



Grade 2

Knowledge 11 | Teacher Guide

Fighting for a Cause

Grade 2

Knowledge 11

Fighting for a Cause

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-68391-953-7

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Contents

FIGHTING FOR A CAUSE

Introduction 1

Lesson 1 People Who Fought for a Cause 7

Introducing the Read-Aloud (10 min.)

- Core Connections
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “People Who Fought for a Cause”
- Comprehension Questions
- Word Work: *Courage*

Application (20 min.)

- Writing Free Verse
- Vocabulary Instructional Activity

Lesson 2 Susan B. Anthony: An Advocate for Women’s Rights 25

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Susan B. Anthony: An Advocate for Women’s Rights”
- Comprehension Questions
- Word Work: *Ballots*

Application (20 min.)

- Timeline
- Free Verse Writing

Lesson 3 Eleanor Roosevelt: A Voice for Human Rights 39

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Eleanor Roosevelt: A Voice for Human Rights”
- Comprehension Questions
- Word Work: *Admirable*

Application (20 min.)

- Timeline
- Free Verse Writing

Lesson 4 Mary McLeod Bethune: A Dedicated Teacher 54

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Mary McLeod Bethune: A Dedicated Teacher”
- Comprehension Questions
- Word Work: *Proud*

Application (20 min.)

- Timeline
- Free Verse Writing
- Multiple Meaning Word Activity

Lesson 5 Jackie Robinson: Champion of Equality

69

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Jackie Robinson: Champion of Equality”
- Comprehension Questions
- Word Work: *Challenge*

Application (20 min.)

- Timeline
- Free Verse Writing

Pausing Point (2 Days)

85

Lesson 6 Rosa Parks: The Mother of the Civil Rights Movement

90

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Rosa Parks: The Mother of the Civil Rights Movement”
- Comprehension Questions
- Word Work: *Boycott*

Application (20 min.)

- Timeline
- Free Verse Writing
- Multiple Meaning Word Activity

Lesson 7 Martin Luther King Jr.: Defender of the Dream

104

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Martin Luther King Jr.: Defender of the Dream”
- Comprehension Questions
- Word Work: *Extraordinary*

Application (20 min.)

- Timeline
- Free Verse Writing

Lesson 8 Cesar Chavez: Protector of Workers’ Rights

120

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Image Preview

Read-Aloud (30 min.)

- Purpose for Listening
- “Cesar Chavez: Protector of Workers’ Rights”
- Comprehension Questions
- Word Work: *Plight*

Application (20 min.)

- Timeline
- Free Verse Writing
- Syntactic Awareness Activity

Lesson 9 Celebrating Those Who Fought for a Cause 136

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Celebrating Those Who Fought for a Cause”• Comprehension Questions• Word Work: <i>Obstacles</i>	Application (20 min.) <ul style="list-style-type: none">• Free Verse: Editing and Publishing
---	--	---

Lesson 10 Faith Florez: Fighting for Farm Workers 150

Introducing the Read-Aloud (15 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Image Preview	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Faith Florez: Fighting for Farm Workers”• Comprehension Questions• Word Work: <i>Descent</i>	Application (15 min.) <ul style="list-style-type: none">• Venn Diagram “Faith Florez” and “Cesar Chavez”
---	---	---

Lesson 11 Kelvin Doe: Turning Trash into Treasure 162

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Essential Background Information or Terms• Image Preview	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Kelvin Doe: Turning Trash into Treasure”• Comprehension Questions• Word Work: <i>Inspiration</i>	Application (20 min.) <ul style="list-style-type: none">• Invention Convention Paragraph
---	---	---

Lesson 12 Mikaila, Sydney, and Lauren: All about the Bees and Butterflies! 174

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Image Preview	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!”• Comprehension Questions• Word Work: <i>Thrive</i>	Application (20 min.) <ul style="list-style-type: none">• Community Action Plan Graphic Organizer
---	---	--

Domain Review (2 Days) 188

Domain Assessment (2 Days) 191

Culminating Activities (2 Days) 194

Teacher Resources 197

Introduction

This introduction includes the necessary background information to be used in teaching the *Fighting for a Cause* domain. The Teacher Guide for *Fighting for a Cause* contains twelve 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 two-day Pausing Point following Lesson 5. At the end of the domain, a total of six days, with two days each for Domain Review, Domain Assessment, and Culminating Activities, are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than twenty days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Fighting for a Cause*
- Image Cards for *Fighting for a Cause*
- Activity Book for *Fighting for a Cause*
- Digital Components for *Fighting for a Cause*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *For the Right to Learn: Malala Yousafzai's Story* by Rebecca Langston George
- Read-Aloud Videos for *Fighting for a Cause*

All domain components materials can also be found on the program's digital components site.

