In today's read-aloud, you will hear that Cesar Chavez and his family were *migrant workers*.
2. Say the phrase *migrant workers* with me three times.
3. Migrant workers are people who travel from one area to another, usually in search of work such as harvesting crops.
4. My friend moved to another state because his parents are migrant workers and their work in our area was finished.
5. What do you think the life of migrant workers is like? Try to use the phrase *migrant workers* in your answer.

Strikes



← **Show image 8A-8: Cesar leads the strike**

1. In today's read-aloud, you will hear that Cesar Chavez led important farmworkers' *strikes*.
2. Say the word *strikes* with me three times.
3. Strikes are periods of time when a group of workers refuse to work because of a disagreement with their employer about things such as pay or working conditions.
4. Some strikes last a long time until the employer and the workers agree on a fair solution to their disagreements.
5. Do you think strikes are a good way for workers to fight for what they want? Why or why not?

Purpose for Listening

Tell students to listen carefully to find out for what causes Cesar Chavez fought.



Cesar Chavez: Protector of Workers' Rights

← Show image 8A-1: Cesar Chavez

Cesar Estrada Chavez (*SAY-zar es-TRAH-da CHAH-vez*) was born in 1927, in the Gila (*HEE-luh*) River Valley, near Yuma (*YOU-muh*), Arizona. As the second of six children, Cesar and his siblings loved to explore the golden desert landscape and to gaze up at the sparkling desert sky that seemed to stretch on forever. Cesar was named after his grandfather who had come to the United States from Mexico in the 1880s. Cesar's grandfather had settled on a small ranch in the Gila River Valley.

The Chavez family worked hard, and their farm was prosperous.¹ Then tragedy struck. Rain stopped falling in the Gila River Valley—first one year, and then the next. Without rain, the crops could not grow, and the cattle died. This was also the time of the Great Depression, and Cesar's family, like so many others, lost their home. There was nothing else to do but to sell the ranch.

1 *Prosperous* means thriving or making money.



← Show image 8A-5: Migrant workers tending to crops

And so, when he was ten years old, Cesar and his family moved to California to become **migrant workers**, people who traveled from farm to farm, picking fruits and vegetables during harvest time.² Cesar and his family were poor and were often treated unfairly by the people who hired them. Migrant workers were paid very little money for the work that they did, and that work was very difficult.

2 A migrant worker is a person who travels from one area to another, often in search of work such as harvesting crops.



← Show image 8A-3: Migrant worker camp

Cesar and his family had to live in many different migrant worker camps. The camps were overcrowded, and many families had to share one bathroom. The Chavez family missed their ranch. They dreamed of going back to Arizona one day and buying back their home. However, migrant workers earned just a few cents a day for the backbreaking work that they did. There was no chance of ever being able to save money.

3 What do the terms *discrimination* and *segregation* mean?

4 The word *heritage* means culture, traditions, qualities, and possessions that are handed down from generation to generation.

Cesar's family was Hispanic; they were originally from the Spanish-speaking country of Mexico. Like African Americans, Hispanics also faced discrimination and segregation.³

Nevertheless, Cesar's family celebrated their Mexican **heritage**, and spoke Spanish, their home language.⁴

Although it wasn't always easy, Cesar did go to school in various places in California. In fact, he went to more than thirty different schools. He later said that he was lucky to have graduated from middle school because his family moved around so much. Later in his life, Cesar told a story about an incident that happened to him at school. One day Cesar accidentally spoke Spanish instead of English in his classroom. His teacher was not happy with him, and Cesar thought that he had done something wrong. Cesar felt he had been treated unfairly, and it made him sad.



← **Show image 8A-4: Cesar joins the navy**

It was not possible for Cesar to go on to high school. He was needed to work in the fields. However, during World War II, Cesar wanted to serve his country. He joined the navy, and his family was very proud of him.⁵ After two years in the U.S. Navy, Cesar returned to life as a migrant farmworker. Soon after his return, Cesar met and fell in love with Helen Fabela. The couple married and moved to San Jose, California.

5 What does it mean to be proud of someone or something?



← **Show image 8A-5: Migrant workers tending to crops**

Cesar moved from farm to farm harvesting fruits and vegetables. The work was so hard, and the hours were so long, that many workers found that their health suffered.⁶ They worked seven days a week, often fourteen hours a day, for very little pay. If they were injured or became sick, they found it difficult to pay medical bills. These migrant workers were only employed during harvest time. And of course, migrant workers did not earn money when bad weather prevented them from working, while waiting for crops to ripen, or when they traveled from job to job. Cesar

6 Why do you think the workers suffered from bad health?

believed that something had to change. He believed that these migrant workers deserved to be treated more fairly. He set out to change the treatment of farmworkers, and especially migrant workers in California.



← **Show image 8A-6: Cesar meeting with workers**

One day, Cesar met an **organizer** for a social service group known as the Community Service Organization, also known as the CSO.⁷ This organization also wanted to improve the lives of Latino people. Cesar volunteered to be a CSO community organizer. He went from farm to farm, helping some farmworkers with their day-to-day problems, and **instructing** others on how to become U.S. citizens.⁸ He encouraged all farmworkers to register to vote, and he helped to register thousands of new voters.⁹ Immediately, some of the farm owners thought that Cesar was a troublemaker.

Cesar was shy. He did not like speaking in front of large groups of people, but he knew that his work was important. He became the leader of a new CSO chapter in California. In addition to speaking Spanish, Cesar spoke very good English. As a result, he was able to communicate with both the farm owners, most of whom spoke English, and the farmworkers, most of whom spoke Spanish. Slowly, many farmworkers became brave enough to attend meetings and rallies organized by Cesar. Without intending to, Cesar had become a labor leader and civil rights activist.¹⁰

← **Show image 8A-7: Cesar creates the NFWA**

Cesar believed that all farmworkers needed a union to represent their best interests. A union is a large, organized group of workers who join together and elect leaders to speak for them. The union leaders try to make sure the members' needs are being met.

Cesar knew that a union would have the power to increase wages, or pay, and provide health care for farmworkers.¹¹ He helped to set up a union called the National Farm Workers Association. Cesar said, "You are never strong enough that you don't need help," and the union was intended to provide that help. Within two years, they had one thousand members.

7 An organizer is someone who brings people and ideas together to accomplish a certain goal.

8 Instructing is teaching or guiding someone to do something.

9 The word *register* here means to sign up to vote. A *register* is also a machine used in a store that calculates how much money is owed.

10 What is an activist? (someone who takes action to achieve a goal)



11 You learned the term *health care* when you heard about Mary McLeod Bethune. What does the term *health care* mean? (medical care for people)

12 A fast is when a person does not eat for a period of time. What is a boycott?



13 Strikes are when workers stop working until the workers and the employer agree on things such as wages and better working conditions.



14 A plight is a very bad situation.



Cesar thought Dr. Martin Luther King Jr. had the right idea about protesting in a nonviolent way. He decided to do the same thing. Cesar led marches, fasts, and boycotts, but never violent protests.¹²

← **Show image 8A-8: Cesar leads the strike**

One of the most important farmworkers' **strikes** Cesar led was against grape growers in California.¹³ At that time, grape growers had decided to cut the little pay the farmworkers received, so the workers were earning even less money. Cesar said, "The fight is never about grapes or lettuce. It is always about people."

← **Show image 8A-9: Cesar organizes the protest march**

Cesar not only organized a strike, but a protest march, too. Thousands of farmworkers set off for the state capital of Sacramento. They walked for hours each day in the hot sunshine. More and more workers left the vineyards and joined in the march. People across the nation noticed what was happening. Many people refused to buy—or boycotted—California grapes to protest against the **plight** of the workers.¹⁴

← **Show image 8A-10: Grapes on the vine**

While farmworkers were marching, they weren't harvesting the valuable grapes. The farm owners watched in horror as their precious crops withered and died on the vine. They discovered that without their workers, they would lose money. The farm owners recognized Cesar's union and agreed to discuss higher wages and health care for the farmworkers. The farmworkers' march to Sacramento became the longest protest march in American history.

This was indeed a victory, but there was more work to be done. Cesar defended farmworkers and migrant workers in many other cases of unfair treatment. Thousands of people joined his union. His union opened offices all over the country. Eventually, Cesar's union became known as the United Farm Workers.



← **Show image 8A-11: Cesar protesting against use of pesticides**

Later, the United Farm Workers protested against grape growers who used pesticides, or poisons intended to kill insects, mice, and rats, on their crops. These pesticides harmed workers who harvested the grapes. Cesar called for another boycott of California grapes. Throughout his lifetime, Cesar dedicated himself to working for the rights of poor migrant farmworkers who seemed to have no voice in society.¹⁵

Cesar Chavez died in 1993. Thousands of people attended his funeral. One year after his death, Cesar was awarded the Presidential Medal of Freedom, a very important award in the United States.¹⁶ His wife, Helen, accepted the award. During his lifetime, Cesar often encouraged his fellow farmworkers by saying “Sí, se puede!” (see, seh *PWEH*-deh)—“Yes, we can.” And he certainly did.

15 This doesn't mean they didn't actually have voices. It means they didn't have much power, so not many people listened to them.

16 Rosa Parks also received this award, two years later.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* What happened to Cesar's family after the drought ruined their ranch? (The Chavez family lost their ranch, so they went to California and became migrant workers.)
2. *Inferential* Was life as a migrant worker easy or hard for Cesar and his family? Why? (Life was very hard. They had to move from place to place. They earned very little money.)
3. *Inferential* Why did Cesar Chavez decide to fight for the cause of migrant workers? (He felt migrant workers deserved better treatment.)
4. *Inferential* Why did Cesar organize a protest march? (Cesar organized a march to get better pay, better working conditions, and health care for the farmworkers.)
5. *Inferential* How did the grape owners feel about the strike and the march? (They were upset because the grapes were rotting, so they agreed to increase the amount of money they paid to the migrant workers, and they gave them health care.)

