

Fighting for a Cause

Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2





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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

Core Content Objectives	Lesson								
	1	2	3	4	5	6	7	8	9
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, discrimination, suffrage, segregation, and activist</i>	✓	✓	✓		✓	✓	✓	✓	✓
Explain the concepts of <i>nonviolence, civil rights, and 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				✓					

Alignment Chart for Fighting for a Cause

Lesson

	1	2	3	4	5	6	7	8	9
Explain that three presidents asked Mary McLeod Bethune for advice				✓					
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									✓

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	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
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					✓				
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									✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
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						✓			
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		✓	✓	✓	✓	✓	✓	✓	

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
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.)									✓
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									✓
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									✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
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				✓	✓				
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	✓			✓	✓				
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	✓		✓						
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			✓	✓	✓				
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						✓			

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>)						✓			
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions				✓		✓			

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).									
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, 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>)					✓				
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.



Introduction to Fighting for a Cause

This introduction includes the necessary background information to be used in teaching the *Fighting for a Cause* domain. The *Tell It Again! Read-Aloud Anthology 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.

Domain Components

Along with this Anthology, 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*
- *Tell It Again! Supplemental Guide* 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
- 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.

The content in this domain is reinforced through the free verse writing genre.

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. Boldfaced words in the list have an associated Word Work activity. 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 4

federal
health care
privilege
proud
scholarship
society

Lesson 7

activists
banned
character
extraordinary
minister
sit-ins

Lesson 2

abolitionists
ballots
influential
jury
suffrage

Lesson 5

challenge
gamble
hostility
intimidate
teammates

Lesson 8

heritage
instructing
migrant workers
organizer
plight
strikes

Lesson 3

admirable
devotion
First Lady
human rights
politics

Lesson 6

assign
boycott
disrupted
injustice
segregation

Lesson 9

democratic
dignity
disabilities
obstacles
taxes

Comprehension Questions


In the *Tell It Again! Read-Aloud Anthology 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).

The Tell It Again! Read-Aloud Anthologies include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that 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 *Tell It Again! Read-Aloud Anthology 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 *Tell It Again! Read-Aloud Anthology* 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 *Tell It Again! Read-Aloud Anthology for Fighting for a Cause*, there are numerous opportunities in the lessons and in 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

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist 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 children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

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

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Fighting for a Cause

The *Tell It Again! Read-Aloud Anthology* 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: Cesar Chavez**
http://www.americaslibrary.gov/aa/chavez/aa_chavez_subj.html
2. **America's Story: Martin Luther King Jr.**
http://www.americaslibrary.gov/aa/king/aa_king_subj.html
3. **America's Story: Elizabeth Cady Stanton**
http://www.americaslibrary.gov/aa/stanton/aa_stanton_subj.html
4. **Brain Pop Jr.: Rosa Parks (Membership required)**
<http://www.brainpopjr.com/socialstudies/biographies/rosaparks/preview.weml>
5. **Brain Pop Jr.: Martin Luther King, Jr. (Membership required)**
<http://www.brainpopjr.com/socialstudies/biographies/martinlutherkingjr/preview.weml>
6. **Brain Pop Jr.: Susan B. Anthony (Membership required)**
<http://www.brainpopjr.com/socialstudies/biographies/susanbanthony/preview.weml>

Teacher Resources

7. Elizabeth Cady Stanton & Susan B. Anthony: Not for Ourselves Alone, Public Broadcasting, Part 1
<http://www.youtube.com/watch?v=YNOznB9NV-Y>

DVD/video

8. Jackie Robinson Mini-Bio, The Biography Channel
<http://www.youtube.com/watch?v=ILIA20AqA5I>
9. 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 guaranteed by a nation’s government to all its citizens

Example: Martin Luther King Jr. wanted civil rights, such as the right to vote, for all people.

Variation(s): civil right

courage, n. Bravery when facing difficulty or danger

Example: It took a great deal of courage to stand up against laws that were 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: As an African American, 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 discrimination

Example: With regard to voting, men and women now enjoy equal rights.

Variation(s): equal right

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


Example: Susan B. Anthony fought against the inequality of voting rights for women.

Variation(s): inequalities

nonviolence, n. The practice of responding to unfairness by refusing to take physical action

Example: Many people who worked toward equal rights in this country did so through nonviolence.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Image Preview		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	People Who Fought for a Cause		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Courage		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Writing Free Verse	chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	20
	Vocabulary Instructional Activity: Achievement		
	Sayings and Phrases: Don't Cry Over Spilled Milk		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1, 1B-2	*



People Who Fought for a Cause

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

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. So “fighting for a cause” means working hard to reach a goal.

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

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.

Purpose for Listening

Tell the students to listen carefully for the names of seven people who fought for a cause, and to also learn what each person did to help improve the lives of many Americans.



People Who Fought for a Cause

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

- 1 Rights are things that a person should have. Equal rights are those rights that everybody should have.
- 2 The word *inequality* means that different people or different groups are not treated the same, so 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 Discrimination is when someone is treated unfairly because of things like their religion or the color of their skin.
- 4 To take something for granted means to not think about something but just assume you've always had it.

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 hear about in this domain all lived in the United States, so you will learn about civil rights and other rights people have in this country. Many of the people in the stories that follow had to fight for some of the rights we now take for granted.⁴ 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

- 5 To be at someone's mercy means you don't have any power over them; you have to do what they say.
- 6 If someone rules with an iron fist, do you think they are kind and gentle, or that they are very, 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.⁵ Monarchs (such as kings), military leaders, or tribal leaders governed with an iron fist.⁶ 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. Eventually, monarchs changed their ways, or they were replaced by elected governments. Gradually, governments started giving people civil rights, which meant that people would be treated more fairly. The U.S. government has made this promise to treat people more fairly. Sadly, when governments do not guarantee rights, people face great difficulties. Often the most basic human needs, such as enough food to eat, a safe place to live, and a good education and job, are denied. We should never forget how lucky we are to live in a country that cares about people 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, and they kept certain groups of people from having the same rights. Some very brave people have fought to change this.



← **Show image 1A-4: Women’s rights**

7 To protest means to show you’re upset with something. To campaign means to take part in activities that are intended to change people’s minds, or to convince them of something.

For a very long time, in many parts of the world, women did not have the right to vote. Even in the United States, it wasn’t until the 1920s that all women were granted, or given, the right to vote. This change to the law happened after women protested, marched, and campaigned for this right.⁷



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

8 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)

Until the mid-1860s, in parts of the United States, many African Americans were slaves.⁸ 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.

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.⁹ With their supporters, they marched, campaigned, and demanded equal rights under

9 What does *inequality* mean?

10 What does *discrimination* mean?



the law until finally, in 1964, President Johnson signed the Civil Rights Act. This act removed unfair laws by prohibiting, or ending, discrimination.¹⁰ The following year, the Voting Rights Act removed all voting barriers for African Americans. This meant that African Americans would be allowed to vote just like all Americans, without facing discrimination.

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

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, wrote the words “all men are created equal.”¹¹ 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.¹² The colonists fought for their rights and freedoms and founded 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 and a summary of the achievement for which each is known.

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

12 What does *protest* mean?



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

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.

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



← **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 far too 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 sought her advice on how to make this country a fairer place for all.



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

Jackie Robinson was bright, well-educated, and 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, he changed people's attitudes, or their views about things.¹⁴

14 Courage is bravery one demonstrates when facing a difficult time.



← **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.**

16 Nonviolence is a refusal to take physical action against someone who is treating people badly or unfairly.

Martin Luther King Jr. is perhaps the most famous member of the civil rights movement. He believed in bringing about change through **nonviolence**.¹⁶ In 1965, nearly one-half of African Americans lived in poverty, and many experienced discrimination every day. Because of Martin's leadership, the civil rights movement forced change and helped to create opportunities for many people who had experienced discrimination. It became 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.

17 What does *courage* mean?

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

The people you will learn about had **courage**.¹⁷ Sometimes they were bullied or threatened, but this did not stop them from doing what they knew was right. As you hear these stories, think about how different life was all those years ago when these people set out to make the world a better place.

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, the right to vote, protection from discrimination, and equal protection under the law.)
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* Why were certain groups of people excluded from certain rights throughout American history? (Some groups, such as the government and some powerful people, kept certain rights from certain groups of 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* Who was Eleanor Roosevelt's husband? (Eleanor Roosevelt's husband was President Franklin Delano Roosevelt.)
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. *Inferential* Was Martin Luther King Jr. a peaceful fighter for civil rights? (Yes, Martin Luther King Jr. was a peaceful fighter for civil rights.) Martin Luther King Jr. practiced nonviolence. What does that mean? (Nonviolence is the refusal to respond to unfair treatment with physical violence, and, instead, trying to change unfair treatment through peaceful means.)
9. *Inferential* Martin Luther King Jr. was one of the most famous members of the civil rights movement. What was the civil rights movement, and why was it started? (It was the movement that was created to get rights for all people, because some groups of people were not being given their civil rights.)
10. *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 who traveled from farm to farm)

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

11. *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.
12. 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* means being able to do something that may be frightening or intimidating.
4. This time, John knew that he had found the courage he needed to climb the mountain.
5. If you had to find the courage to do something, what would it be? 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: “I would need 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 read several sentences that describe a situation that might require a person to have courage. If you think you would need courage in these situations say, “That would take courage.” If you think that you would not need courage say, “That would not need courage.” (Answers may vary.)