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 introduce students to five young children activists—Faith Florez, Kelvin Doe, Mikaila Ulmer, Sydney Etzel and Lauren Anderson. Students will learn how these young activists are helping to change the world. This domain will also lay the foundation for review and extended learning of equal rights in later grades.

This domain also provides opportunities for students to build content knowledge and draw connections to the social studies subject area, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Citizenship, History, and Social Studies Skills from the social studies discipline.

WHAT STUDENTS HAVE ALREADY LEARNED

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:

- **Presidents and American Symbols: Uniquely American (Kindergarten)**
- **A New Nation: American Independence (Grade 1)**

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 10 descent foundation harsh peril notify
Lesson 2 abolitionists ballots influential jury suffrage	Lesson 5 challenge gamble hostility intimidate teammates	Lesson 8 heritage instructing migrant workers organizer plight strikes	Lesson 11 discarded empower entrepreneur inspiration perseverance recognized
Lesson 3 admirable devotion First Lady human rights politics	Lesson 6 assign boycott disrupted injustice segregation	Lesson 9 democratic dignity disabilities obstacles taxes	Lesson 12 ambassador cope fascinated thrive ecology grant

CORE CONTENT OBJECTIVES

- 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, 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
- 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

WRITING

In this domain, students will write free verse poetry in which they express their opinions (Lessons 2–8). They will then revise, edit, and publish one of the free verse poems (Lesson 9). These poems may be added to students' writing portfolios to showcase student writing within and across domains.

FIGHTING FOR A CAUSE

People Who Fought for a Cause

PRIMARY FOCUS OF LESSON**Language**

Students will collaboratively review the various meanings of the words *fighting* and *cause*.

 **TEKS 2.1.D****Reading**

Students will write brief comments describing the reasons the author gives to support the statement that the people in this domain made the world a fairer place.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.7.B****Language**

Students will demonstrate an understanding of the Tier 2 word *courage*.


 **TEKS 2.7.F****Writing**

Students will study the structure and form of free verse poetry and will learn how to synthesize information from the Read-Aloud while preparing to write their own free verse poem.

 **TEKS 2.6.H; TEKS 2.9.B; TEKS 2.9.D.i****FORMATIVE ASSESSMENT****Exit Pass**

List the Reasons Students will describe at least two reasons the author gives to support the statement that the people in this domain made the world a fairer place.

 **TEKS 2.7.B**

 **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

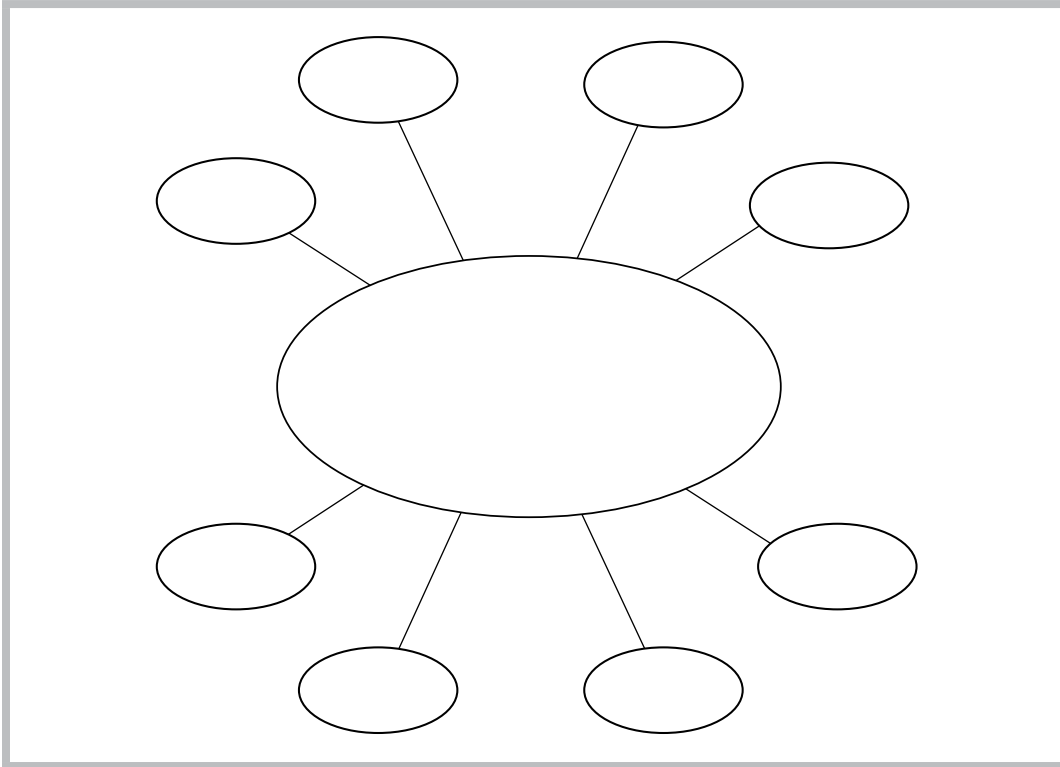
LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Core Connections	Whole Group	10 min.	❑ Flip Book: 1A-7–1A-13
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ seven sticky notes ❑ paper and writing utensils ❑ Flip Book: 1A-1–1A-13
“People Who Fought for a Cause”			
Comprehension Questions			
Word Work: <i>Courage</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Writing Free Verse	Whole Group	20 min.	❑ Central Idea/Supporting Evidence Web (Digital Components)
Vocabulary Instructional Activity			
Take-Home Material			
Family Letter			❑ Activity Page 1.1