6. *Evaluative* Cesar, like many of the other activists you heard about, thought it was important for people to vote for the people who would represent them in the government. Why do you think they thought the right to vote was so important? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Which causes did Cesar Chavez fight for? Why? (Cesar Chavez fought for the right of migrant workers to receive a fair wage and better working conditions. Cesar and his family were migrant workers and had experienced the plight of migrant workers.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



Word Work: Plight

5 minutes

← **Show image 8A-3: Migrant worker camp**

1. In the read-aloud you heard, “Many people refused to buy California grapes in sympathy for the *plight* of the workers.”
2. Say the word *plight* with me.
3. A plight is a very difficult or bad situation.
4. Eleanor Roosevelt was saddened to see the plight of all the people without jobs during the Great Depression.
5. How would you describe the plight of the migrant workers you heard about in today’s read-aloud? Try to use the word *plight* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The plight of the migrant workers was . . .”]

6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of a plight, or a difficult or sad situation, say, "That is a plight." If what I describe is not an example of a difficult or sad situation, say, "That is not a plight."

1. when victims of an earthquake need to rebuild their damaged homes (That is a plight.)
2. when a family takes a walk together in a park (That is not a plight.)
3. when a team wins a sports tournament (That is not a plight.)
4. when birds lose their habitat, or homes, because of a forest fire (That is a plight.)



Complete Remainder of the Lesson Later in the Day



Cesar Chavez: Protector of Workers' Rights

8B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Register

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

5. [Show Poster 4M (Register).] In the read-aloud you heard, “[Cesar Chavez] encouraged all farmworkers to *register* to vote, and he helped to *register* thousands of new voters.” Here *register* means to put your name on an official list. Which image shows this meaning of *register*?
6. *Register* also means a machine used in a store that figures out the amount of money a customer needs to pay and that has a drawer for holding money. Which image shows this type of register?
7. Now with your partner, make a sentence for each meaning of *register*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few student pairs to share one or both of their sentences. Have them point to the part of the poster that relates to their use of *register*.]

↔ Syntactic Awareness Activity (Instructional Master 8B-1)

10 minutes

Sentence Builder

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. What do we call words that describe nouns? (adjectives)
What do we call words that describe verbs, or action words? (adverbs)
How does adding adjectives and adverbs to sentences change our sentences? (It makes the sentences more descriptive and interesting.)
2. [Distribute a copy of Instructional Master 8B-1 to each student.]
On this activity sheet, there are two sets of words. Each set is a scrambled, or mixed-up, sentence about Cesar Chavez. You will complete the activity page by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Cesar Chavez.
3. In addition, you will also fill in the blanks with an adjective to describe nouns or an adverb to describe verbs. Write your complete sentences on the lines below each group of words. [If necessary, students may also cut out the parts of each sentence to physically unscramble them.]
4. On the last line, write your own sentence about Cesar Chavez and the cause he fought for. Try to use at least one adjective or adverb in your sentence.
5. When you are finished, compare your sentences with a partner's sentences. Circle the adjectives you added to the sentences. Put a square around the adverbs you added to the sentences.

↔ Vocabulary Instructional Activity

10 minutes

Word Work: Heritage

1. In the read-aloud you heard, “Cesar’s family celebrated their Mexican *heritage*, and spoke Spanish, their home language.”
2. Say the word *heritage* with me three times.
3. Heritage is the culture, traditions, qualities, and possessions that are handed down from generation to generation.
4. My friend is proud of her Inuit heritage and enjoys attending the Inuit cultural festivals with her family.
5. Why do you think it was important for Cesar’s family to celebrate their heritage?
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “It was important for Cesar’s family to celebrate their heritage because . . .”]

Use a *Draw and Write* activity for follow-up. Directions: Draw something that is part of your heritage. It can be a family tradition, a way of celebrating a cultural holiday, traditional dress, music, or food. Then write two sentences about your drawing. Finally, share your drawing and sentences with your partner.

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 8 (Cesar Chavez). Ask students to describe the cause for which Cesar Chavez fought.
- Help students understand that Cesar Chavez lived at approximately the same time as Martin Luther King Jr., but was helping people at a slightly later time than Martin Luther King Jr. was. Ask students where on the timeline the Image Card of Cesar Chavez should be placed. (slightly to the right of the Martin Luther King Jr. Image Card)

Individual Timelines

- Have students cut out the image of Cesar Chavez from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the last notch).
- Have students label the image. [Write *Cesar Chavez* on the board.]

Free Verse Writing: Cesar Chavez (Instructional Masters 2B-4 and 8B-2)

20 *minutes*

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Cesar Chavez's achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Cesar Chavez" in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Cesar Chavez and his achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 8B-2, writing Cesar Chavez's name on the line to the left of the image of Cesar.

Opinion Paragraph: Cesar Chavez (Instructional Master 8B-3)

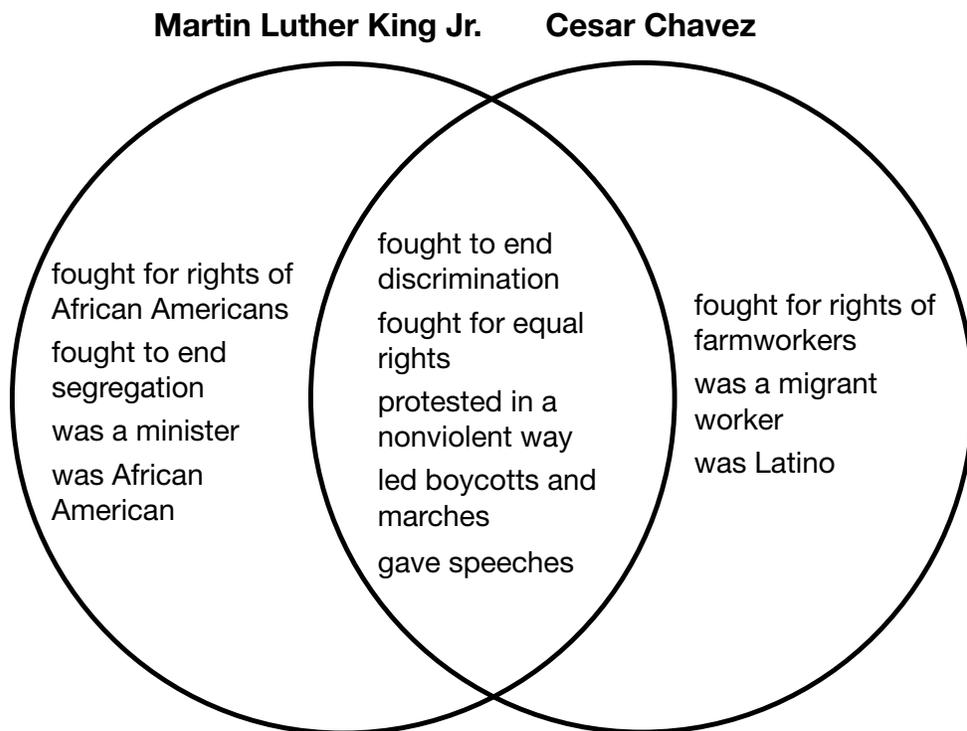
15 minutes

- Distribute a copy of Instructional Master 8B-3 (Opinion Paragraph: Cesar Chavez) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Cesar Chavez. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Cesar Chavez fought for
 - their opinion of him or his cause (e.g., I think Cesar Chavez was brave . . . ; I think organizing strikes is a good idea . . .)
 - two reasons for their opinion
 - a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

Venn Diagram (Instructional Master 8B-4)

15 minutes



- On chart paper, a chalkboard, or a whiteboard, create a Venn diagram to compare/contrast Martin Luther King Jr. and Cesar Chavez.
 - Ask students to think about what they have learned about the two men. Ask: “How were Martin Luther King Jr. and Cesar Chavez alike?” Write their answers on the overlapping part of the Venn diagram.
 - Then ask: “How were Martin Luther King Jr. and Cesar Chavez different from one another?” Write this information in the non-overlapping parts of the circle labeled “Martin Luther King Jr.” and “Cesar Chavez,” respectively.
 - Read the completed Venn diagram to the class.
- Above and Beyond: You may wish to have students use Instructional Master 8B-4 to complete this diagram on their own. If time allows, you may wish to extend this activity by using the chart as a prewriting tool. Have students write two paragraphs: one describing similarities, and the other describing differences between the two men.