1. watch a scary movie
2. ride a bike
3. play flashlight tag
4. go to the dentist
5. take a test
6. go on vacation



Complete Remainder of the Lesson Later in the Day



People Who Fought for a Cause

1B

Extensions

20 minutes

Writing Free Verse

10 minutes

Review with students some of the important facts they have learned about seven special people in history. Ask students what impressed them most about each one. Ask students what they felt about the challenges each of them faced. 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. Explain to students that there are no rules about how to write free verse poems; free verse poems do not have to rhyme, and there can be as many or as few words on a line as they wish. Explain to students that free verse poems are simply made up of the words they choose to write. In addition, explain to 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. Remind them that planning is the first step in the writing process, and that drafting and editing are the next steps. Model for students the brainstorming process they will use when planning their free verse poems by asking them to think about the points raised in the class discussion they just had. Ask students which of those points could be used as the subject of a free verse poem. Write their brainstorming suggestions on chart paper, a chalkboard, or a whiteboard.

You may wish to model a free verse poem by creating one yourself or by using the following example. Write your free verse poem on chart paper, a chalkboard, or a whiteboard as a model for students.

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.

↔ Vocabulary Instructional Activity

Word Work: Achievement

1. In the read-aloud you heard, “Here is a quick introduction and a summary of the *achievement* for which each [person] is known.”
2. Say the word *achievement* with me.
3. An achievement is something gained through hard work.
4. Getting an “A” on Mrs. Smith’s math test is a real 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) . . .”]

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 item is not an achievement, you should say, “That is not an achievement.”

1. I stubbed my toe. (That is not an achievement.)
2. I read an entire chapter book by myself for the first time. (That is an achievement.)
3. Louis ate a cookie. (That is not an achievement.)
4. Taylor did not complete her homework. (That is not an achievement.)
5. Even though it was a little scary, Jesse gave a speech to the class about why he wanted to be the class president. (That is an achievement.)

Don't Cry Over Spilled Milk

5 minutes

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.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



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: Many abolitionists worked tirelessly to end slavery in the United States.

Variation(s): abolitionist

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

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

Variation(s): ballot

influential, adj. Having the ability to persuade someone

Example: The young politician was so influential that he was able to persuade members of the opposing party to change their minds.

Variation(s): none

jury, n. A group of people selected to listen to evidence in a trial and decide on a verdict


Example: The jury was unanimous in its decision that the defendant was not guilty.

Variation(s): juries

suffrage, n. The right to vote

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

Variation(s): none

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Image Preview		
	Purpose for Listening		
Presenting the Read-Aloud	Susan B. Anthony: An Advocate for Women’s Rights		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Ballots		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Timeline	Image Cards 1, 2; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	20
	Free Verse Writing	Instructional Masters 2B-1, 2B-2	



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

2_A

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

← **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

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.

Purpose for Listening

Tell students to listen carefully to hear what Susan B. Anthony did to make the world a fairer place for women and to learn what other cause Susan worked for during her lifetime.



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. 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. They wanted their daughter to receive a good education.



← Show image 2A-3: Susan attending school

- 3 What is a boarding school? [Pause for students' responses.] 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. Susan worked hard to help her family financially. 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 left the world of education and settled in her family home. Susan's family was 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 were called **abolitionists**. Secret meetings were held late at night in her family home. Susan became involved, too. Her 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 A long and difficult journey had begun.

In the early days of the Civil War, Susan helped to organize women's groups to speak out about 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 communicate by letter. 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**

While the Civil War raged in January, 1863, 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. In December 1865, 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. She was extremely unhappy that women did not have the same rights. The next fight was about to begin.⁷

7 For Susan and many others, they did not want a fight like the kind of violent fights that happen in a war. For them, the fight was one in which they would work hard to end the unfairness they 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. As you have discovered, back then many people did not think that it was important to educate girls. Women had very limited roles, or small jobs, in their communities. They could attend meetings but were not allowed to speak in public, hold office, or vote. Women were not allowed to become doctors or lawyers. Few girls stayed in school beyond the eighth grade. Married women could not own property. If they did own property before they got married, they had to turn it over to their husbands after they got married.



← **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 with two women named Amelia Bloomer⁹ and Elizabeth Cady Stanton.¹⁰ Together they began to fight for women's rights. Women like Susan who campaigned against these laws became known as suffragettes, or people who fought for women's suffrage.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?



← **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 organized petitions and clubs, and she wrote newspaper articles. Susan also 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 Susan invested her own money in the newspaper. Continuing the fight for women's rights, Susan also helped to found, or start, the National Suffrage Association.

- 12 A publisher is a person in charge of the newspaper.
- 13 What do you think that means? (Answers may vary.)

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.

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.

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.

“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.



19 or the late 1800s

20 A heroine is a female hero. Boys are heroes, and girls are heroines.

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

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. She became president of the National American Women Suffrage Association, a job she held until the age of eighty, when she retired. Six years later, on March 13, 1906, Susan B. Anthony died in Rochester, New York. She 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 quite an amazing woman. She was prepared to stand up and fight for what she believed was right. Do you think you would have enough 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* For what causes did Susan B. Anthony fight in her lifetime? (Susan fought for a woman's right to vote, and for freedom for all slaves.)
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* Did Susan find that everyone was treated equally when she went to school? (no) How were people treated unequally? (Susan saw that boys and girls were treated differently at school: boys got more attention and received more instruction.)
4. *Inferential* Did Susan find that everyone was treated equally when she started teaching? (no) How were people treated unequally? (Like other female teachers, Susan did the same work as male teachers, but was paid less money.)
5. *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.)
6. *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.)
7. *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.

8. *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.)

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: Ballots

5 minutes

1. In the read-aloud you heard, “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.”
2. Say the word *ballots* with me.
3. Ballots are slips of paper used to cast or record votes.
4. John found two extra ballots lying on the floor, which changed the final number of votes.
5. If you could cast a ballot about something, what would it be? Perhaps there is something you would like to vote on as a class. Try to use the word *ballots* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “We should cast our ballots for . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *ballots*? (noun) How do you know it is a noun? (Ballots are things.)

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences that describe an issue for which you could cast ballots. If you would cast a ‘yes ballot,’ say, “My ballot says yes.” If you would cast a ‘no ballot,’ say, “My ballot says no.” (Answers may vary.)

1. Teachers should give more homework every night.
2. Our class should take a field trip to the zoo.
3. Children should go to school on Saturdays and Sundays.
4. Teachers should never give tests.
5. Our class should have cookies and milk every day.



Complete Remainder of the Lesson Later in the Day



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

2_B

Extensions

20 minutes

Timeline

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.

Free Verse Writing (Instructional Masters 2B-1 and 2B-2)

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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask

students to try to recall key facts about Susan B. Anthony's life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write "Susan B. Anthony" in the circle in the center of Instructional Master 2B-1 and the ideas, words, or phrases they may use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. Students should write their free verse poems on Instructional Master 2B-2, writing Susan B. Anthony's name on the line to the left of the image of Susan.

After students complete their free verse poems, call on several students to share their poems with the class.



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.* The quality of deserving respect or admiration

Example: George Washington had many admirable qualities.

Variation(s): none

devotion, *n.* Extreme dedication or attachment to a cause or person

Example: Susan B. Anthony’s work was a lifelong 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.* Rights that are believed to belong to everyone, such as food, a place to live, and the right to an education and a job

Example: Eleanor Roosevelt devoted the last part of her life to improving human rights for everyone.

Variation(s): human right

politics, n. The process of or participation in government and governing
Example: Several former presidents continue to be involved in American politics.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	timeline from previous lesson	10
	Image Preview		
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Eleanor Roosevelt: A Voice for Human Rights	world map or globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Admirable	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 3	20
	Free Verse Writing	Instructional Masters 2B-1, 3B-1	
	Sayings and Phrases: Two Heads Are Better Than One		



Eleanor Roosevelt: A Voice for Human Rights

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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

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.

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?

3 This means they believed in helping those who had little money or 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 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!

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

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.



← 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. In those days, wealthy, young girls like Eleanor went to parties to meet wealthy, young boys. Eleanor’s grandmother hoped that Eleanor would meet a young man whom she could marry.

Eleanor did meet someone. She met Franklin D. Roosevelt, her distant cousin. They liked each other and began to date. Franklin thought that Eleanor was very smart and kind. They were both eager to work for their country.

Franklin and Eleanor decided to get married. They were married in New York City, and President Theodore Roosevelt walked the bride down the aisle. Eleanor was twenty-one years of age. During the next ten years, Eleanor gave birth to six children⁵—Anna; James; Elliott; Franklin Jr.; John—and another son who died when he was a baby.

5 [Point to the family portrait.]



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

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

Eleanor's husband, Franklin, was interested in **politics**.⁶ 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.⁷ 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.

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

In 1921, Franklin was stricken 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.⁸ Franklin had hoped to become president one day. He was afraid that he would no longer achieve his dream. Eleanor demonstrated great **devotion** to her husband.⁹ She was determined to do everything she could to help her husband fulfill his ambition to be president.¹⁰

8 [Point to the wheelchair in the image.]

9 The word *devotion* means extreme dedication or attachment to someone or something.

10 The word *ambition* means that you are determined to achieve something.



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

Nine years after being stricken with polio, 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

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.

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.

13 What do you think it means to act as someone's eyes and ears?

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.



← **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 employment opportunities, 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, 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 the Division of Negro Affairs. These programs helped many young African Americans pay for their education. Just like today, a better education provides better employment opportunities, or a chance to get a better job. Eleanor dedicated much of her life to working for civil rights and **human rights**.¹⁴

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-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 campaigning for equality for African Americans, children, women, and the poor, Eleanor also campaigned 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**

In 1939, Eleanor took a stand 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?