ADVANCE PREPARATION

Application

- Prepare and display a Central Idea/Supporting Evidence Web similar to the one below. Alternatively, you may find a digital version in the digital components for this domain.



- You will be modeling a free verse poem and may either use the one provided in the lesson or one you create in advance.

CORE VOCABULARY

civil rights, n. rights guaranteed by a country'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 danger or a difficult situation

Example: It took a great deal of courage to stand up against laws that were unfair.

Variation(s): none

discrimination, n. unfair treatment of a person, or group of people, because of their skin color, race, or religion

Example: As an African American, Jackie Robinson experienced 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: Men and women in the United States now enjoy equal rights when it comes to voting.

Variation(s): equal right

inequality, n. a situation in which different groups are given certain rights or privileges not given to other groups

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

Variation(s): inequalities

nonviolence, n. an attempt to correct an unfair situation in a peaceful way without using physical violence

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

Variation(s): none

Vocabulary Chart for “People Who Fought for a Cause”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	civil rights discrimination (<i>discriminación</i>) equal rights inequality nonviolence	courage (<i>coraje</i>)	
Multiple Meaning			
Sayings and Phrases	took a stand take for granted were at the mercy of governed with an iron fist		

Lesson 1: People Who Fought for a Cause

Introducing the Read-Aloud



Language: Students will collaboratively review the various meanings of the words *fighting* and *cause*.

 **TEKS 2.1.D**

CORE CONNECTIONS (5 MIN.)

- Explain that this domain is called “Fighting for a Cause.” Ask students what they think this title may mean.




Check for Understanding

Brainstorming: Work with your partner to create as many definitions as you can for the words *fighting* and *cause*. Then work together to develop an idea about the topic of this domain.

[Have several students share their responses with the class.]

 (Answers may vary.) **TEKS 2.1.D**

- Explain that the word *fighting* as used in the title of this domain does not mean using fists or physically hitting another person.
- Here the word *fighting* means working hard to accomplish something.
- Explain that a cause is a goal. So “fighting for a cause” means working hard to reach 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.

 **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Support

Have students describe a time they fought for a cause or worked hard to achieve a goal.

Challenge

Based on the way in which it is used in this sentence, have students define the word *extraordinary*. Then tell students that they will be learning about a number of ordinary people who helped make extraordinary changes in the United States because they fought for important causes.

Support

Distinguishing between the people discussed in this domain, and the accomplishments of each, will be challenging for many students. Using the images as frequently as possible when discussing the individuals will help students make these distinctions.

IMAGE PREVIEW (5 MIN.)

- Explain to students that they will be learning about seven important people in American history. 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

- Explain 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 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

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

Show Image 1A-10: Jackie Robinson

- 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

- 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 that this is 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

- This is 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.

Lesson 1: People Who Fought for a Cause

Read-Aloud



Reading: Students will write brief comments describing the reasons the author gives to support the statement that the people in this domain made the world a fairer place.

✚ **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.7.B**

Language: Students will demonstrate an understanding of the Tier 2 word *courage*.

✚ **TEKS 2.7.F**

PURPOSE FOR LISTENING

- Tell the students to listen carefully for the reasons the author gives for the statement that the people in this domain “made the world a much fairer place.”

“PEOPLE WHO FOUGHT FOR A CAUSE” (15 MIN.)