Celebrating Those Who Fought for a Cause

9

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez fought during their lifetimes
- ✓ Explain the terms *discrimination* and *segregation*
- ✓ Explain the concepts of *nonviolence*, *civil rights*, and *human rights*
- ✓ Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
- ✓ Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main purpose of “Celebrating Those Who Fought for a Cause,” including what the author wants to explain (RI.2.6)
- ✓ Describe the reasons the author of “Celebrating Those Who Fought for a Cause” gives to support certain statements in the read-aloud (RI.2.8)

- ✓ With guidance and support from adults and peers, focus on their free verse poems and strengthen writing as needed by revising and editing (W.2.5)
- ✓ With guidance and support from adults, use a variety of digital tools to produce and publish their free verse poems (W.2.6)
- ✓ Prior to listening to “Celebrating Those Who Fought for a Cause,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights

Core Vocabulary

democratic, *adj.* Based on a form of government that includes giving people the right to vote for their leaders
Example: The United States has a democratic government in which its citizens vote for their president every four years.
Variation(s): none

dignity, *n.* A sense of respect and honor
Example: Martin Luther King Jr. believed that all people should be treated with dignity and respect.
Variation(s): none

disabilities, *n.* Physical or mental conditions that, without the right support, might limit someone in some way
Example: The front rows of the theater were reserved for people with disabilities because they are the easiest to get in and out of.
Variation(s): disability

obstacles, *n.* People or things that stand in the way of getting something done
Example: Heavy rain and drought are obstacles to growing healthy crops.
Variation(s): obstacle

taxes, *n.* Money paid to the government to help pay for public services
Example: Taxes help pay for many things in the community, such as roads, libraries, and parks.
Variation(s): tax

Vocabulary Chart for Celebrating Those Who Fought for a Cause

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	citizens/citizenship democratic disabilities law migrant	dignity government obstacles*	led life world
Multiple Meaning	taxes vote	change fairly treated	end play rights work
Phrases	African Americans Cesar Chavez civil rights movement Eleanor Roosevelt Jackie Robinson Martin Luther King Jr. Mary McLeod Bethune Rosa Parks Susan B. Anthony women's rights movement	take for granted	making sure
Cognates	democrático votar/voto	dignidad ostáculos*	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	timeline	
Vocabulary Preview: Democratic, Disabilities	Images 9A-3 and 9A-11	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Celebrating Those Who Fought for a Cause	U.S. map	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Obstacles		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Presenting a Writing Piece	Students' choice of one of their writing pieces (free verse poem or opinion paragraph)	
Domain-Related Trade Book	trade book from trade book list; drawing paper, writing and drawing tools	

Advanced Preparation

Find a trade book about any topic from this domain to read aloud to the class.

Notes to Teacher

During the read-aloud, you may wish to pause after reading the section for Image 9A-3 and briefly review the kind of government the United States has and why suffrage is important.

You may also wish to pause at the beginning of each of the

sections for Images 9A-4 through 9A-10 and give students the opportunity to name the activist and state the cause that each activist fought for.



Celebrating Those Who Fought for a Cause

9A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

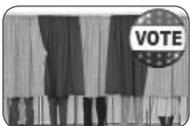
Remind students of all the extraordinary people they have learned about in this domain. Ask students what *extraordinary* means. Using the timeline from previous lessons, and the following questions, review the activists discussed in this domain and their accomplishments.

- For what causes did Susan B. Anthony fight?
- For what important international organization did Eleanor Roosevelt work for?
- What did Mary McLeod Bethune provide for African American girls?
- What did Jackie Robinson achieve in his lifetime?
- Why did Rosa Parks refuse to stand up on the bus she was traveling on?
- Why do we honor Dr. Martin Luther King Jr.?
- How would you describe Cesar Chavez's achievements?

Vocabulary Preview

5 minutes

Democratic



← Show image 9A-3: Voting

1. In today's read-aloud, you will hear that the government of the United States is *democratic*.
2. Say the word *democratic* with me three times.
3. If something is democratic, it means it is based on a form of government that includes giving people the right to vote for their leaders.

4. The United States has a democratic government in which the citizens vote for a new president every four years.
5. I will give several examples. If what I say describes a system that is democratic, say, “That is democratic.” If what I say describes a system that is not democratic, say, “That is not democratic.”
 - All members of a club vote on which member will be their president.
 - The citizens of a state vote for their governor.
 - The monarch, or king or queen, of a country is born into their position.
 - The citizens of a town vote for their mayor.
 - The next leader of an organization is chosen by the last leader.

Disabilities



← **Show image 9A-11: Child in wheelchair getting onto a bus**

1. In today’s read-aloud, you will hear about a law that protects the rights of people with *disabilities*.
2. Say the word *disabilities* with me three times.
3. Disabilities are physical or mental conditions that, without the right support, might limit someone in some way.
4. The front rows of the theater are reserved for people with disabilities because they are easiest to get in and out of.
5. This image shows one way that people with disabilities are supported: a wheelchair lift on a bus. What are some things in our school or community that provide support for people with disabilities? Try to use the word *disabilities* in a complete sentence when you answer. (Possible responses include hospitals, doctors, teachers, wheelchair ramps, elevators, handicap bathrooms, and handicap parking spaces.)

Purpose for Listening

Tell students to listen carefully to learn how the seven people who fought for a cause are remembered today.



Celebrating Those Who Fought For A Cause

← Show image 9A-1: Those who fought for equal rights

- 1 What are equal rights? (everybody having the same rights)
- 2 A democratic form of government is one that includes the right of people to vote for their leaders.
- 3 What group of people could not vote during Susan B. Anthony's time? (women)

You have listened to the stories of seven extraordinary, or amazing, people who dedicated their lives to making sure that all Americans have equal rights.¹ These great Americans were able to bring about changes that resulted in new, fairer laws. They were able to do this because the United States, since its creation, has had a **democratic** form of government.² This means that the citizens of the United States are involved in the political process. People can vote for political leaders who represent their interests and needs.³



← Show image 9A-2: Naturalization ceremony

- 4 When you studied immigration earlier this year, you heard a term that refers to people who are not born U.S. citizens but who become citizens. What is that term?

It took a while for every American adult to gain the right to vote, but eventually it did happen. In order to vote in the United States, a person must be eighteen years old and a citizen. That means that he or she must have been born in the United States, have parents who are American citizens, or have been granted citizenship.⁴ People who are granted citizenship are called naturalized citizens. Naturalized citizens are people who were born in another country but have chosen to become citizens of the United States.



← Show image 9A-3: Voting

Every two years, and every four years, important elections are held. People go to places called polls in order to vote. As you have learned, the right to vote is called suffrage. Voters can decide who should lead their state and who should lead the nation. They can help decide if **taxes**, or money, should be used by the government to pay for important things communities need such as hospitals, schools, and libraries. These are important choices that affect all Americans. Suffrage is a way of making sure that the government is following the wishes of the people that it serves.

- 5 Obstacles are people or things standing in the way of an action or getting something done.



Today, we take for granted that adult American citizens have the right to vote. We hardly think about it at all. But you have heard about the journey that people long ago went on to make this a reality. You have also heard about the **obstacles** that were placed in their paths along the way.⁵ Let's now review the lives of the brave people you have just learned about.

← **Show image 9A-4: Susan B. Anthony trying to vote**

What is Susan B. Anthony famous for? Susan B. Anthony worked to expand women's rights in America, especially the right to vote. "A woman must not depend upon the protection of a man, but must be taught to protect herself," she once said. Susan was a famous leader of the women's rights movement. Sadly, Susan did not live to see the passage of the 19th Amendment to the U.S. Constitution in 1920, which made it legal for women to vote. Without Susan's efforts, however, the battle for women's rights might have gone on for much longer.⁶

- 6 What is another cause for which Susan B. Anthony fought? (abolition of slavery)



← **Show image 9A-5: Eleanor Roosevelt stamp**

Eleanor Roosevelt worked to improve the civil rights and human rights of many groups of people in the United States.⁷ During the Great Depression, Eleanor worked tirelessly to help those most in need. Eleanor believed that all people should be treated fairly, equally, and with respect. Later in her life, Eleanor worked for the United Nations. She took her message of freedom and equality all over the world.⁸

- 7 What are civil rights? (rights guaranteed by the government to its people) What are human rights? (rights that all people should have)

- 8 What type of right did Eleanor Roosevelt fight for? (human rights)



← **Show image 9A-6: Mary teaching**

Mary McLeod Bethune worked to create educational opportunities for African Americans, especially girls, during the time of segregation.⁹ Mary opened a school that eventually became a four-year college, and she helped many African American men gain the skills they needed to be able to vote. Mary worked closely with Eleanor Roosevelt and a talented team of African American advisors to improve opportunities for all Americans.

- 9 What is segregation? (the practice of keeping groups apart, usually based on reasons such as skin color)



10 What does the phrase *broke the color barrier* mean? (ended segregation in professional sports)

← **Show image 9A-7: Jackie Robinson named Rookie of the Year**

It is said that Jackie Robinson “broke the color barrier.”¹⁰ He became the first African American to play Major League Baseball. When Branch Rickey, the president of the Brooklyn Dodgers, invited Jackie to play for his team, they both knew that they were attempting to change people’s attitudes and end discrimination in American sports. In 1947, when Jackie played in his first major league game at Ebbets Field, he proved that he was not only an incredible baseball player, he was also a man who had great courage.¹¹ At the end of Jackie’s first season with the Brooklyn Dodgers, he was chosen as Rookie of the Year. Baseball was finally integrated so that people of any race could play together.

11 What does *courage* mean? (bravery when facing difficulty or danger)



← **Show image 9A-8: Rosa Parks sitting on bus**

On that cold December night in 1955, when Rosa Parks refused to give up her bus seat, the world changed. Rosa’s actions led to the Montgomery Bus Boycott.¹² The power of so many people coming together to end unfair laws ultimately led to the end of legal segregation in the South. Today many people feel that the civil rights movement really began in that moment when Rosa said “no.” That is why Rosa is called the mother of the civil rights movement.

12 What is a boycott? (an action in which people refuse to buy or use something in order to protest or bring about change)



← **Show image 9A-9: Dr. Martin Luther King Jr.**

Dr. Martin Luther King Jr. was the peaceful leader of the civil rights movement. He led the bus boycott in Montgomery, Alabama. Martin promoted change and the achievement of equal rights through nonviolence.¹³ Martin’s powerful speeches changed people’s hearts and minds. He led the way to change unfair laws that were a hundred years old. We honor Martin’s work each year on the third Monday in the month of January.