Even after the death of her husband, Franklin, Eleanor continued to work for human rights.¹⁶ In 1946, 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 poverty and help all people in need.

16 What are human rights?



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

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 continued to work for world peace and an end to poverty until her death on November 7, 1962. She died in New York City and was buried at Hyde Park, New York, her husband's family home. Eleanor Roosevelt was truly a remarkable lady.

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. *Literal* What is the name given to a difficult time period in American history when many people didn’t have jobs or much money? (the Great Depression)
6. *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.)
7. *Inferential* One important cause that Eleanor Roosevelt fought for was human rights. What does it mean to fight for human rights? (Fighting for human rights means to try to make sure that all people are treated equally and fairly, that they receive rights such as food, a place to live, an education, and a job, even if those rights are not promised by the government.)
8. *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? (working toward world peace, ending poverty, and helping people throughout the world get human rights)
9. *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.

10. *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.)

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: 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 or something that deserves respect.
4. President Lincoln’s leadership during the Civil War was admirable.
5. Tell about something or someone you believe is admirable. Try to use the word *admirable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is admirable because . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think of someone or something you think is admirable. Draw a picture of the person or thing you think is admirable. When you’ve completed your drawing, write one or two sentences explaining why you think this person or thing is admirable. [Have students share their drawings and writing with a partner. Encourage them to use the word *admirable* when discussing their drawings and writing.]



Complete Remainder of the Lesson Later in the Day



Eleanor Roosevelt: A Voice for Human Rights

3B

Extensions

20 minutes

Timeline

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)

Free Verse Writing (Instructional Masters 2B-1 and 3B-1)

Ask students what type of poetry they wrote in the previous lesson. (free verse) 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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Eleanor Roosevelt's life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write "Eleanor

Roosevelt” in the circle in the center of Instructional Master 2B-1, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. 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.

Sayings and Phrases: Two Heads Are Better than One *5 minutes*

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.



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 a strong central government with far-reaching powers
Example: Martin Luther King Jr. Day is a federal holiday that is observed on the third Monday in January.
Variation(s): none
- health care, *n.*** Medical care provided to people
Example: Countries around the world have different ways of providing health care to their citizens.
Variation(s): none

privilege, n. An honor or advantage that one person might have that sets him or her apart in some way

Example: “I have had the privilege of meeting twelve American presidents,” said the Queen of England.

Variation(s): privileges

proud, adj. Feeling great honor or a sense of satisfaction

Example: The first-place tennis team was proud of their accomplishments this year.

Variation(s): prouder, proudest

scholarship, n. Money or an opportunity given to a student to study for little or no cost


Example: Michael 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 invention of the steam train changed the way midwestern society functioned.

Variation(s): societies

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	timeline from previous lessons	10
	Image Preview		
	Purpose for Listening		
Presenting the Read-Aloud	Mary McLeod Bethune: A Dedicated Teacher	U.S. map, world map, or globe	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Proud	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Timeline	Image Card 4	20
	Free Verse Writing	Instructional Masters 2B-1, 4B-1	
	Multiple Meaning Word Activity: Pool	Poster 2M (Pool)	
	Somebody Wanted But So Then	Instructional Master 4B-2; chart paper, chalkboard, or whiteboard	



Mary McLeod Bethune: A Dedicated Teacher

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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 Bethune)



← **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.

Purpose for Listening

Tell students to listen carefully to learn how Mary McLeod Bethune improved opportunities for African American girls.



Mary McLeod Bethune: A Dedicated Teacher

← Show image 4A-1: Mary McLeod Bethune

Mary Jane McLeod 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 or an opportunity to study with little or no cost.

When Mary was thirteen years of age, she received a **scholarship** to study at a school for African American girls.⁴ The school was called Scotia Seminary in North Carolina. 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, Mary and the frightened girls watched and sang songs.⁶ 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 is 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. Mary’s school started with five young African American girls and her son. It eventually became a four-year university with over one thousand students that still exists today. Mary became the president of the school.⁹

8 What does the word *proud* mean?

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. Mary opened up her own hospital.¹⁰ Many African Americans received treatment in Mary’s hospital. In addition to promoting education and **health care**, Mary joined forces with various groups who were campaigning for the right for women to vote.¹¹ As you have already discovered, in the early 1900s, women could not vote.¹² Because she believed all people had the right to an education and to have books to read, Mary opened up a library that provided free reading material to anyone who wanted it. Mary was doing amazing things.

10 How would you describe Mary’s personality?

11 Health care is medical care that people receive.

12 What word did you learn from the Susan B. Anthony lesson that means the right to vote? (*suffrage*)



← **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 Who was married to President Roosevelt? 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 Mary also became a founder and the first president of the National Council of Negro Women.

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

For many years, Mary worked closely with Eleanor Roosevelt. Mary became Director of the Division of Negro Affairs and 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

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. Today we have an African American president. Without people like Mary, it’s possible that this might never have happened.



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

Mary McLeod Bethune died on May 18, 1955. On July 10, 1974, ninety-nine years to the day after Mary’s birth, 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 of Mary 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 did Mary consider going to school to be a privilege? (Going to school was considered to be a privilege because very few African American children, especially girls, had the opportunity to do so.)
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* Why did Mary move to Daytona Beach, Florida? (Mary moved to Daytona Beach, Florida, to start a school for African American girls.)
4. *Literal* In addition to opening a school in Florida, what other institutions did Mary open there? (Mary opened a hospital and a library in Florida.)
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. *Literal* Where would you find a statue of Mary? (There is a statue of Mary in Lincoln Park in Washington, D.C.)

[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. The word *proud* means feeling great honor or a sense of satisfaction.
4. Noah was very proud of the model volcano he had made.
5. Have you ever been proud of something you have done? Try to use the word *proud* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt really proud of myself when I . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of something or someone that makes you feel proud. Write the word *proud* on your work as the title of your drawing. [Remind students that the word *proud* means to feel honor or a sense of satisfaction.]



Complete Remainder of the Lesson Later in the Day



Mary McLeod Bethune: A Dedicated Teacher

4B

Extensions

20 minutes

Timeline

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)

Free Verse Writing (Instructional Masters 2B-1 and 4B-1)

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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Mary McLeod Bethune's life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write "Mary McLeod

Bethune” in the circle in the center of Instructional Master 2B-1, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. Students should write their free verse poems on Instructional Master 4B-1, writing Mary McLeod Bethune’s name on the line to the left of the image of Mary.

⇔ Multiple Meaning Word Activity

Definition Detective: Pool

[Have students hold up one, two, or three fingers to indicate which image shows the meaning of the word being discussed.]

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 neighbor, think of as many meanings for *pool* as you can, or discuss ways you can use the word *pool*.
3. [Show Poster 2M (Pool).] Point to the picture on the poster that shows how the word *pool* is used in the lesson. (one)
[Tell students that in this example, *pool* means a small area of light or liquid.]
4. *Pool* also means other things. *Pool* can mean a large structure that is filled with water and that is used for swimming. (two)
5. *Pool* can also mean a game in which players use a long stick and a white ball to hit colored balls into pockets around the table. (three)
6. Did you or your neighbor think of any of these definitions?
7. Now quiz your neighbor on the different meanings of *pool*. For example you could say, “I stepped in a pool of mud. Which pool am I?” And your neighbor should say, “one.”

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

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 individually, 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. 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	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	her school joined with a school for African American boys and eventually became a four-year college



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: Knowing it was not up for discussion, my sister did not want to challenge my parents’ decision to not get a pet.
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 ill will or unfriendliness
Example: Instead of shaking hands at the end of the game, the other team showed hostility by walking off without congratulating us on our win.
Variation(s): hostilities
- intimidate, v.** To try to make someone do something by making him or her afraid
Example: My older brother tried to intimidate me into doing his chores by saying he would take away my toys if I didn’t cooperate.
Variation(s): intimidates, intimidated, intimidating

teammates, n. Members of the same side working together for a common goal

Example: The teammates worked together to pass the ball down the court and win the game.

Variation(s): teammate

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline from previous lessons	10
	Image Preview		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Jackie Robinson: Champion of Equality	U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Challenge	at least six index cards	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 5	20
	Free Verse Writing	Instructional Masters 2B-1, 5B-1	
	Make a Scene	drawing paper, drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Master 5B-2	



Jackie Robinson: Champion of Equality

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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?

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. 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.

After high school, Jackie attended Pasadena Junior College. Again, he played basketball, football, and baseball, and he ran track. On the football team, he played quarterback and safety. He was shortstop and leadoff hitter for the baseball team, and he broke school long jump records.



← **Show image 5A-4: Jackie at UCLA**

2 What is a scholarship? 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.² 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.

When Jackie left college, he began playing football for the Honolulu Bears, a Hawaiian semi-professional team. 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.



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

3 What does *discrimination* mean?
4 When you challenge something, you question whether something is right.

Growing up, Jackie had been aware of discrimination.³ When Jackie joined the army, he realized that there was discrimination there, too. Jackie felt the need to **challenge** these attitudes.⁴ 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 court-martialed⁵ for refusing this order. However, at his trial he was found to be not guilty.

5 or charged with a crime



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

Jackie left the army toward the end of World War II. He was signed to play shortstop for the Kansas City Monarchs. The Monarchs were a team that belonged to something called the National Negro League. It was in this league that African American players were allowed to play baseball. Jackie traveled all over the Midwest during that season with this league.

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

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

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*)



10 Teammates are members of the same side.

his team. The only problem was that the Brooklyn Dodgers was an all-white team.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

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. He began playing with the Montreal Royals, a training team for the Brooklyn Dodgers. 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.