Show Image 1A-1: People asking to be heard

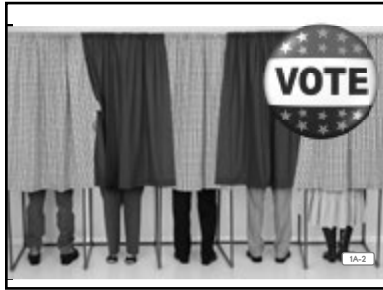
Throughout history, people have had to stand up and demand that they be treated fairly. They have fought for **equal rights** for themselves and for others. *Rights are things that a person should have. Equal rights are those rights that everybody should have.* You have to be very brave to stand up for 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. *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.* 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.

✚ **TEKS 2.1.A** Listen activity, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

Support

Remind students that they should listen for the reasons the author provides for the statement that the people in this domain made the world a much fairer place.



Show Image 1A-2: Civil rights

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. *Discrimination happens when*

someone is treated unfairly because of things like their religion or the color of their skin. Civil rights also include the right to be treated equally under the law. Different countries have different ideas about civil rights, but the people in this domain all lived in the United States, so you will learn about the struggle for civil rights in this country.

There is another category of rights you will hear about called human rights. Human rights are those believed to belong to all people, simply because we are people. You will hear about people in this domain who fought for human rights.

Many of the people in the stories that follow had to fight for some of the rights we now take for granted. *To take something for granted means to not think about something but just assume you've always had it.* 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

At different points in history, people haven't been protected by any rights. They were at the mercy of those in charge, meaning they had to do what they were told no matter what. Sometimes this lasted for hundreds of years. Monarchs, military leaders, or tribal leaders may govern with an iron fist. *If someone rules*

with an iron fist, do you think they are kind and gentle, or that they are very, very strong and strict? In this situation, people demand some rights. They want to select their leaders, vote, own property, or worship freely.

Eventually, monarchs changed their ways, or they were replaced by elected governments. Gradually, governments, including the U.S. government, started granting people civil rights, which meant that by law people should be treated 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.

Let's always remember that we live in a country with laws that protect people and their rights, and where we can elect leaders that will make our country more fair if people aren't protected. However, even in the United States, the government and some more powerful groups of people have not *always* treated everyone fairly and equally.



Show Image 1A-4: Women's rights

For a very long time, in many parts of the world, women did not have the right to vote. 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. 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.



Show Image 1A-5: Civil rights protests

Until the mid-1860s, in parts of the United States, many African Americans were enslaved. *What does it mean to be enslaved?* (Enslaved people are forced to work for no money and are not free to make their own choices about their lives.) 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 break down, this inequality. *What does inequality mean?* With their supporters, they marched, campaigned, and demanded equal rights under the law and, in 1964, President Johnson signed the Civil Rights Act. This act removed unfair laws allowing discrimination and made that illegal in the future. *What does discrimination mean?* The following year, the Voting Rights Act removed all voting barriers for African Americans. This meant that African Americans and all Americans should be allowed to vote 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." *A Founding Father is one of the men who helped form our government over two hundred years ago.* 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. *What does protest mean?* 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 believed in the words written by Thomas Jefferson and stood up for what they believed.



Show Image 1A-7: Susan B. Anthony

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

Support

Have students identify what Susan B. Anthony did to make the world a much fairer place.



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

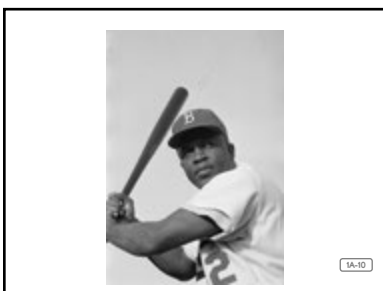
lived in poverty. She traveled all over the United States and talked to the poor and needy. She encouraged her husband, President Franklin Delano Roosevelt, to make changes that would reduce poverty and let everyone live a better life.



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. *Courage is bravery someone shows when facing a dangerous or difficult time.*

Support

Have students identify what Eleanor Roosevelt did to make the world a much fairer place.

Support

Have students identify what Mary McLeod Bethune did to make the world a much fairer place.

Support

Have students identify what Jackie Robinson did to make the world a much fairer place.

Support

Have students identify what Rosa Parks did to make the world a much fairer place.



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.

How does this image help you understand what this text says about Rosa Parks?

This was the beginning of the civil rights movement that challenged unfair laws in the South. *The civil rights movement is the series of events that involved people fighting for equal rights for all people.*



Show Image 1A-12 Martin Luther King Jr.

Martin Luther King Jr. is perhaps the most famous member of the civil rights movement. He believed in bringing about change through **nonviolence**. *Nonviolence is a refusal to take physical action against someone who is treating people badly or unfairly.* 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.

Support

Have students identify what Martin Luther King Jr. did to make the world a much fairer place.