13 What is nonviolence? (the practice of using peaceful or non-physical ways to respond to unfairness)



← **Show image 9A-10: Cesar Chavez**

Cesar Chavez was once a migrant worker.¹⁴ Members of his family were migrant workers, too. During those years, Cesar

14 What is a migrant worker? (people who travel from place to place in search of work, such as harvesting crops)

became very aware of how hard life could be for people without any rights or protections. Migrant workers worked long hours for little pay. They often lived in overcrowded camps. Migrant workers could rarely afford health care. Cesar fought to change all of this. He dedicated his life to making sure that all farmworkers, including migrant workers, had certain basic rights. Cesar brought people together and created a labor union for farmworkers. Eventually, through his efforts, Cesar succeeded in getting better pay and working conditions for all migrant workers.



← **Show image 9A-11: Child in wheelchair getting onto a bus**

Today there are many people who work to make sure everyone in the United States is treated fairly, and that their rights are respected. As just one example, it is important that people who have **disabilities** and who are challenged physically or mentally are treated fairly and equally, too.¹⁵ People with disabilities might have trouble seeing or hearing or walking. They might need to use wheelchairs, walkers, hearing aids, or service dogs. They may have special devices to help them talk on a telephone, or they may use service dogs to guide them along sidewalks and into buildings.

15 Disabilities are physical or mental conditions that, without the right support, might limit someone in some way.



← **Show image 9A-12: President George H. W. Bush**

On July 26, 1990, President George H. W. Bush signed a new law called the Americans with Disabilities Act. This law gives protection to people with disabilities. For one thing, this law states that all people should be allowed easier access to all the places people enjoy going to, such as restaurants, movie theaters, libraries, and other buildings and public places.

The law also states that public transportation, such as buses and trains, must have paths and entries that are easy to manage such as ramps, lifts, or elevators. This law also offers help to those people who have diseases that are not curable, and diseases that make it hard for people to take care of themselves.



← Show image 9A-13 Collage of stamps

16 What does *inequality* mean? (different people or different groups not being treated the same, so that one group is treated unfairly)

17 *Dignity* means a sense of respect and honor.

18 Which important document in U.S. history were these words taken from? (the Declaration of Independence)

And so, you see, it is important that we stand up and speak out against inequality.¹⁶ We have just one world that we all share together. No person because of the color of their skin, no cultural group, or religious group, should ever be treated unfairly. We have a responsibility to treat all human beings with **dignity** and respect.¹⁷ As Dr. Martin Luther King Jr. once said, “I have a dream that one day this nation will rise up [and] live out the true meaning of its [belief]: ‘We hold these truths to be self-evident, that all men are created equal.’”¹⁸

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What sort of government does the United States have? (The United States has a democratic form of government.)
2. *Evaluative* In the read-aloud you heard, “These great Americans were able to bring about changes that resulted in new, fairer laws” or helped to make America a better and fairer country. What facts does the author give to show that Susan B. Anthony brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Susan B. Anthony helped to abolish slavery and to get women the right to vote.)
3. What facts does the author give to show that Eleanor Roosevelt brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Eleanor Roosevelt helped expand human rights to many groups in America and all over the world.)
4. What facts does the author give to show that Mary McLeod Bethune brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Mary McLeod Bethune helped African American girls and men receive an education. She opened a school, a hospital, and a library.)

5. What facts does the author give to show that Jackie Robinson brought about changes that resulted in new, fairer laws or to show that he made America a better and fairer country? (Jackie Robinson “broke the color barrier” in sports and made it possible for people of all races to play sports together.)
6. What facts does the author give to show that Rosa Parks brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Rosa Parks is known as the mother of the civil rights movement. She helped end discrimination.)
7. What facts does the author give to show that Martin Luther King Jr. brought about changes that resulted in new, fairer laws or to show that he made America a better and fairer country? (Martin Luther King Jr. is known as the leader of the civil rights movement. He helped get civil rights laws passed.)
8. What facts does the author give to show that Cesar Chavez brought about changes that resulted in new, fairer laws or to show that he made America a better and fairer country? (Cesar Chavez started a union for farmworkers and helped them get better pay and better working conditions.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* What do the people you have learned about in this domain all have in common? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Obstacles

5 minutes

1. In the read-aloud you heard, “You have also heard about the *obstacles* that were placed in their paths along the way.”
2. Say the word *obstacles* with me.
3. Obstacles are things that stand in the way of forward movement or that hold up progress.
4. All individuals who fight for a cause have to overcome at least some obstacles.
5. Can you think of a time when obstacles stopped or prevented you from doing something or going somewhere? What happened, and what did you do? Try to use the word *obstacles* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ were obstacles that kept me from . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *obstacle*?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of an obstacle, say, “That’s an obstacle.” If what I describe is not an example of an obstacle, say, “That’s not an obstacle.”

1. trying to ice skate in a crowded rink (That’s an obstacle.)
2. having a friend help solve a problem (That’s not an obstacle.)
3. classmates who are uncooperative when working on a group project (That’s an obstacle.)
4. a construction crew blocking the road (That’s an obstacle.)
5. receiving support from your parents on a school project (That’s not an obstacle.)
6. not having enough voters to hold an important election (That’s an obstacle.)



Complete Remainder of the Lesson Later in the Day



Celebrating Those Who Fought for a Cause

9_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Presenting a Writing Piece

20+ minutes

- Have students review their writing for each of the seven activists from this domain. Then have them choose one of their free verse poems or opinion paragraphs to share with the class.
- Group students who have chosen the same activist together. Explain to students that they will edit and then publish what they have written about that activist.
- Remind students that when they edit their writing, they look for ways to improve the writing, or make it better. To edit their writing, have each student share his or her writing with their small group. Encourage students to provide suggestions to the writer about how the writing might be improved.
- After students have edited their writing, explain that the next step in the process is publishing. Explain that this step in the writing process is the one in which students will prepare their writing to be read or heard by an audience. **Note:** For this activity, explore with students various digital tools to create and/or publish their free verse poems or opinion paragraphs. Such tools include various student-publishing software and web-based publishing programs.

Domain-Related Trade Book

20+ minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade

book that has to do with fighting for a cause and/or the civil rights movement.

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Explain that members of one powerful group often excluded members of other groups from certain rights
- ✓ Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights
- ✓ Explain why fighting for important causes has helped to change laws and improve the lives of many people
- ✓ Explain the terms inequality, discrimination, suffrage,
- ✓ Explain the concepts of nonviolence, civil rights, and human rights
- ✓ Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
- ✓ Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez fought during their lifetimes
- ✓ Identify Susan B. Anthony as an abolitionist
- ✓ Explain that Susan B. Anthony campaigned for women's rights, especially the right to vote
- ✓ Explain that Eleanor Roosevelt was married to President Franklin Roosevelt
- ✓ Identify Eleanor Roosevelt as a First Lady

- ✓ Identify the Great Depression as a difficult time in American history
- ✓ Explain the role of the United Nations in the world
- ✓ Explain that Jackie Robinson was a talented athlete
- ✓ Identify Jackie Robinson as the first African American to play Major League Baseball in the United States
- ✓ Explain the importance of the success of the Montgomery Bus Boycott
- ✓ Explain the connection between Rosa Parks and Martin Luther King Jr.
- ✓ Identify Martin Luther King Jr. as an important leader of the civil rights movement
- ✓ Describe working conditions for migrant workers
- ✓ Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez
- ✓ Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez

Review Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards; Timeline

Help students identify all of the Image Cards used for the timeline and then brainstorm what has been learned about each person. Next, pass out all of the Image Cards to various students. Have students do a *Think Pair Share* for each Image Card. For example, for the picture of Martin Luther King Jr., a student might ask, “What causes did Martin Luther King Jr. fight for?”

Activist Sort

Materials: Instructional Master DR-1; scissors

Directions: Cut out the cards on this page. Then sort the cards by activist. Each set of cards should include a picture of the activist, his or her name, and a sentence about the cause that he or she fought for.

Perspectives

Have students choose a historical figure from the read-alouds they have heard. Tell them that they are going to write two to three sentences about fighting for a cause from that figure's point of view or perspective. Explain that perspective is how someone sees or experiences something. Give students an example, such as, "If Rosa Parks were to talk about fighting for a cause, she would probably use her experience in the Montgomery Bus Boycott to do so"; or, "If Cesar Chavez were to describe fighting for a cause, he would probably use his experience as an organizer and leader for farmworkers as an example."

Give students time to write their sentences about fighting for a cause from the perspective of Jackie Robinson, Rosa Parks, Martin Luther King Jr., or Cesar Chavez. Then, allow students to share their writing with the class and ask each other questions pertaining to the historical figure they have chosen. Remember to expand upon each student's writing and response(s) using richer and more complex language, including, if possible, any read-aloud vocabulary.

Riddles for Core Content

Ask students riddles such as the following to review core content: [Students may use their Response Cards to answer.]