And then it happened. Just six days before the start of the 1947 baseball season, Jackie got the call that he had been waiting for. The Dodgers wanted him to play. 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 at Ebbets Field before a crowd of 26,623 people, including more than fourteen thousand African American fans.¹¹

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, but Jackie just played baseball. Some of his teammates would not sit with him. No matter! Game after game, Jackie focused on playing, even when pitchers threw balls and tried to hit him.

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

12 Hostility is a feeling or an act of ill will or unfriendliness.



← **Show image 5A-9: Jackie at bat**

In one game during his first year as a professional player, Jackie received a seven-inch gash, or big cut, on his leg. It was a deliberate injury inflicted on him during a game between the Dodgers and the Philadelphia Phillies. 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

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 like nobody else. His friend and teammate Duke Snider said, “He was the greatest competitor I have ever seen.”

13 The word *intimidate* means to try to make someone do something by making them afraid.

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



← **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. And in 1949 he was chosen as the most valuable player in the National League. Jackie had proven that the world of professional sports is far better when everyone can participate in it.

During Jackie's career, the Dodgers played in six World Series. Jackie played in every one. He could hit and he was fast. He averaged more than 110 runs per season from 1947 to 1953 and had a .311 career batting average. Jackie helped the Dodgers win six National League pennants and one World Series title. These impressive achievements make Jackie Robinson one of the best players to have ever played Major League Baseball.

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."



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

Jackie Robinson was the first African American inducted into 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.¹⁵ 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.

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

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 was the name of the college in California that offered Jackie an athletic scholarship? (UCLA offered Jackie an athletic scholarship.) How many sports did Jackie compete in at UCLA? (At UCLA, Jackie competed in four sports.)
2. *Inferential* While in the army, what did Jackie do to challenge attitudes about race? (While in the army, Jackie refused to sit in the back of a military bus.)
3. *Inferential* What did Branch Rickey want Jackie to become? (Branch Rickey wanted Jackie to become the first African American to play in the all-white Major League Baseball program.) What kind of person was Branch Rickey looking for? (Branch Rickey wanted someone with self-control and courage, someone who could not be easily intimidated, who would respond to unfair treatment with nonviolence.)
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 humiliations did Jackie Robinson experience when he joined the Major Leagues? (Some players would not sit with him; he was called names; some players wanted to physically hurt him; he was still not allowed to stay in the hotels with his teammates.)
6. *Inferential* What did Pee Wee Reese, Jackie's teammate, do to help support Jackie Robinson? (Pee Wee Reese spoke up for Jackie and against racial discrimination.)

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

7. *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.
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: Challenge

5 minutes

1. In the read-aloud you heard, “Jackie felt the need to *challenge* these attitudes.”
2. Say the word *challenge* with me.
3. When you challenge something, you question whether that thing is right or wrong.
4. The coach decided to challenge the umpire’s call that the player swung at the pitch.
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.



Complete Remainder of the Lesson Later in the Day



Jackie Robinson: Champion of Equality

5_B

Extensions

20 minutes

Timeline

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)

Free Verse Writing (Instructional Masters 2B-1 and 5B-1)

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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Jackie Robinson's life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write "Jackie Robinson" in the circle in the center of Instructional Master 2B-1, and then

write the ideas, words, or phrases they might use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. 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.

Make a Scene

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.

Take-Home Material

Family Letter

Send home Instructional Master 5B-2.



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 some people who fought for a cause. You will see these 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. Then I will read four descriptions of things people did. Draw a line from the person to the thing for which he or she is remembered on the right side of the page.

Activities

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *equal rights*. Have them brainstorm everything that comes to mind when they hear the word, such as *the right to vote*, *Susan B. Anthony*, *suffrage*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

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:

- I became publisher of *The Revolution*, a newspaper dedicated to women's issues. Who am I? (Susan B. Anthony)
- I traveled around the country giving speeches and working for women's rights. Who am I? (Susan B. Anthony)
- As First Lady, I spoke out for human rights for people in the United States and around the world. Who am I? (Eleanor Roosevelt)
- I headed the United Nation's Commission on Human Rights. Who am I? (Eleanor Roosevelt)
- I dreamed of starting a school for African American girls in Daytona Beach, Florida, and with hard work, my dream came true. Who am I? (Mary McLeod Bethune)
- Three presidents sought my help and advice. Who am I? (Mary McLeod Bethune)
- I was an athlete at UCLA who competed in four sports. Who am I? (Jackie Robinson)
- I was the first African American to play Major League Baseball in the United States. Who am I? (Jackie Robinson)
- When I retired from playing professional baseball, my number was also retired. Who am I? (Jackie Robinson)

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.

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

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.)

(You may add variety to the game by including objects or secondary characters in the read-alouds, such as President Franklin Roosevelt, Elizabeth Cady Stanton, and Branch Rickey.)



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, to allocate, or to set apart something

Example: The airline was not able to assign our seats until the day of the flight.

Variation(s): assigns, assigned, assigning

boycott, n. An action in which a group of people join together and refuse to do business with a company or organization as a way of expressing strong disapproval

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

Variation(s): boycotts

disrupted, v. Prevented something from happening by using methods that could cause confusion and turmoil

Example: The protesters’ chants disrupted the president’s speech and people struggled to hear him.

Variation(s): disrupt, disrupts, disrupting

injustice, n. A lack of fairness


Example: The punishment John received was considered to be a terrible injustice as most people believed he was innocent of the crime.

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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	timeline from previous lessons	10
	Essential Background Information or Terms		
	Image Preview		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Rosa Parks : The Mother of the Civil Rights Movement	U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Boycott		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 6	20
	Free Verse Writing	Instructional Masters 2B-1, 6B-1	
	Multiple Meaning Word Activity: Chapter	Poster 3M (Chapter)	



Rosa Parks: The Mother of the Civil Rights Movement

6A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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



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.

Purpose for Listening

Tell students to listen carefully to find out the important role that a bus played in Rosa's decision to fight for a cause.



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. Her family name was McCauley. Rosa and her family were African American. 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.



← 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 eleven years old, she was sent to Montgomery, Alabama, to continue her studies. But when she was sixteen, Rosa 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 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, 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 on bail.⁷

The law at that time in Alabama gave bus drivers the right to **assign** seats, and it also gave them the right to carry guns.⁸ As a result, many African American people felt threatened and were frightened to challenge this practice, but Rosa had done so.⁹

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.¹⁰ “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.

- 7 Bail is the money someone pays when he or she has been arrested so he or she can stay out of jail until the trial or hearing.
- 8 The word *assign* means to give or to place.
- 9 What does it mean to challenge something?
- 10 *Injustice* means a lack of fairness.



← **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**.¹¹ The NAACP began to organize what became known as the Montgomery Bus Boycott. African American women’s groups began to organize, too.

- 11 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.¹² 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 were African American. Businesses were **disrupted**.¹³ Many white people supported the boycott, too.

- 12 One year has 365 days in it. If the boycott lasted 382 days, was it shorter or longer than a year?
- 13 When something is disrupted, it means that certain things are prevented from happening due to possible turmoil or confusion.

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



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

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. A court order was served on December 20, 1956, and the boycott ended the next day. After that, buses were integrated and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.¹⁴

15 What is the civil rights movement?

Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the “mother of the civil rights movement.”¹⁵ 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.

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

Rosa became a member of the staff of a Michigan congressman.¹⁶ She worked in his office for twenty-three years—from 1965 until she retired in 1988. Rosa 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. Rosa also received two of the U.S. government’s most important civilian honors, or those honors given to people who aren’t serving in our military. Rosa received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

17 What does *nonviolence* mean?

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.” Incredibly, by her own actions, Rosa Parks changed that world. Rosa became a symbol of the power of nonviolence.¹⁷ Her quiet, courageous act changed America and changed the course of history.

Comprehension Questions

10 minutes

1. *Inferential* What are some examples of discrimination that Rosa Parks faced? (segregated schools that were open for fewer months of the year than white schools; segregation in public places such as schools and places of employment; segregation on buses; etc.)
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 for equal rights for all people.) How are Rosa's actions connected to the civil rights movement? (Rosa's actions are connected to the civil rights movement in that she protested against discrimination on the city buses and demanded equal rights.)
5. *Inferential* Who organized the boycott? (Martin Luther King Jr. organized the boycott.) Was the Montgomery Bus Boycott successful? (yes) How do you know? (Segregation on buses was outlawed.)
6. *Inferential* How did Rosa Parks continue helping others after the Montgomery Bus Boycott? (Rosa supported Martin Luther King Jr.; she worked in a congressman's office; she founded an institute to help young people complete their education.)
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: Boycott

5 minutes

1. In the read-aloud you heard, “This kind of action is called a *boycott*.”
2. Say the word *boycott* with me.
3. A boycott happens when people join together as a group and refuse to do business with a particular company or business as a way of showing strong disapproval.
4. The Montgomery Bus Boycott was one of many boycotts to end segregation.
5. What are some other reasons people would want to boycott a business or several businesses? Try to use the word *boycott* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “People might boycott a business because . . .”]
6. What’s the word we’ve been talking about?

Use a *Word Origin* activity for follow-up. Explain to students that the study of the history of words is called etymology. Explain to students that the word *boycott* has an interesting history. Explain that this word comes from an actual person. His name was Captain Charles Boycott. Long ago, when Captain Boycott treated Irish farmworkers unfairly, they refused to work for him. *Boycott* became the word we use to describe people coming together to express their unhappiness with an organization or business. Explain to students that they are going to research the history of the following words: *ballots*, *minister*, and *suffrage*.