Show Image 1A-13: Cesar Chavez

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

In 1962, Cesar and his friend organized thousands of farmworkers into a group called a union. Because so many people came together as 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. *What does courage mean?* 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.

Support

Have students identify what Cesar Chavez did to make the world a much fairer place.

COMPREHENSION QUESTIONS (10 MIN.)

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.*)

Support

Reread relevant parts of the Read-Aloud, as necessary, for students to complete the Check for Understanding.

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing Informational Text

Beginning

Allow students to dictate the information to an adult.

Intermediate

Have students write one piece of evidence to support the statement.

Advanced/Advanced High

Have students work independently to write the information.

ELPS 4.J; ELPS 5.F



Check for Understanding

Identify the Individual: I will write certain words or phrases on seven sticky notes and ask you to take turns placing the note on the image of the person whose accomplishment is described on the sticky note.

- This person worked to improve the quality of life for many groups of people, but especially for children, women, Native Americans, and African Americans. (*Eleanor Roosevelt*)
- This person is perhaps the most famous member of the civil rights movement and believed in bringing about change through nonviolence. (*Martin Luther King Jr.*)
- This person fought for girls and women to be able to go to school and get the kinds of jobs boys and men could get. (*Susan B. Anthony*)
- This person worked to make it possible for African Americans to play professional sports. (*Jackie Robinson*)
- This person worked to create educational opportunities for African American girls and started a school in Florida. (*Mary McLeod Bethune*)
- This woman refused to give up her seat on a bus to a white person, helping to start the civil rights movement in the South. (*Rosa Parks*)
- This person worked to improve the lives of farmworkers. (*Cesar Chavez*)



Exit Pass

List the Reasons: Based on what you heard in the Read-Aloud and what you learned about these seven people, write two reasons the author gave to support the statement that these people “made the world a much fairer place.” **TEKS 2.7.B**



TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text.

WORD WORK: COURAGE (5 MIN.)

1. In the Read-Aloud you heard, “Because of his courage and talent, he changed people’s attitudes, or their views about things.”
2. Say the word *courage* with me.
3. Courage is bravery when facing danger or a difficult situation.
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. 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 take courage.” (*Answers may vary.*)

- watch a scary movie
- ride a bike
- play flashlight tag
- go to the dentist
- take a test
- go on vacation

Support

Review some of the important facts students have learned about the seven people discussed in this domain. Use images from the Read-Aloud as necessary.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Selecting Language Resources

Beginning

Have students use one or two academic words to describe the individuals discussed in this Read-Aloud.

Intermediate

Have students use three or four academic words to describe the individuals discussed in this Read-Aloud.

Advanced/Advanced High

Have students use five or more academic words to describe the individuals discussed in this Read-Aloud.

ELPS 1.E; ELPS 3.D

Support

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

Lesson 1: People Who Fought for a Cause

Application



Writing: Students will study the structure and form of free verse poetry and will learn how to synthesize information from the Read-Aloud while preparing to write their own free verse poem.

TEKS 2.6.H; TEKS 2.9.B; TEKS 2.9.D.i

WRITING FREE VERSE (15 MIN.)

TEKS 2.6.H

- Ask students what impressed them most about each of the individuals discussed in this Read-Aloud.
- Have students share what they felt were the challenges faced by these seven individuals.
- Explain that students 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 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 the poet wishes.
- Explain that free verse poems are simply made up of the words the poet chooses to write. In addition, free verse poems can form shapes. Students can accomplish this by placing a different number of words on each line, so that the outline of the poem forms a shape.
- Explain that students first need to plan their poem by brainstorming ideas.
- Model the brainstorming process students will use when planning their free verse poems by directing their attention to the Central Idea/Supporting Evidence Web you prepared earlier.
- Ask students to think about the points raised during the read aloud (e.g., civil rights, how these people worked to make the world a fairer place, etc.). Record this information on the Central Idea/Supporting Evidence Web.

TEKS 2.6.H Synthesize information to create new understanding; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.



Check for Understanding

Recall: Explain what a free verse poem is. (*It does not have to rhyme; there can be as many or as few words on a line as the poet wishes; and it can form different shapes, depending on how many words are placed on each line.*)

- Model how to turn these ideas and details into a free verse poem, either by using one you created earlier, or by using the one below:

No more worries, or tears,

Or sighs,

When we say—CHANGE is coming NOW.

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

VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN.)