- I was the first African American baseball player in Major League Baseball. Who am I? (Jackie Robinson)
- I refused to give up my seat on a bus to a white person and was taken to jail. Who am I? (Rosa Parks)
- I gave my "I Have a Dream" speech from the steps of the Lincoln Memorial. Who am I? (Martin Luther King Jr.)
- I fought for the rights of migrant farmworkers in America. Who am I? (Cesar Chavez)



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Fighting for a Cause*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Fighting for a Cause*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Civil rights:** Civil rights are those rights promised by the government to all people, such as the right to vote. (smiling face)
2. **Discrimination:** Jackie Robinson was not allowed to eat at the same table as his white teammates; this is an example of discrimination. (smiling face)
3. **Nonviolence:** Examples of nonviolence include fighting and breaking windows. (frowning face)
4. **Human Rights:** Human rights are rights that belong only to powerful people, not to everybody. (frowning face)
5. **Activist:** An activist is someone who takes action to achieve a goal. (smiling face)
6. **Suffrage:** Suffrage is the right to vote. (smiling face)

7. **Boycott:** A boycott is when people refuse to buy or use something in order to protest and bring about change. (smiling face)
8. **Segregation:** Segregation is a situation in which everybody uses the same places, such as the same schools, restaurants, and movie theaters. (frowning face)
9. **Strike:** A strike is when workers stop working until their employer gives them higher pay or better working conditions. (smiling face)
10. **Democratic:** A democratic government is one in which nobody is allowed to vote. (frowning face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Achievements:** Achievements are things gained through hard work. (smiling face)
12. **Courage:** Courage means showing bravery especially when it's difficult and you're afraid. (smiling face)
13. **Influential:** An influential person is not able to get people to change their minds. (frowning face)
14. **Challenge:** To challenge something means to speak out or act out against it. (smiling face)
15. **Obstacles:** Obstacles are things that help you get a job done faster. (frowning face)

10 Part II (Instructional Master DA-2)

Directions: First, I will read the names in the row of some of the activists you have learned about. Next, listen carefully to my sentence about one of the activists named in the row. Then, we will read the names in the row together. Finally, circle the name of the activist my sentence is about.

1. I wanted women to have the right to vote. (**Susan B. Anthony**, Rosa Parks, Mary Bethune)
2. I was the first African American to play baseball in the major leagues. (Martin Luther King Jr., **Jackie Robinson**, Cesar Chavez)

3. I was called “the mother of the civil rights movement.” (Mary Bethune, **Rosa Parks**, Eleanor Roosevelt)
4. I was a First Lady that cared about human rights. (**Eleanor Roosevelt**, Susan B. Anthony, Rosa Parks)
5. I started a school for African American children that later became a four-year college. (Rosa Parks, **Mary Bethune**, Susan B. Anthony)
6. I worked with abolitionists to speak out against slavery. (Eleanor Roosevelt, **Susan B. Anthony**, Mary Bethune)
7. I gave my “I Have a Dream” speech from the steps of the Lincoln Memorial. (Cesar Chavez, **Martin Luther King Jr.**, Jackie Robinson)
8. I refused to move and give up my seat on a bus to a white person. (Mary Bethune, Eleanor Roosevelt, **Rosa Parks**)
9. I fought for migrant workers to receive better pay and better working conditions. (Jackie Robinson, Martin Luther King Jr., **Cesar Chavez**)
10. I was the leader of the civil rights movement and believed in protesting in a nonviolent way. (**Martin Luther King Jr.**, Cesar Chavez, Jackie Robinson)

10 Part III (Instructional Master DA-3)

Directions: Write a complete sentence to respond to each question or statement.

Note: Provide sentence frames, if necessary.

1. Choose one of the activists you have learned about, and write his or her name on the line.
[Write the names of the seven activists on the board.]
2. Which cause(s) did this activist fight for?
[_____ fought for . . .]
3. How did this activist fight for his/her cause(s)?
[_____ fought for his/her cause by . . .]
4. What would the U.S. be like if he/she had not fought for this cause?



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular person or event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Free Verse Poem: Fighting for a Cause

Materials: Instructional Master 2B-4

Have students write a free verse poem in which they express their feelings about the topic of this domain: fighting for a cause. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by lacing different numbers of words on each line.

Tell students that they first need to plan their poem by brainstorming ideas. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps. Have students complete Instructional Master 2B-4 to record their brainstorming ideas. Have students write “Fighting for a Cause” in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to describe the main ideas, motivations, obstacles and accomplishments they learned of throughout the domain in the other circles.

After students brainstorm ideas, have them individually create a free verse poem in which they express their thoughts about fighting for a cause. Students should write their free verse poems on a separate piece of paper.

You Were There: Voices of Fighters for a Cause

Note: You may wish to list the important events that took place on the board or on chart paper for students to refer to.

Have students pretend that they were at one of the important events that led to increased equal rights for everyone. Ask students to describe what they saw and heard. For example, students may talk about seeing all of the migrant workers march to the state capital in Sacramento as part of the nonviolent protest for equal rights for farmworkers. Consider also extending this activity by adding group or independent writing opportunities

associated with the “You Were There” concept. For example, ask students to pretend they are reporters describing the sit-in and write a group news article describing the event.

Class Book: Fighting for a Cause

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about fighting for a cause and the people who chose to take a stand for equal rights. Have each student choose one idea to draw a picture of, and ask him or her to write several sentences about their pictures. Bind the pages to make a book to put in the class library for students to read again and again.

Somebody Wanted But So Then

Materials: Instructional Master PP-2

In pairs or as a class, complete a Somebody Wanted But So Then chart for an activist students have learned about in this domain. (See *Extension* activity in Lesson 4 for an example.)

Above and Beyond: Writing Prompts

Students may be given an additional writing prompt such as the following:

- If I could speak with Martin Luther King Jr., . . .
- Rosa Parks was important to the civil rights movement because . . .
- Some examples of segregation I have learned about include . . .
- Pretend you are Pee Wee Reese. Try to convince your teammates to welcome Jackie Robinson to the team.
- Write a friendly letter to Cesar Chavez, asking him questions about his work for rights of migrant workers, or telling him why you think his work was important.

For Teacher Reference Only:

Instructional Masters for
Fighting for a Cause





Dear Family Member,

During the next several days, your child will learn about seven important people in American history who fought for civil rights and human rights: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr, and Cesar Chavez. S/he will learn about how the work of these people helped to make America a better country.

Below are some suggestions for activities you can do at home to help your child continue to learn about those who fought for a cause.

1. Draw and Write

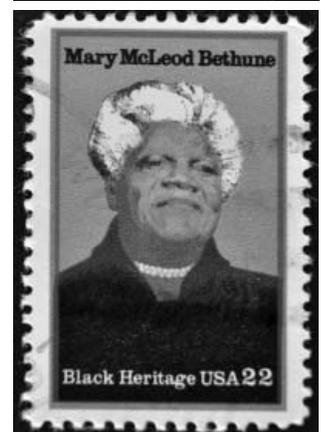
On the Activity Page that follows this letter, have your child draw and/or write about one of the activists s/he has learned about. Some choices include Susan B. Anthony traveling around the country by wagon, carriage, or train, fighting for women’s right to vote; Eleanor Roosevelt acting as President Roosevelt’s “eyes and ears” by meeting with groups of people and reporting back to the president; Mary McLeod Bethune establishing a school for girls; or Jackie Robinson being accepted into the Baseball Hall of Fame.

2. Rights and Responsibilities

Talk with your child about some of the rights held by U.S. citizens. Have your child share some of the rights s/he has learned about in class, and together talk about the responsibilities of citizens to properly exercise those rights. For example, citizens have the right to vote, but they also have a responsibility to learn about the candidates and make informed decisions.

3. Sayings and Phrases: Don’t Cry Over Spilled Milk

Your child will learn the saying “don’t cry over spilled milk.” This is another way of saying that crying or complaining about things that have already happened will not do any good. Instead, one



should look to the future and find ways to make the future better than the past.

Sayings and Phrases: Two Heads Are Better Than One

Your child will also learn the saying “two heads are better than one.” This is another way of saying that two people working together to accomplish the same goal is often better than one person working alone.

4. Read Aloud Each Day

Try to set aside time each day to read to your child as well as to listen to your child read to you. The local library or your child’s teacher may have books on the activists who fought for civil rights and human rights. A list of books on this topic is attached to this letter.

Any opportunity your child has to tell you about what s/he is learning at school and to practice it at home is helpful.



Recommended Trade Books for Fighting for a Cause

Trade Book List

1. *Amazing Grace*, by Mary Hoffman and illustrated by Caroline Binch (Dial, 1991) ISBN 978-0803710405
2. *The Ballot Box Battle*, by Emily Arnold McCully (Dragonfly Books, 1998) ISBN 978-0679893127
3. *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*, by Tanya Lee Stone and illustrated by Rebecca Gibbon (Henry Holt and Co., 2008) ISBN 978-0805079036
4. *Freedom on the Menu: The Greensboro Sit-Ins*, by Carole Boston Weatherford and illustrated by Jerome Lagarrigue (Puffin Books, 2007) ISBN 978-0142408940
5. *Freedom Summer*, by Deborah Wiles and illustrated by Jerome Lagarrigue (Atheneum Books for Young Readers, 2001) ISBN 978-0689830167
6. *Heroes for Civil Rights*, by David A. Adler and illustrated by Bill Farnsworth (Holiday House, 2007) ISBN 978-0823420087
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18. *Mary McLeod Bethune*, by Eloise Greenfield and illustrated by Jerry Pinkney (HarperCollins, 1994) ISBN 978-0064461689
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Martin Luther King Jr.