Complete Remainder of the Lesson Later in the Day



Rosa Parks: The Mother of the Civil Rights Movement

6_B

Extensions

20 minutes

Timeline

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.)

Free Verse Writing (Instructional Masters 2B-1 and 6B-1)

Ask students what type of poetry they have been writing. Ask what 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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Rosa Parks's life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write “Rosa Parks” in the circle in the center of Instructional Master 2B-1, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. Students should write their free verse poems on Instructional Master 6B-1, writing Rosa Parks’s name on the line to the left of the image of Rosa.

↔ **Multiple Meaning Word Activity**

Multiple Choice: Chapter

[Have students hold up one or two fingers to indicate which image shows the meaning of the word being discussed.]

1. [Show Poster 3M (Chapter).] In the read-aloud you heard, “[Raymond] was also actively involved in the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP).” Which picture of *chapter* matches the way *chapter* is used in the lesson? (one)
2. Here, *chapter* refers to the group in a certain area that makes up one section of a larger group.
3. *Chapter* can also mean other things, such as one of the main sections of a book. Which picture matches this description of *chapter*? (two)
4. Now with your neighbor, quiz each other on the different meanings of the word *chapter*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “I belong to the Washington, D.C., chapter of the Girl (Boy) Scouts.” Your neighbor should respond, “That’s ‘one’”.



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 determined group of women’s rights activists.
Variation(s): activist
- banned, v.** Stopped or prohibited something or someone
Example: Unfair laws were banned in the United States.
Variation(s): ban, bans, banning
- character, n.** Qualities or traits that make up and distinguish a person
Example: Lucy 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 functions and duties
Example: The minister continues to inspire the members of her church.
Variation(s): ministers
- sit-ins, n.** Nonviolent protests that involve a person, or people, sitting down, or occupying, specific locations
Example: As part of the civil rights movement, many people participated in organized sit-ins.
Variation(s): sit-in

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	timeline from previous lessons	10
	Image Preview		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Martin Luther King Jr.: Defender of the Dream	world map or globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Extraordinary	chart paper, chalkboard, or whiteboard	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 7	20
	Free Verse Writing	Instructional Masters 2B-1, 7B-1	



Martin Luther King Jr.: Defender of the Dream

7
A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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.

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.

Tell students to listen carefully to find out what the main topic of this read-aloud is and how Martin Luther King Jr. fought for the cause of civil rights.



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 and respected civil rights **activists** and leaders in American history.² In his short life he would challenge discrimination and change laws and attitudes.³ He would bring people of all races together, and this nation would become 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 is segregation?

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 and prevented African Americans from being full and equal members of society.⁴

Martin was a very bright boy. He began attending school when he was five years old. He was a student at Oglethorpe Elementary School. After elementary school, Martin attended Booker T. Washington High School in Atlanta.



← Show image 7A-4: Morehouse College

Because he was such a good student, Martin skipped two

grades. At just fifteen years of age, 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 his mind and decided to become a **minister** like his father and grandfather before him.⁵

5 A minister is someone who works for a church and performs religious functions and duties.

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**

After graduating from Morehouse, Martin attended Crozer Theological Seminary. There his studies prepared him for his work as a minister. Martin completed his education at Boston University. He received his doctorate when he was just twenty-five years old.⁶

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. Upon receiving his doctorate, Martin and Coretta moved to Montgomery, Alabama, where he became the minister of the Dexter Avenue Baptist Church. Martin was now ready to begin the career he had prepared for.



← **Show image 7A-6: Rosa Parks on the bus**

As a young teenager riding city buses in the South, Martin had experienced the same discrimination that Rosa Parks had experienced.⁷ 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. And so, as well as being a pastor in Montgomery, Alabama, Martin decided that he would become a civil rights activist.⁸

7 What was the discrimination Rosa, Martin, and others experienced on buses?

8 What is an activist?

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 movement.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?



← **Show image 7A-7: Civil rights march**

The boycott lasted more than a year. People walked, rode bicycles, and rode in car pools to get to work. Martin led the boycott. Martin and his fellow activists were threatened and 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. At that moment, Martin became one of the most important people in the American civil rights movement. In fact, Martin became its leader.¹⁰

10 How do you think African American people felt when bus segregation was finally declared to be against the law?

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. For his part, 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. He greatly admired others who used nonviolence to protest.

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*)



← **Show image 7A-8: Martin Luther King Jr. delivering a sermon**

Martin and sixty other ministers and activists founded the Southern Christian Leadership Conference. This was an excellent way to organize members of African American churches throughout the country. They all worked together to try to bring about social changes that would improve the lives of all Americans. They also set out to register African Americans in the South to vote so that they could use the power of their vote to bring about change.¹²

12 Why do you think Martin encouraged people to vote?

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**

13 Sit-ins were nonviolent protests that involved people sitting down in specific locations. [Point to the lunch counter in the image, and explain that such counters were common in restaurants during the 1950s and 1960s.]

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.

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-12: Martin Luther King Jr. in jail**

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 This was followed by a law called the Voting Rights Act which removed any restrictions on the right to vote for African Americans. 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. It opened to the public in August 2011. It is the first monument on the Mall to honor an African American. The young boy who experienced discrimination grew up to become a national hero.

15 *Banned* means stopped or prohibited something.

16 Something that is extraordinary is incredible or out of the ordinary.

Comprehension Questions

10 minutes

1. *Evaluative* What was the main topic of today's read-aloud? (The main topic was Martin Luther King Jr.'s role in the civil rights movement and the nonviolent way he fought for civil rights.)
2. *Literal* What college did Martin attend? (Martin attended Morehouse College.)
3. *Inferential* What were some of the ways Martin Luther King Jr. worked 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 moon landing 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. Directions: Explain to students that the word *extraordinary* is an adjective because it is used to describe nouns, or people, places, or things. Explain to the students that *extraordinary* is a word that has been 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. Explain to students that when these two words are combined, or put together, they form or create a new word with a new meaning. Explain to students that words like this are called compound words. Explain that compound words are written as one word. Ask students what the word *extraordinary* means. Remind students that they 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. Ask students to 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

Extensions

20 minutes

Timeline

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)

Free Verse Writing (Instructional Masters 2B-1 and 7B-1)

Ask students what type of poetry they have been writing. Ask what 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’s achievements. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Martin Luther King’s life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write “Martin Luther King Jr.” in the circle in the center of Instructional Master 2B-1, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. 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.



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: Akna was proud of her Inuit heritage and enjoyed attending the Inuit cultural festivals with her family.

Variation(s): heritages

instructing, v. Teaching or guiding someone to do something

Example: “Today, I will be instructing you on the safest way to snowboard down the mountainside,” announced the instructor.

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 great organizer was needed to help run the school’s fair.

Variation(s): organizers

plight, n. A very difficult or bad situation or predicament


Example: The plight of the starving people could not be ignored.

Variation(s): plights

strikes, n. Stoppages of work until those in a position of power, such as employers, grant certain demands, such as higher pay or better 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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	timeline from previous lessons	10
	Image Preview		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Cesar Chavez: Protector of Workers' Rights	map of North America	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Plight		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 8	20
	Free Verse Writing	Instructional Masters 2B-1, 8B-1	
	Syntactic Awareness Activity: Conversations		
	Venn Diagram	Instructional Master 8B-2; chart paper, chalkboard, whiteboard	



Cesar Chavez: Protector of Workers' Rights

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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.

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.

This was the very same ranch on which Cesar and his family now lived and worked. 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-2: Fruits and vegetables

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 Like most migrant workers, Cesar and his family were poor and were often treated unfairly by the people who hired them. They 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.

Cesar's family was considered to be Hispanic because they were originally from the Spanish-speaking country of Mexico. Hispanic, or Latino, people, just like African Americans, faced discrimination and segregation.³ However, Cesar's family celebrated their Mexican **heritage**, and spoke Spanish, the language of their ancestral home.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.

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.



← **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 was one of the many Latino people who worked as migrant workers, moving 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.

6 Why do you think the workers suffered from bad health?

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 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 group 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.

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?



11 You learned the term *health care* when you heard about Mary McLeod Bethune. What does the term *health care* mean?



12 A fast is when a person does not eat for a period of time. What is a boycott?

13 Strikes are stoppages of work that continue until an employer and the workers agree on things such as more wages, better working conditions, etc.



14 A plight is a very bad situation. If people stopped buying grapes, that can be called a boycott.



Cesar knew that a union would have the power to increase wages, or pay, and provide health care for farmworkers.¹¹ And so he and his friend Dolores Huerta decided 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.

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 the time Cesar said, “The fight is never about grapes or lettuce. It is always about people.” The strike began in Delano, California, where grape growers had decided to cut the little pay the farmworkers received, so the workers were earning even less money.

← **Show image 8A-9: Cesar organizes the protest march**

Cesar responded by organizing not only 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 California grapes in sympathy for 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, the highest civilian honor in the United States. 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.

Comprehension Questions

10 minutes

1. *Literal* Where was Cesar Chavez born? (Cesar Chavez was born in the Gila River Valley, near Yuma, Arizona.)
2. *Inferential* What happened to Cesar's family after the drought devastated their ranch? (The Chavez family lost their ranch, so they went to California and became migrant workers.)
3. *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.)
4. *Inferential* Why did Cesar Chavez decide to fight for the cause of migrant workers? (He felt migrant workers deserved better treatment.)
5. *Inferential* Why did Cesar organize a protest march? (Cesar organized a march to get better pay and better working conditions, as well as health care for the farmworkers.)
6. *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.)
7. *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.