Word Work: Achievement

- Remind students that they heard in the Read-Aloud, "Here is a quick introduction and a summary of the achievement for which each [person] is known."
- Have students say the word *achievement* with you.
- Explain that an achievement is something gained through hard work.
- Give the following example: *Getting an "A" on Mrs. Smith's math test is a real achievement.*
- Have students think of someone who is known for a particular achievement. Have two or three students share their responses, and, if necessary, guide and/or rephrase their answers: "_____'s achievement is (was) . . ."]

- Use a Making Choices activity for follow-up by providing the following examples and having students say either “That is an achievement” or “That is not an achievement.”
 - I stubbed my toe. (*That is not an achievement.*)
 - I read an entire chapter book by myself for the first time. (*That is an achievement.*)
 - Louis ate a cookie. (*That is not an achievement.*)
 - Taylor did not complete her homework. (*That is not an achievement.*)
 - 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.*)

End Lesson

Lesson 1: People Who Fought for a Cause

Take-Home Material

FAMILY LETTER

Activity Page 1.1



- Send home Activity Page 1.1.

FIGHTING FOR A CAUSE

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

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review what they learned about Susan B. Anthony and the rights for which she fought.

 **TEKS 2.1.A****Reading**

Students will explain the connection between Susan B. Anthony and women's rights.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.G; TEKS 2.7.C****Language**

Students will demonstrate an understanding of the Tier 3 word *ballots*.


 **TEKS 2.7.F****Writing**

Students will write a free verse poem in which they express an opinion about Susan B. Anthony's achievements.

 **TEKS 2.9.B; TEKS 2.9.D.i; TEKS 2.12.A****FORMATIVE ASSESSMENT****Activity Page 2.2**

Susan B. Anthony Free Verse Poem Students will write a free verse poem in which they express an opinion about Susan B. Anthony's achievements.

 **TEKS 2.12.A**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ Flip Book: 1A-7, 2A-9
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 2A-1–2A-11
“Susan B. Anthony: An Advocate for Women’s Rights”			
Comprehension Questions			
Word Work: <i>Ballots</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	❑ Fighting for a Cause Timeline ❑ Image Cards 1, 2 ❑ Activity Pages 2.1, 2.2
Free Verse Writing			

ADVANCE PREPARATION

Application

- Create and display a Fighting for a Cause Timeline large enough to accommodate eight image cards.

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, or electronic methods, used to cast or record votes

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

Variation(s): ballot

influential, adj. having the ability to persuade, or convince, 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 the result

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

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

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	abolitionists (<i>abolicionistas</i>) ballots jury suffrage	influential (<i>influyente</i>)	
Multiple Meaning			
Sayings and Phrases	helped to shape the person her heart began to tell her a national uproar		

Lesson 2: Susan B. Anthony: An Advocate for Women's Rights



Introducing the Read-Aloud

Speaking and Listening: Students will review what they learned about Susan B. Anthony and the rights for which she fought.



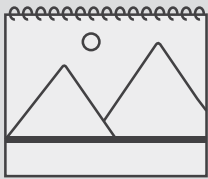
TEKS 2.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show Image 1A-7: Susan B. Anthony

- Have students identify who is depicted, or shown, in this image. (*Susan B. Anthony*)

Flip Book
1A-7, 2A-9



Check for Understanding



Recall: How did Susan B. Anthony help people, and for what causes did she fight? (*She fought for women's rights and for abolition, or an end to slavery.*)

Support

Reread the following from the previous Read-Aloud: *Susan believed that women should be allowed to vote. She dedicated her whole life to making the world a fairer place for women.*

Support

Review the meaning of the word *courage*.

IMAGE PREVIEW (5 MIN.)

- 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.



TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Lesson 2: Susan B. Anthony: An Advocate for Women's Rights

Read-Aloud



Reading: Students will explain the connection between Susan B. Anthony and women's rights.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.G; TEKS 2.7.C

Students will demonstrate an understanding of the Tier 3 word *ballots*.

TEKS 2.7.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to hear about the connection between Susan B. Anthony and women's rights.

"SUSAN B. ANTHONY: AN ADVOCATE FOR WOMEN'S RIGHTS" (15 MIN.)



Show Image 2A-1: Susan B. Anthony

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**.

The word influential means having the ability to change people's minds or to convince them of something. But that was to be her destiny. Her

family certainly helped to shape the person she was to become.



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

Susan's family was different from many other families. They were Quakers. *Quakers are members of a religious group called the Religious Society of Friends. Quakers believe that all people are equal.* 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,

Support

Explain that she was born more than forty years before the start of the U.S. Civil War.

Challenge

Have students determine the meaning of the word *destiny* based on the way it is used in this paragraph.