24. *A Lesson for Martin Luther King Jr. (Childhood of Famous Americans)*, by Denise Lewis Patrick and illustrated by Rodney S. Pate (Simon Spotlight, 2003) ISBN 978-0689853975
25. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport and illustrated by Brian Collier (Hyperion Books, 2007) ISBN 978-1423106357
26. *Martin Luther King Jr. (Rookie Biographies)*, by Wil Mara (Children's Press, 2013) ISBN 978-0531247389
27. *My Brother Martin: A Sister Remembers—Growing Up with the Rev. Dr. Martin Luther King Jr.*, by Christine King Farris and illustrated by Chris Soentpiet (Aladdin, 2005) ISBN 978-0689843884
28. *A Picture Book of Martin Luther King, Jr. (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1990) ISBN 978-0823408474

Rosa Parks

29. *I Am Rosa Parks*, by Rosa Parks and Jim Haskins, and illustrated by Wil Clay (Houghton Mifflin, 2000) ISBN 978-0618062409
30. *A Picture Book of Rosa Parks (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1995) ISBN 978-0823411771
31. *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier (Square Fish, 2007) ISBN 978-0312376024
32. *Rosa Parks (Rookie Biographies)*, by Wil Mara (Children's Press, 2007) ISBN 978-0531125922
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34. *Jackie Robinson (Rookie Biographies)*, by Wil Mara (Children's Press, 2003) ISBN 978-0516273365
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36. *A Picture Book of Jackie Robinson (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1997) ISBN 978-0823413041
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39. *Amelia and Eleanor Go for a Ride*, by Pam Muñoz Ryan and illustrated by Brian Selznick (Scholastic Press, 1999) ISBN 978-0590960755
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41. *A Picture Book of Eleanor Roosevelt (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1995) ISBN 978-0823411573
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Family Resources

43. *50 American Heroes Every Kid Should Meet*, by Dennis Denenberg and Lorraine Roscoe (Millbrook Press, 2006) ISBN 978-0761395485
44. *The Civil Rights Movement for Kids: A History with 21 Activities*, by Mary C. Turck (Chicago Review Press Inc., 2000) ISBN 978-1556523700



Vocabulary List for Fighting for a Cause (Part 1)

This list includes many important words your child will learn about in *Fighting for a Cause*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- civil rights
- courage
- discrimination
- nonviolence
- influential
- jury
- admirable
- human rights
- politics
- federal
- privilege
- proud
- society
- challenge
- intimidate

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it



Fought for a Cause



Directions: Rearrange each set of words to form a complete sentence about Susan B. Anthony. Write your new sentence on the line below each set of words. Circle the adjectives. Draw a square around the adverbs.

.....
 : women's suffrage. : a brave woman : Susan B. Anthony was : who fearlessly fought for :
 :

1. _____

.....
 : she believed that : all people should be treated : Susan B. Anthony : because : equally. :
 :

.....
 : became an influential abolitionist :
 :

2. _____

.....
 : in an important : election. : boldly voted : Susan B. Anthony : presidential :
 :

3. _____

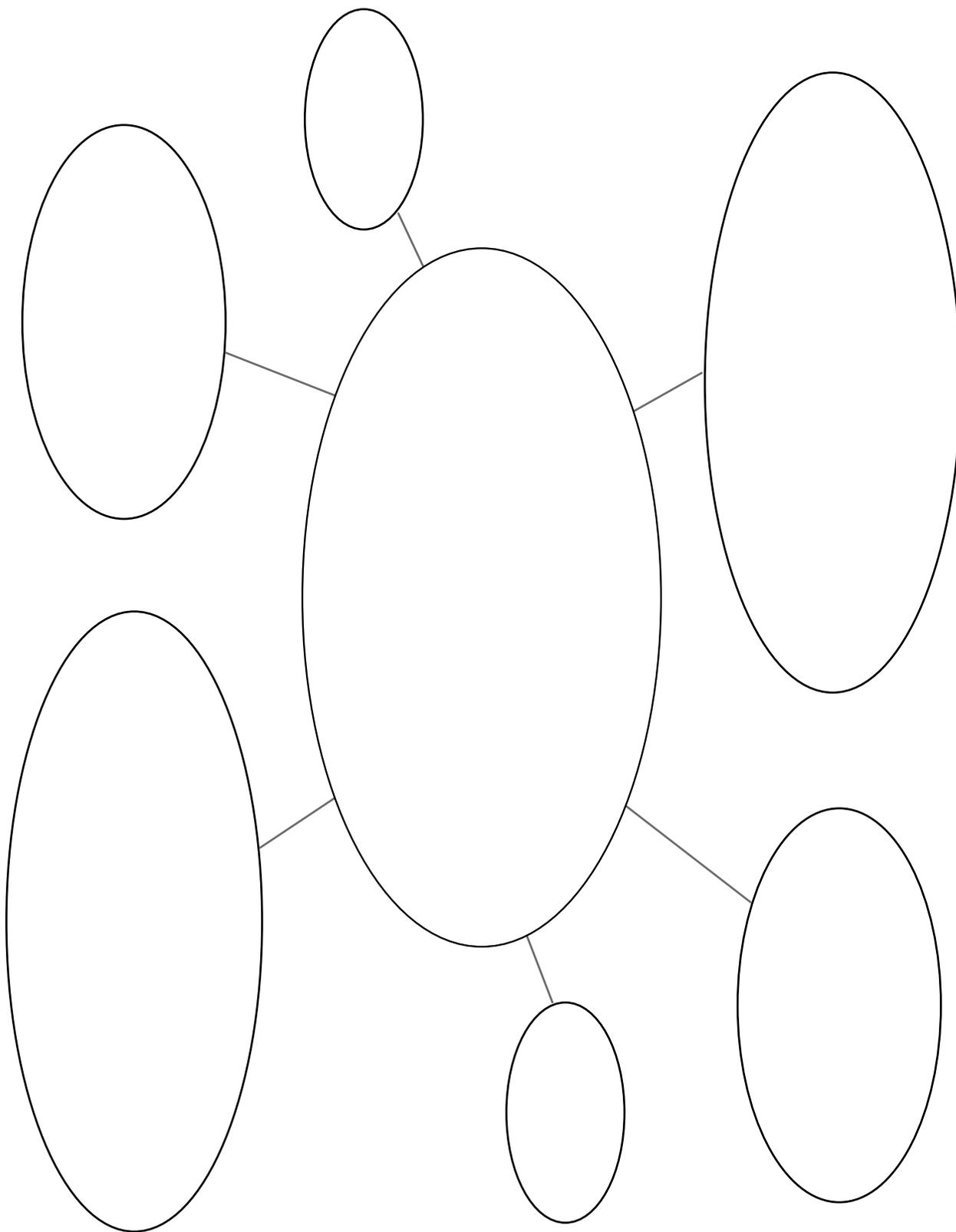
People Who Fought for a Cause Timeline

People Who Fought for a Cause Timeline





Directions: Listen to your teacher's instructions.