8. *Evaluative Think Pair Share:* What are civil rights? (rights guaranteed by the government, such as the right to vote, the

right to be free from discrimination, and the right to freedom of speech) **What are human rights?** (rights that are not always promised by the government, but which most people think everyone should have, such as the right to food, a place to live, and the right to an education and a job) **Which type of rights do you think Cesar Chavez fought for? Why?** (Answers may vary, but may include the fact that he was fighting for the right of migrant workers to receive a fair wage and better access to health care.)

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: Plight

5 minutes

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

8_B

Extensions

20 minutes

Timeline

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)

Free Verse Writing (Instructional Masters 2B-1 and 8B-1)

Ask students what type of poetry they have been writing. Ask what 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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Cesar Chavez's life and achievements. Encourage students to use these facts in their free verse poems. 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-1. Have students write "Cesar Chavez" in the circle in the center of Instructional Master 2B-1, and then write the ideas, words, or phrases they might use to write their free

verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. Students should write their free verse poems on Instructional Master 8B-1, writing Cesar Chavez's name on the line to the left of the image of Cesar.

Syntactic Awareness Activity

Conversations

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.

[Note that there will be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.]



← Show image 8A-6: Cesar meeting with workers

Directions: Look at the picture. You and your partner will be making up different kinds of sentences based on what you see in the picture. Remember to be as descriptive as possible and use complete sentences.

1. One partner should make up a question to ask Cesar Chavez. Your partner will answer the question.

[This exchange builds students' syntactic awareness by giving them explicit practice in creating interrogative (question) and declarative (statement) sentence types using domain content.]

2. The other partner should make up a question that Cesar Chavez might ask students today. Your partner will answer the question.

[This exchange builds students' syntactic awareness by giving them explicit practice in creating interrogative (question) and declarative (statement) sentence types using domain content.]

3. Make up two commands or directions that Cesar Chavez might tell students today, and share them with your partner.

[This exchange builds students' syntactic awareness by giving them explicit practice in creating imperative (command) sentence types using domain content.]

4. Make up two sentences that Cesar Chavez might say to show excitement or emotion, and share them with your partner.

[This exchange builds students' syntactic awareness by giving them explicit practice in creating exclamatory sentence types using domain content.]

- ✈ Above and Beyond: You may wish to have partner pairs practice and act out a coherent conversation using different kinds of sentences.

Venn Diagram

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. Tell students that you are going to write down what they say, but that they are not expected to be able to read everything you write because they are still mastering their decoding skills. Emphasize that you are writing down what they say so that you don't forget, and tell them that you will read the words to them.

Then ask: "How was Martin Luther King Jr. different from Cesar Chavez?" Write this information in the circle labeled "King." Ask: "How was Cesar Chavez different from Martin Luther King Jr.?" Write this information in the circle labeled "Chavez."

Read the completed Venn diagram to the class.

- ✈ Above and Beyond: You may wish to have students use Instructional Master 8B-2 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 who are able 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.

Variation(s): none

dignity, *n.* A sense of respect and honor

Example: We should treat each other 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: Juanita’s disabilities never prevented her from having a successful and rewarding career.

Variation(s): disability

obstacles, *n.* People or things that stand in the way of forward movement or hold up progress


Example: There are some obstacles to harvesting crops, such as heavy rains or big storms.

Variation(s): obstacle

taxes, *n.* Money raised by governments to help pay for important things

Example: The colonists protested against the unfair taxes that were imposed by the British parliament.

Variation(s): tax

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	timeline from previous lessons	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Celebrating Those Who Fought For A Cause	U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Obstacles		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Free Verse: Editing and Publishing	Free verse poems from previous lessons; Instructional Master 9B-1	20



Celebrating Those Who Fought for a Cause

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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?

Purpose for Listening

Tell students to listen carefully to learn how we remember the people they have just learned about.



Celebrating Those Who Fought For A Cause

← Show image 9A-1: Those who fought for equal rights

- 1 What are equal 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 in the United States until 1920? (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. Now, each person has an equal say in deciding what kind of government they want. 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 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 raised by the government to pay for important things communities need such as hospitals, schools, and libraries, or whether taxes should be reduced so that people have a little more money to spend. 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.

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.

5 Obstacles are people or things standing in the way of an action, preventing something from happening.



← **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 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)
What are human rights? (rights that may not be guaranteed, but which most people should have)

8 Who was Eleanor Roosevelt's husband? (President Franklin Roosevelt)



← **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

9 What is segregation? (the practice of keeping groups apart, usually based on things such as skin color)

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.



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, but he was also a man who had great courage.¹¹ Jackie made the world a better place. At the end of Jackie’s first season with the Brooklyn Dodgers, he was chosen to be the Rookie of the Year, and baseball was finally integrated so that people of any race could play together.

11 What does *courage* mean?



12 What is a boycott?

← **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.



13 What is nonviolence?

← **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 laws that were a hundred years old, allowing African Americans to fully



14 What is a migrant worker?

participate in American society. As a nation, we honor Martin's work each year on the third Monday in the month of January.

← **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 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 vowed 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 called the National Farm Workers Association. Eventually, through his efforts, Cesar succeeded in getting better pay and working conditions for all migrant workers. Without his determined leadership, these things might never have happened.



15 Disabilities are physical or mental conditions that, without the right support, might limit someone in some way.

← **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.



← **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**

And so, you see, it is important that we stand up and recognize when people are being treated unfairly. 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.¹⁶ As Dr. Martin Luther King Jr. once said, “Our lives begin to end the day we become silent about the things that matter.”

¹⁶ *Dignity* means a sense of respect and honor.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* What do you think the main purpose the author of this read-aloud had in mind when he or she wrote it? (The main purpose was to summarize the accomplishments of each of the seven activists discussed.)
2. *Literal* What sort of government does the United States have? (The United States has a democratic form of government.)
3. *Literal* How old do you have to be to vote in the United States? Do you have to be a citizen of the United States in order to vote? (You have to be 18 years old, and you must be a citizen to vote in the United States.)
4. *Literal* What does the word *suffrage* mean? (*Suffrage* means the right to vote.)
5. *Literal* What is the name of the woman who campaigned for women’s rights, especially their right to vote? (Susan B. Anthony)

6. *Literal* What is the name of the international organization that Eleanor Roosevelt worked for? (United Nations)
7. *Inferential* How did Mary McLeod Bethune help African American men? (Mary helped African American men by teaching them to read and write so that they could vote.)
8. *Evaluative* How do you think Jackie Robinson felt when he played in his first Major League Baseball game? (Answers may vary.)
9. *Evaluative* Why do you think Martin Luther King Jr. insisted on nonviolent protest? (Answers may vary.)
10. *Evaluative* The author of this read-aloud wrote, “These great Americans were able to bring about changes that resulted in new, fairer laws.” What facts does the author give to support this statement? (Susan B. Anthony helped get women the right to vote; Eleanor Roosevelt helped expand human rights; Mary McLeod Bethune helped African American girls and men receive an education; Jackie Robinson made it possible for people of all races to play sports; Rosa Parks helped end discrimination on buses; Martin Luther King Jr. helped get civil rights laws passed; and Cesar Chavez helped get better laws to support farmworkers.)

[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.

11. *Evaluative Think Pair Share:* What do the people you have learned about in this domain all have in common? (Answers may vary.)
12. 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. a construction crew blocking the road (That’s an obstacle.)
3. riding your bike with a flat tire (That’s an obstacle.)
4. walking in an open field (That’s not an obstacle.)
5. running alone on a school track (That’s not an obstacle.)



Complete Remainder of the Lesson Later in the Day



Celebrating Those Who Fought for a Cause

9_B

Extensions

20 minutes

Free Verse: Editing and Publishing (Instructional Master 9B-1)

Have students review each of the seven free verse poems they wrote throughout the domain. Ask them to decide, based on their poems, which of the seven activists they think was the most admirable. Review with students the meaning of the word *admirable*. After each student has selected the activist he or she believes was the most admirable, explain to students that they will each edit and publish the free verse poem they wrote 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 free verse poems, have each student share his or her writing with a partner. Encourage students to provide suggestions to the writer about how the poem might be improved.

After students have edited their free verse poems, 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. Such tools include various student-publishing software and web-based publishing programs.



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

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *nonviolence* or *boycott*. Have them brainstorm everything that comes to mind when they hear the word, such as *peaceful protest*, *bus*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Image Review

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

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.

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:

- 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)

Image Card Review

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?”



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:** Before the civil rights movement, discrimination against certain groups of people was common. (smiling face)
3. **Nonviolence:** Examples of nonviolence include fighting and breaking windows. (frowning face)
4. **Suffrage:** Suffrage is when you have to eat something you don't like. (frowning face)
5. **First Lady:** The First Lady is the wife of the president. (smiling face)

6. **Human rights:** Human rights are rights that belong to all people, even if they aren't promised by the government, such as the right to food, shelter, an education, and a job. (smiling face)
7. **Boycott:** We planned a boycott of the school cafeteria until it served healthy food. (smiling face)
8. **Segregation:** Segregation is when everyone is allowed to be a part of something. (frowning face)
9. **Sit-ins:** Sit-ins were peaceful protests because they involved people occupying, or sitting, at a place to show everyone they were upset about some unfair treatment. (smiling face)
10. **Migrant workers:** Migrant workers tend to stay in the same town from season to season. (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:** Eleanor Roosevelt believed that her role in writing the Universal Declaration of Human Rights was one of her greatest achievements. (smiling face)
12. **Courage:** Courage means showing bravery especially when it's difficult and you're afraid. (smiling face)
13. **Proud:** Parents are proud of their children when they do their worst work in school. (frowning face)
14. **Extraordinary:** Martin Luther King Jr. was extraordinary in his strength and willingness to fight for civil rights for all people. (smiling face)
15. **Obstacles:** There were no obstacles in the way of Susan B. Anthony voting, and she was able to vote easily. (frowning face)

10 Part II (Instructional Master DA-2)

Directions: Let's read the names in each row together. I will read a sentence about one of the people you learned about who fought for a cause, and then I will read the names of the people as they appear in the row on your paper. You will circle the name of the person I am describing.