TEKS 2.1.A Listen activity, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 2.6.A Establish purpose for reading assigned and self-selected texts; TEKS 2.6.G Evaluate details read to determine key ideas; TEKS 2.7.C Use text evidence to support an appropriate response; TEKS 2.7.F Respond using newly acquired vocabulary as appropriate.

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

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. *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 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. *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) 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. *What does it mean to abolish slavery?* A long and difficult journey had begun.

Support

Review the meaning of the word *settled*, which students learned in the *Westward Expansion* domain earlier in the year.

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. *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 enslaved people in the United States. This

meant that former enslaved people 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 enslaved people became citizens, and enslaved males were given the right to vote. Susan was very happy that former enslaved males had gained these rights. She was extremely unhappy that women did not have the same rights. The next fight was about to begin. *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.

Challenge

Have students summarize what they remember about the Emancipation Proclamation from *The U.S. Civil War* domain.



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. *What did the abolitionists want to end?* 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 Bloomer *[Point to the woman on the left in the image.]* and Elizabeth Cady Stanton. *[Point to the woman on the right in the image.]* 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. *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. *A publisher is a person in charge of the newspaper.* Printed on the front page of this newspaper were the words, "Men, their rights and nothing more; women, their rights and nothing less."

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.

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.

Challenge

Have students summarize the meaning of the phrase "Men, their rights and nothing more; women, their rights and nothing less."



Show Image 2A-9: Susan voting

Susan was in her fifties when she took her campaign one step further. She tried to cast her vote for president. *The word cast here means the act of voting.*

She and several other women marched into a New York barbershop where male voters were voting. *A barbershop is a place where people, usually men, go to get a haircut.* 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. *[Point to the ballots in the women's hands.] Ballots are pieces of paper which are used to cast votes.*

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. *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.* He then asked Susan if she had anything to say.



Show Image 2A-10: A courtroom

"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." *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.* 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.

Support

Explain that the word *cast* can also mean the hard covering put on a body part so a broken bone can heal.



Show Image 2A-11: Susan speaking to a large crowd

By the end of the nineteenth century, *or the late 1800s* people's views about Susan B.

Anthony began to change. She had become a national heroine. *A heroine is a female hero.*

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?

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Evaluate: What is the connection between Susan B. Anthony and women's rights? (*Susan B. Anthony fought for women's rights, including the right for women to vote when they didn't have that right.*)

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 enslaved people.*)
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.** *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.*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G; ELPS 4.J

WORD WORK: BALLOTS (5 MIN.)

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 for or against 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. 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.*)

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

Lesson 2: Susan B. Anthony: An Advocate for Women's Rights

Application



Writing: Students will write a free verse poem in which they express an opinion about Susan B. Anthony's achievements.

TEKS 2.9.B; TEKS 2.9.D.i; TEKS 2.12.A

TIMELINE (5 MIN.)

- Display the Fighting for a Cause Timeline you prepared earlier.
- Explain to students that they will be using this timeline throughout the domain to 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 have them describe some of the important work President Lincoln did in his lifetime. (*led the country during the Civil War; issued the Emancipation Proclamation*)
- Explain 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 at the same location as the image of Susan B. Anthony.



FREE VERSE WRITING (15 MIN.)

TEKS 2.12.A

- Have students identify the type of poetry they learned about in the previous lesson. (*free verse poetry*)
- Have students identify the parts of a free verse poem that can relate, or tell, the poet's opinion. (*the words, phrases, and rhythm*)
- Explain that students are going to write a free verse poem in which they express an opinion about Susan B. Anthony's achievements.



TEKS 2.9.B Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

Image Cards 1, 2



Support

Remind students that they learned about Abraham Lincoln when they studied the U.S. Civil War earlier in the year.

Activity Pages 2.1, 2.2



Support

Remind students that you modeled the use of a Central Idea/Supporting Evidence Web in Lesson 1. Write *Susan B. Anthony* on the board/chart paper.

Support

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.

ENGLISH LANGUAGE LEARNERS



Writing

Writing Opinion Pieces

Beginning

Allow students to dictate their poems to an adult.

Intermediate

Allow students to collaborate with a peer to write their poems.

Advanced/Advanced High

Have students work independently to write their poems.

ELPS 5.G

Check for Understanding



Central Idea/Supporting Evidence Web: With your partner, use Activity Page 2.1 to brainstorm ideas about Susan B. Anthony and her accomplishments. Write the central idea, “Susan B. Anthony,” in the circle in the center and, in the circles around that, write the supporting evidence—ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 2.2 to individually create a free verse poem in which they express their opinion of Susan B. Anthony and her achievements. Remind students to write Susan B. Anthony’s name on the line below the images of Susan on Activity Page 2.2.
- After students complete their free verse poems, have several students share their poems with the class.