Name _____



Name _____



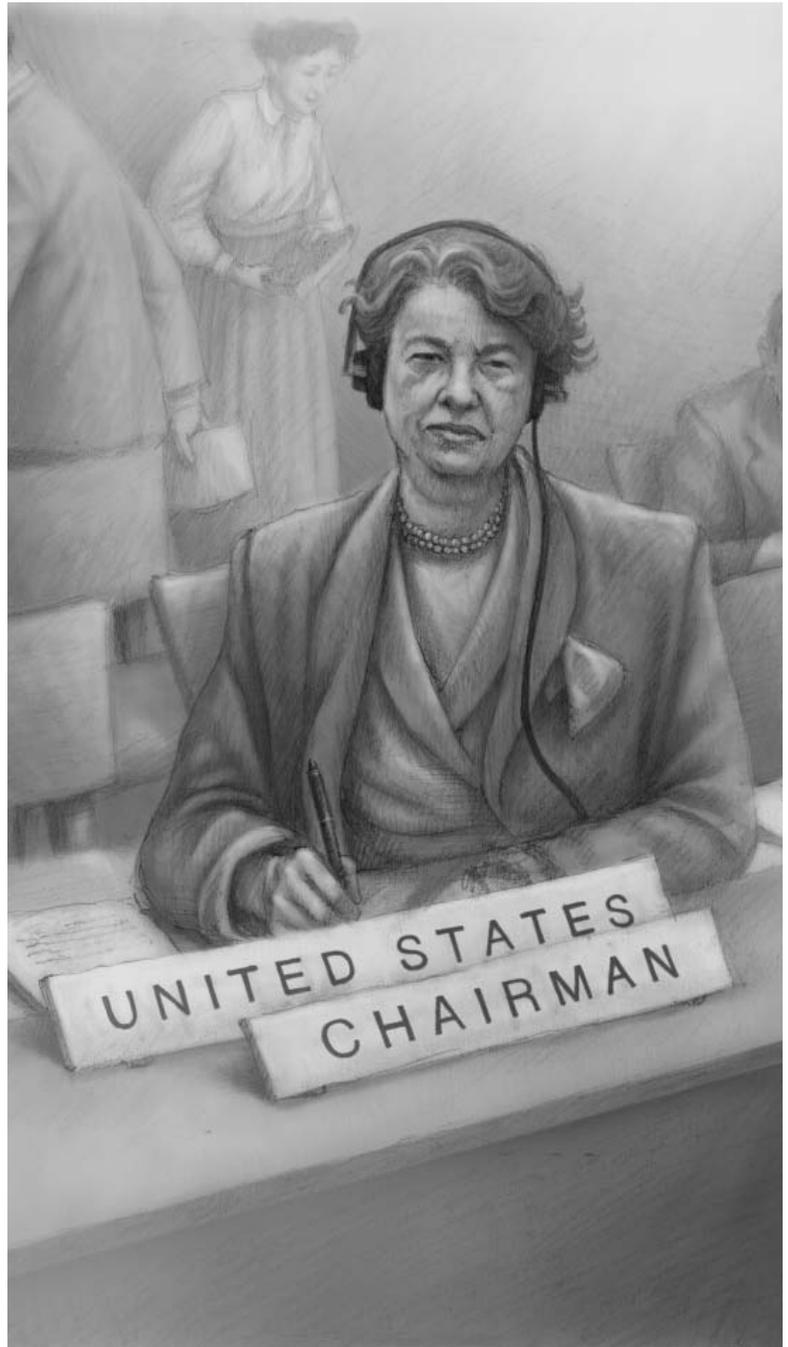
Susan B. Anthony fought for _____

I think _____

because _____

and _____

In conclusion, _____



Name _____



Name _____



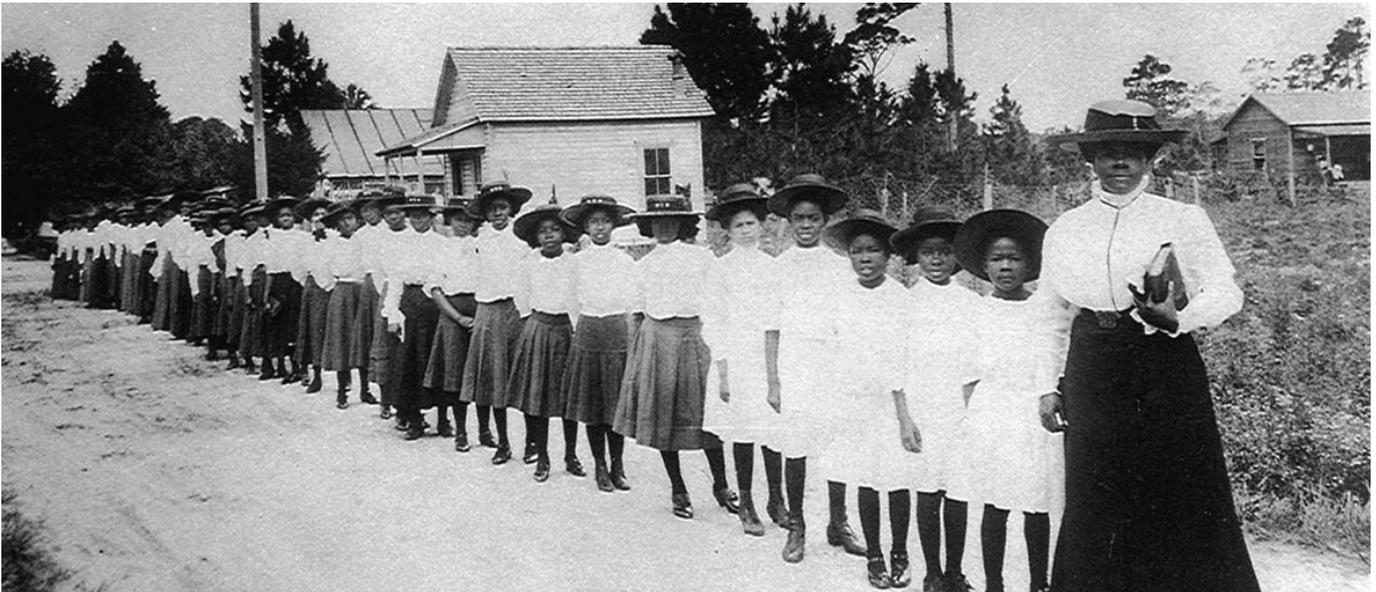
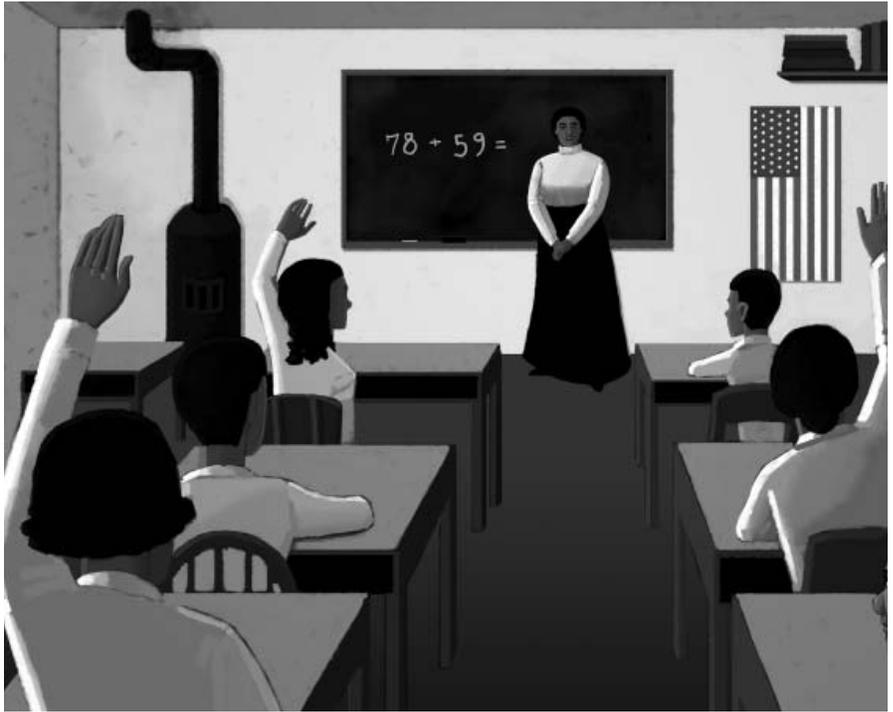
Eleanor Roosevelt fought for _____

I think _____

because _____

and _____

In conclusion, _____



Directions: Rearrange each set of words to form a complete sentence about Mary McLeod Bethune. Write your new sentence on the line below each set of words. Circle the adjectives. Draw a square around the adverbs.

.....
 : worked tirelessly : safer and healthier. : to help make the lives of others : Mary :
 :

1. _____

.....
 : quickly and easily. : Mary McLeod Bethune was : who learned : student : an excellent :
 :

2. _____

.....
 : for African American girls : opened a school : a good education. : Mary : so they could get :
 :

3. _____

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Name _____



Name _____



Mary McLeod Bethune fought for _____

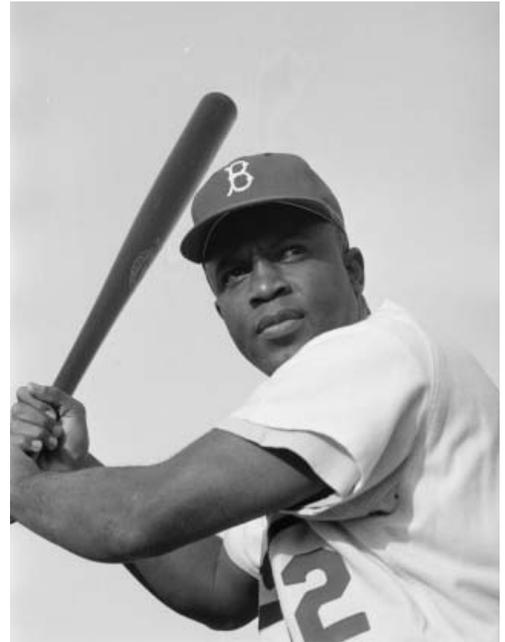
I think _____

because _____

and _____

In conclusion, _____





Name _____



Jackie Robinson fought for _____

I think _____

because _____

and _____

In conclusion, _____



Dear Family Members,

Your child has been learning about some famous people who fought for a cause and helped to bring about changes in our country. We will continue with this topic over the next several days, when your child will learn about Rosa Parks, Martin Luther King Jr., and Cesar Chavez.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fighting for a cause and the civil rights movement.

1. Matching Activity

After a few days, when your child has learned about Rosa Parks, Martin Luther King Jr., and Cesar Chavez, have him/her complete the matching activity printed on the back of this letter. Help your child read the names and sentences on the Activity Page. Then have your child label the pictures and draw a line from the picture to the correct description of that person.

2. Twenty Questions

Play the game *Twenty Questions* with your child. To play, Player One thinks of one of the famous activists from this domain and secretly writes the activist's name on a piece of paper. Player Two must guess who the famous person is by asking questions that can be answered with "yes" or "no." If Player Two does not guess correctly in 20 questions, Player One wins.

Activists from this domain include Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez.

3. Read Aloud Each Day

Try to set aside time each day to read to your child as well as to listen to your child read to you. Remember to use the recommended trade book list sent with the first family letter.

Any opportunity your child has to tell you about what s/he is learning at school and to practice it at home is helpful.



Directions: Read the names of some people who fought for a cause in the word box at the top of the page. Write the name of each person on the line under the image of that person. Then read the sentences about these people on the right. Draw a line from the person to the sentence that describes him/her.

Cesar Chavez
Rosa Parks

Martin Luther King Jr.



I was an important leader of the civil rights movement and believed in fighting peacefully for equal rights.



I fought for migrant workers to receive better pay and better working conditions.



I refused to move and give my seat on the bus to a white person; I am known as the “mother of the civil rights movement.”



Vocabulary List for Fighting for a Cause (Part 2)

This list includes many important words your child will learn about in *Fighting for a Cause*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- assign
- disrupted
- segregation
- banned
- character
- extraordinary
- heritage
- organizer
- democratic
- dignity
- disabilities
- obstacles
- taxes

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

Eleanor Roosevelt
Jackie Robinson

Mary McLeod Bethune
Susan B. Anthony



I fought to break the color barrier in sports.



I fought for human rights for everyone.



I fought to improve the lives of African Americans, especially African American girls.



I fought to end slavery and for women to have the right to vote.

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

<p>Somebody</p>	
<p>Wanted</p>	
<p>But</p>	
<p>So</p>	
<p>Then</p>	



Directions: Rearrange each set of words to form a complete sentence about Rosa Parks. Fill in each blank with an adjective to describe a noun or an adverb to describe a verb. Write your new sentence on the line below each set of words.