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 and helped allow Marian Anderson to sing at the Lincoln Memorial. (**Eleanor Roosevelt**, Susan B. Anthony, Rosa Parks)
5. I started a school for African American children in Daytona Beach, Florida. (Rosa Parks, **Mary Bethune**, Susan B. Anthony)
6. I worked with Elizabeth Cady Stanton and traveled the country giving speeches on women's rights. (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 more reasonable working conditions. (Jackie Robinson, Martin Luther King Jr., **Cesar Chavez**)
10. I worked with Rosa Parks to lead the Montgomery Bus Boycott. (**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: You may need to have some students respond orally if they are not able to respond in writing.

1. Choose one of the people you have learned about, and write about the cause that s/he fought for.
2. Why did the people in this domain feel a need to fight for change?
3. What are some of the different ways these people fought for their causes?
4. If you could meet one of the people you learned about, whom would you choose? Be sure to explain why.
5. What is the most interesting thing you learned from *Fighting for a 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
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

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 to 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.

You Were There: Voices of Fighters for a Cause

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 walk from Delano to the state capital in Sacramento as part of the nonviolent strike 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 ordinary people who chose to take a stand for the betterment of others. 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.

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:

Copies of *Tell It Again! Workbook*





Dear Family Member,

During the next several days, your child will learn about the significance of the phrase *fighting for a cause*. S/he will learn about seven important people in American history who fought for civil rights—such as the right to vote and the right to be free from discrimination—and human rights. Your child will learn about the way in which the work of these people had a profound impact on the ability of others to exercise their rights. S/he will also understand the connection between ideas and action, and how ordinary people can have an extraordinary impact on the lives of others.

Over the next several days, your child will become familiar with the following historical figures whose sacrifices and dedication advanced the rights of certain groups and sought to promote the common good:

- Susan B. Anthony
- Eleanor Roosevelt
- Mary McLeod Bethune
- Jackie Robinson

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fighting for a cause.

1. Draw and Write

Have your child draw and/or write about what s/he has learned regarding the different causes for which people fought (equal rights, women’s rights, human rights) and the contributions made by the historical figures noted above. Some possibilities might include Susan B. Anthony traveling around the country by wagon, carriage, or train, fighting for women’s suffrage; Jackie Robinson being inducted into the Baseball Hall of Fame; or Mary McLeod Bethune establishing a school for girls. Ask questions to help your child use the vocabulary learned at school.

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.

3. Sayings and Phrases: Don't Cry Over Spilled Milk/Two Heads are Better Than One

Your child may talk about these sayings and their meanings in relation to the attitude and work of the people they are hearing about who stood for change. Discuss the meanings of these sayings with your child, and together think about some situations in which you can use either of them. Have your child share with you a specific example of how Anthony, Roosevelt, Bethune, or Robinson may have behaved differently—and perhaps even lost their courage to work for change—if they had “cried over spilled milk.” For the phrase “two heads are better than one,” discuss with your child what specific things they have accomplished at times when they worked with someone else to solve a problem.

4. Words to Use

Below is a list of some of the words that your child has been learning about and using. Try to use these words as they come up in everyday speech with your child.

- *courage*—It often takes a great deal of courage to stand up for what is right.
- *ballots*—Susan B. Anthony and several other women cast their ballots for president before it was legal to do so.
- *admirable*—President Lincoln had many admirable qualities.
- *proud*—Juanita was proud when she learned to play the piano.
- *challenge*—Jackie Robinson had the courage to challenge people's attitudes about professional athletes.

5. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books on the activists who fought for civil rights and human rights, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.



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
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) 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

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

Websites and Other Resources

Student Resources

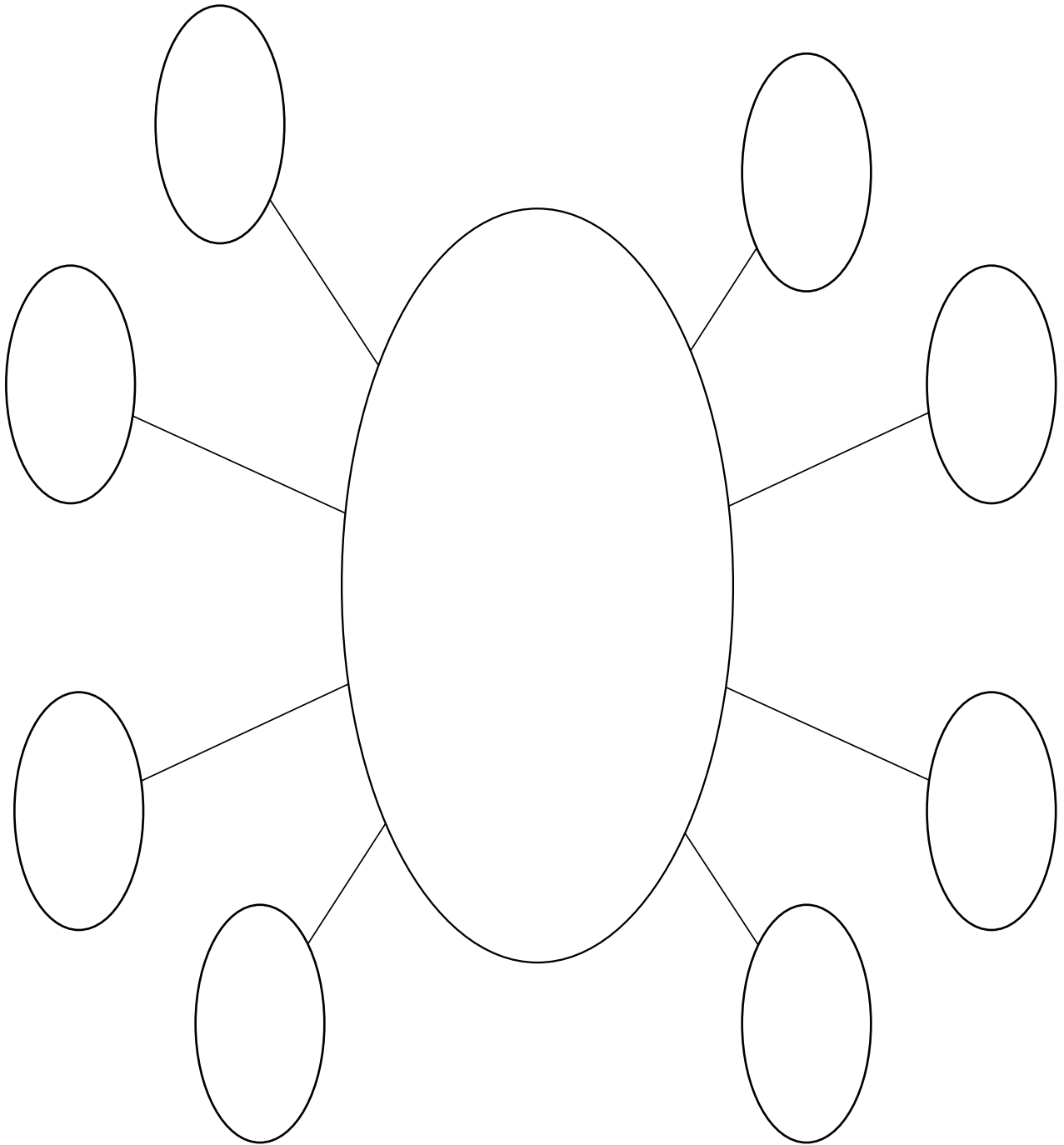
1. **America's Story: Cesar Chavez**
http://www.americaslibrary.gov/aa/chavez/aa_chavez_subj.html
2. **America's Story: Martin Luther King Jr.**
http://www.americaslibrary.gov/aa/king/aa_king_subj.html
3. **America's Story: Elizabeth Cady Stanton**
http://www.americaslibrary.gov/aa/stanton/aa_stanton_subj.html
4. **Brain Pop Jr.: Rosa Parks (Membership required)**
<http://www.brainpopjr.com/socialstudies/biographies/rosaparks/preview.weml>
5. **Brain Pop Jr.: Martin Luther King, Jr. (Membership required)**
<http://www.brainpopjr.com/socialstudies/biographies/martinlutherkingjr/preview.weml>
6. **Brain Pop Jr.: Susan B. Anthony (Membership required)**
<http://www.brainpopjr.com/socialstudies/biographies/susanbanthony/preview.weml>

Family Resources

7. **Elizabeth Cady Stanton & Susan B. Anthony: Not for Ourselves Alone, Public Broadcasting Part 1**
<http://www.youtube.com/watch?v=YNOznB9NV-Y>

DVD/video

8. **Jackie Robinson Mini-Bio, The Biography Channel**
<http://www.youtube.com/watch?v=ILIA20AqA5I>
9. **MLK: The King and His Dream**
<http://www.youtube.com/watch?v=k6Au81aHuSg>



Directions: Listen to your teacher's instructions.



Directions: Listen to your teacher's instructions.

Name _____



Directions: Listen to your teacher's instructions.



Directions: Listen to your teacher's instructions.

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 _____



Directions: Listen to your teacher's instructions.



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. Over the next several days, your child will become familiar with the following historical figures who sought to promote the common good. The sacrifice and dedication of these individuals also advanced the rights of certain groups. They are

- Rosa Parks
- Martin Luther King Jr.
- 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. Compare and Contrast

Throughout this domain, your child has learned about the contributions and dedication of various leaders in their fights for different causes. Talk with your child about the similarities among these leaders as well as their individual differences. Have your child share with you what s/he found inspiring about these leaders, including how their work made a difference in the lives of others.

2. Twenty Questions

Play Twenty Questions with your child (taking turns being the clue-giver) based on the activists they have been hearing about and the achievements of those activists. For example, ask questions about Rosa Parks refusing to give up her bus seat, Martin Luther King Jr. giving his “I Have a Dream” speech, or Cesar Chavez fighting to improve the lives of migrant farm workers. Ask questions to help your child use the vocabulary learned at school.

3. Words to Use

Below is a list of some of the words that your child has been learning about and using. Try to use these words as they come up in everyday speech with your child.

- *boycott*—Rosa Parks’s actions on the bus helped start the Montgomery Bus Boycott.

- *extraordinary*—Eleanor Roosevelt was an extraordinary woman who accomplished many things in her life.
- *plight*—The drought was a major factor in bringing about the plight of farmers.
- *obstacles*—All individuals who fight for a cause have to overcome at least some obstacles.

4. Read Aloud Each Day

It is very important that you read to your child each day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to those who fought for civil rights and human rights.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

Directions: Listen to your teacher read the names of some people who fought for a cause. You will see these 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. Then your teacher will read four descriptions of things these people did. Draw a line from the person to the thing for which they are remembered on the right side of the page.

Eleanor Roosevelt
Jackie Robinson

Mary McLeod Bethune
Susan B. Anthony



I was a professional baseball player who fought for African American athletes to play professional sports on teams with white athletes.



I was the “eyes and ears” for my husband who had polio, and, while serving at the United Nations, I helped write a document arguing for human rights for everyone.



I started a school for African American girls, a hospital, and a library. I also served on the Black Cabinet.



I fought to end slavery and for women to have the right to vote.

Directions: Listen to your teacher read the names of some people who fought for a cause. You will see these 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. Then your teacher will read four descriptions of things these people did. Draw a line from the person to the thing for which they are remembered on the right side of the page.


Eleanor Roosevelt Jackie Robinson	Mary McLeod Bethune Susan B. Anthony
--------------------------------------	---



Mary McLeod Bethune



Susan B. Anthony



Jackie Robinson



Eleanor Roosevelt

I was a professional baseball player who fought for African American athletes to play professional sports on teams with white athletes.

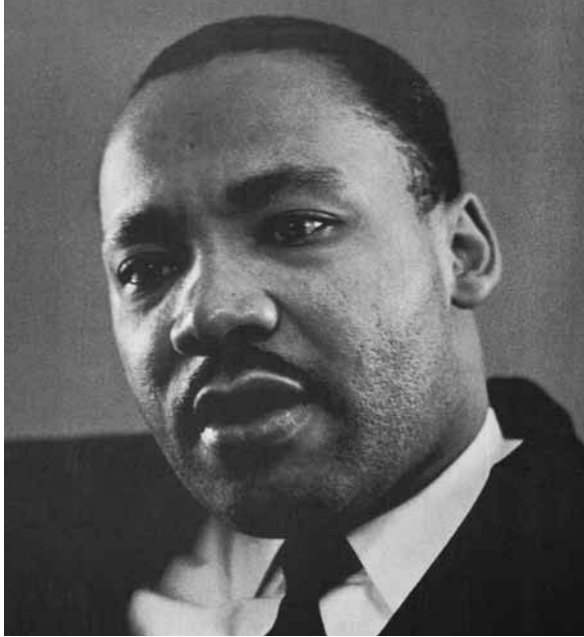
I was the “eyes and ears” for my husband who had polio, and, while serving at the United Nations, I helped write a document arguing for human rights for everyone.

I started a school for African American girls, a hospital, and a library. I also served on the Black Cabinet.

I fought to end slavery and for women to have the right to vote.



Directions: Listen to your teacher's instructions.



Directions: Listen to your teacher's instructions.

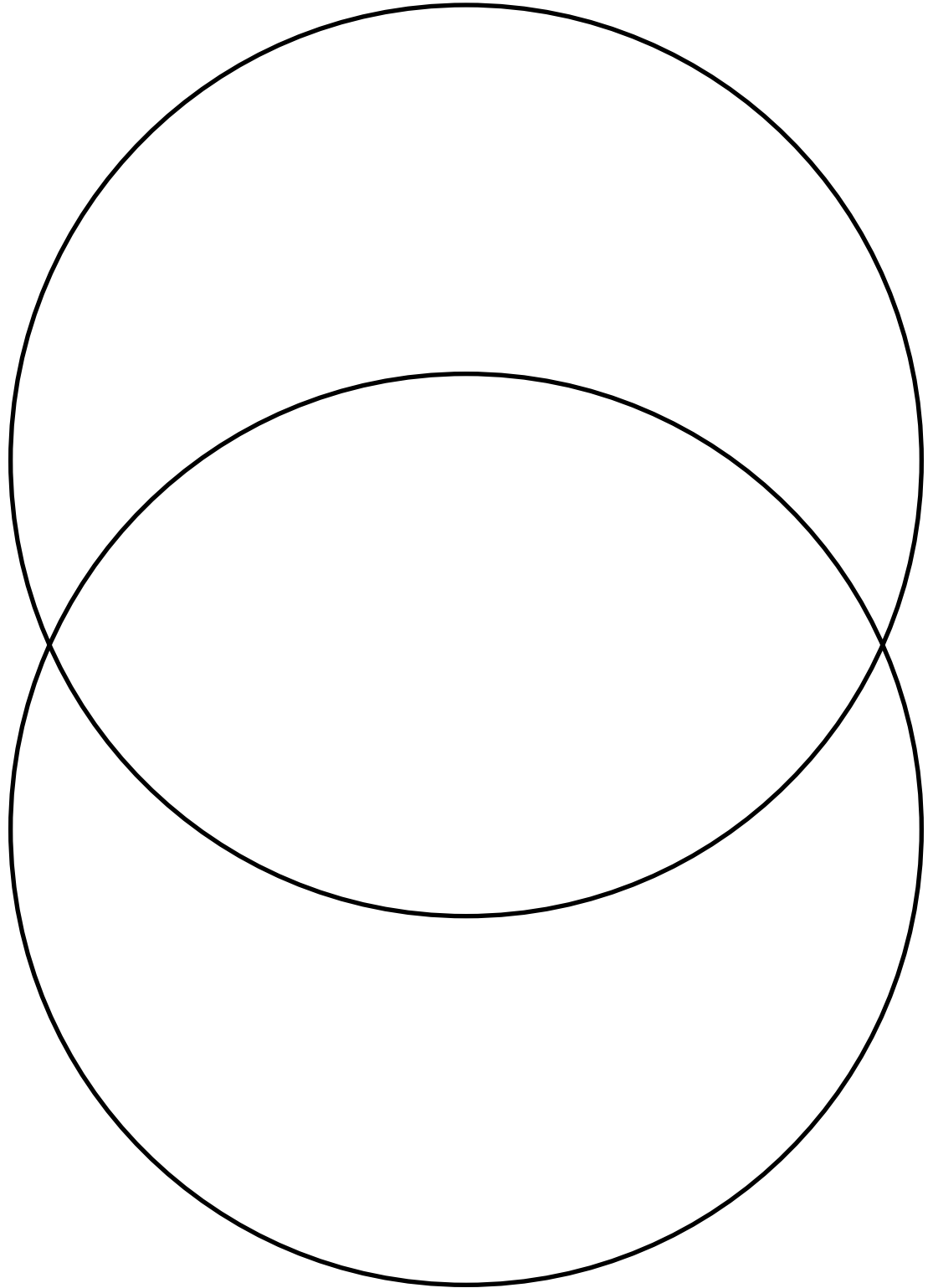
Name _____























Directions: Listen to your teacher's instructions.

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**













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 checked="" type="radio"/>
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8.	<input type="radio"/>	<input checked="" type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input checked="" 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 |

1. Susan B. Anthony

I wanted women to have the right to vote.

2. Jackie Robinson

I was the first African American to play baseball in the major leagues.

3. Rosa Parks

I was called “the mother of the Civil Rights Movement.”

4. Eleanor Roosevelt

I was First Lady and helped allow Marian Anderson to sing at the Lincoln Memorial.

5. Mary Bethune

I started a school for African American children in Daytona Beach, Florida.

6. Susan B. Anthony

I worked with Elizabeth Cady Stanton and traveled the country giving speeches on women’s rights.

7. Martin Luther King Jr.

I gave my “I Have a Dream” speech from the steps of the Lincoln Memorial.

8. Rosa Parks

I refused to move and give up my seat on a bus to a white person.

9. Cesar Chavez

I fought for migrant workers to receive better pay and more reasonable working conditions.

10. Martin Luther King Jr.

I worked with Rosa Parks to lead the Montgomery Bus Boycott.

Directions: Read each sentence. Think about your response to the question or statement. Write a complete sentence to respond to each question or statement.

1. Choose one of the people you have learned about, and write about the cause that s/he fought for.

2. Why did the people in this domain feel a need to fight for change?

3. What are some of the different ways these people fought for their causes?

4. If you could meet one of the people you learned about, whom would you choose? Be sure to explain why.

5. What is the most interesting thing you learned from *Fighting for a 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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SCHOOLS

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