.....
 : school just for African American children : When Rosa was a _____ girl : because of segregation. : she went to a :
 :

1. _____

.....
 : asked Rosa to get up and move : she _____ stayed in her seat. : When the _____ driver :
 :

2. _____

.....
 : who _____ fought : Rosa Parks was _____ against discrimination. : a _____ woman :
 :

3. _____



Name _____



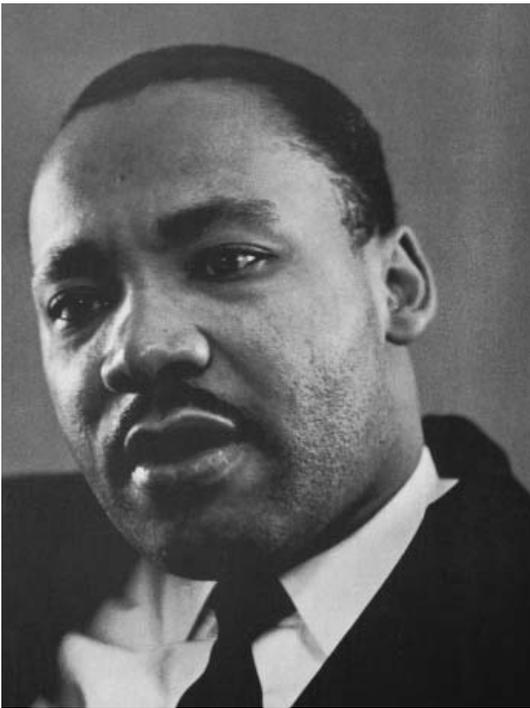
Rosa Parks fought for _____

I think _____

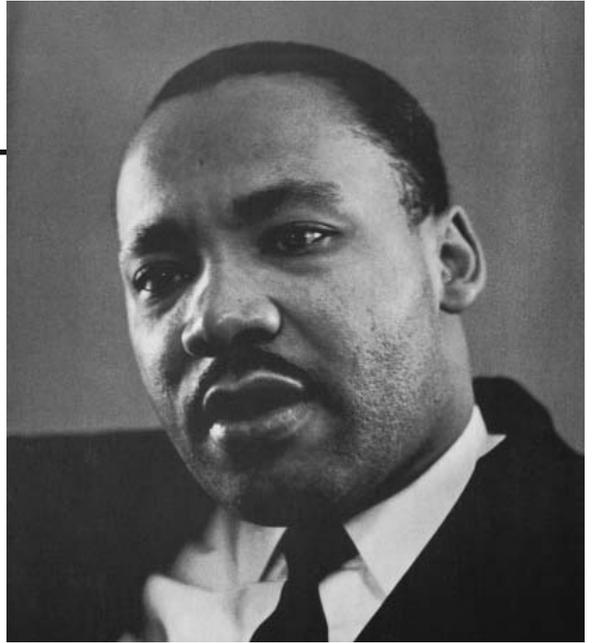
because _____

and _____

In conclusion, _____



Name _____





Martin Luther King Jr. fought for _____

I think _____

because _____

and _____

In conclusion, _____



Directions: Rearrange each set of words to form a complete sentence about Cesar Chavez. Fill in each blank with an adjective to describe a noun or an adverb to describe a verb. Write your new sentence on the line below each set of words. Then, write your own sentence about Cesar Chavez and what he fought for. Try to include at least one adjective or adverb in your sentence.

.....
Cesar Chavez : migrant workers to be _____ treated. : who fought for : was a _____ man :
.....

1. _____

.....
..... and worked _____. : received _____ pay : Migrant workers :
.....

2. _____

3. _____

Name _____



Name _____



Cesar Chavez fought for _____

I think _____

because _____

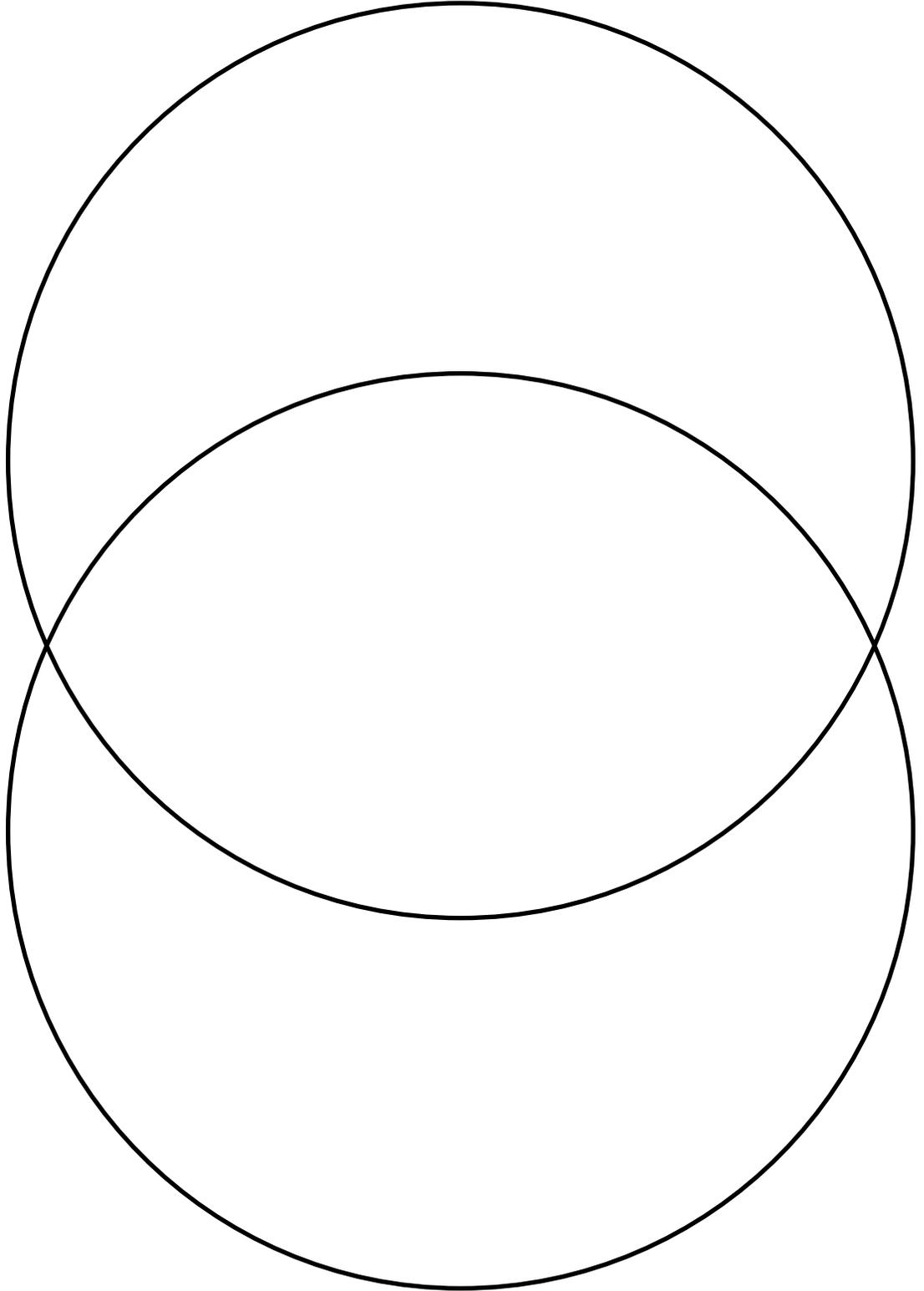
and _____

In conclusion, _____

Directions: Write how the two leaders — Martin Luther King Jr., and Cesar Chavez — are alike in the overlapping part of the Venn diagram. Write how the leaders are different in the circle for each leader.

Martin Luther King Jr.

Cesar Chavez



I fought to provide good education for African American girls.



I fought for woman's right to vote.



I fought for human rights for all people.

Martin Luther King Jr.

Susan B. Anthony

I fought for the rights of migrant workers.



I fought for the civil rights of all people and was the leader of the civil rights movement.



Mary McLeod Bethune



I “broke the color barrier”
in sports.

Cesar Chavez



Jackie Robinson

I am known as the
Mother of the civil rights
movement. I fought to
end discrimination.

Rosa Parks



Eleanor Roosevelt



1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



1.	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>

Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

- | | | | |
|-----|------------------------|------------------------|-------------------|
| 1. | Susan B. Anthony | Rosa Parks | Mary Bethune |
| 2. | Martin Luther King Jr. | Jackie Robinson | Cesar Chavez |
| 3. | Mary Bethune | Rosa Parks | Eleanor Roosevelt |
| 4. | Eleanor Roosevelt | Susan B. Anthony | Rosa Parks |
| 5. | Rosa Parks | Mary Bethune | Susan B. Anthony |
| 6. | Eleanor Roosevelt | Susan B. Anthony | Mary Bethune |
| 7. | Cesar Chavez | Martin Luther King Jr. | Jackie Robinson |
| 8. | Mary Bethune | Eleanor Roosevelt | Rosa Parks |
| 9. | Jackie Robinson | Martin Luther King Jr. | Cesar Chavez |
| 10. | Martin Luther King Jr. | Cesar Chavez | Jackie Robinson |

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

- | | | | |
|-----|------------------------|------------------------|-------------------|
| 1. | Susan B. Anthony | Rosa Parks | Mary Bethune |
| 2. | Martin Luther King Jr. | Jackie Robinson | Cesar Chavez |
| 3. | Mary Bethune | Rosa Parks | Eleanor Roosevelt |
| 4. | Eleanor Roosevelt | Susan B. Anthony | Rosa Parks |
| 5. | Rosa Parks | Mary Bethune | Susan B. Anthony |
| 6. | Eleanor Roosevelt | Susan B. Anthony | Mary Bethune |
| 7. | Cesar Chavez | Martin Luther King Jr. | Jackie Robinson |
| 8. | Mary Bethune | Eleanor Roosevelt | Rosa Parks |
| 9. | Jackie Robinson | Martin Luther King Jr. | Cesar Chavez |
| 10. | Martin Luther King Jr. | Cesar Chavez | Jackie Robinson |

Name _____

1. Name of activist: _____

2. Which cause(s) did this activist fight for?

3. How did this activist fight for his/her cause(s)?

4. What would the U.S. be like if he/she had not fought for this cause?

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

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