End Lesson

FIGHTING FOR A CAUSE

Eleanor Roosevelt: A Voice for Human Rights

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about civil rights, Susan B. Anthony, and Abraham Lincoln.

 **TEKS 2.1.A; TEKS 2.6.G**

Reading

Students will explain the connection between Eleanor Roosevelt and the fight for human rights.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *admirable* by using the word in a discussion with a partner.

 **TEKS 2.1.C; TEKS 2.7.F**

Writing

Students will follow and restate instructions before writing a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements.


 **TEKS 2.1.B; TEKS 2.9.B; TEKS 2.9.D.i; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 3.2

Eleanor Roosevelt Free Verse Poem Students will write a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements.

 **TEKS 2.12.A**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Flip Book: 3A-10
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 3A-1–3A-11
“Eleanor Roosevelt: A Voice for Human Rights”			
Comprehension Questions			
Word Work: <i>Admirable</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Image Card 3 <input type="checkbox"/> Activity Pages 3.1, 3.2
Free Verse Writing			

ADVANCE PREPARATION

Note to Teacher

- The discussion of the Great Depression may be triggering to students whose families have faced uncertainty or loss recently. Please update lesson language based on your knowledge of student circumstances.



TEKS 2.7.F Respond using newly acquired vocabulary as appropriate; **TEKS 2.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

CORE VOCABULARY

admirable, adj. deserving of 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 activities of the people involved in the government, or activities that attempt to persuade people in government

Example: Several former presidents continue to be involved in American politics.

Variation(s): none

Vocabulary Chart for "Eleanor Roosevelt: A Voice for Human Rights"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	First Lady human rights politics (<i>política</i>)	admirable (<i>admirable</i>) devotion (<i>devoción</i>)	
Multiple Meaning			
Sayings and Phrases	walked the bride down the aisle fulfill his ambition by his side two heads are better than one took a stand		

Lesson 3: Eleanor Roosevelt: A Voice for Human Rights



Introducing the Read-Aloud

Challenge

What are some civil rights guaranteed by the United States? (*freedom of speech, the right to vote, and the right to be free from discrimination*)

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Are civil rights those rights guaranteed by a government to its citizens?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Rights guaranteed by a government to its citizens are called . . .”).

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 3.F; ELPS 4.I

Speaking and Listening: Students will review information about civil rights, Susan B. Anthony, and Abraham Lincoln.

TEKS 2.1.A; TEKS 2.6.G

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the Fighting for a Cause Timeline, review some of the content studied thus far.
- Have students identify the two individuals placed on the timeline. (*Susan B. Anthony and Abraham Lincoln*)
- What does the way these image cards are placed on the timeline tell you about the times in which Susan B. Anthony and Abraham Lincoln lived? (*They are placed in approximately the same place on the timeline, which indicates that they were alive at approximately the same time.*)
- What are civil rights? (*rights guaranteed by a government to all its citizens*)
- What is discrimination? (*the unfair treatment of someone based on traits such as skin color, race, or religion*)

Check for Understanding



Evaluate: In what ways was Susan B. Anthony’s fight for civil rights and Abraham Lincoln’s fight for civil rights similar? (*Both fought to abolish slavery.*)

In what ways were Susan B. Anthony’s fight for civil rights different from Abraham Lincoln’s fight for civil rights? (*Susan B. Anthony fought for women to get the right to vote, whereas Abraham Lincoln did not.*)

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.G Evaluate details read to determine key ideas.

- How did Susan B. Anthony fight for equal rights for women? (*She started a newspaper, gave speeches, wrote petitions, and voted for president although it was illegal to do so.*)

IMAGE PREVIEW (5 MIN.)

- Explain that today's Read-Aloud is about a very important woman in American history named Eleanor Roosevelt. 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.

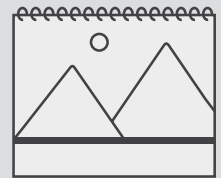
Show Image 3A-10: Eleanor Roosevelt at the United Nations

- 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.
- Eleanor Roosevelt was married to the president of the United States during a very difficult time in the country's history. 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.
- Explain that Eleanor fought not only for civil rights, she also fought for human rights. Define human rights as those rights 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 simply because they are human. Some of these rights are the right to have food and a place to live, and the right to an education and a job.

Support

Reread relevant portions of "Susan B. Anthony: An Advocate for Women's Rights" as needed.

Flip Book 3A-10



Lesson 3: Eleanor Roosevelt: A Voice for Human Rights

Read-Aloud



Reading: Students will explain the connection between Eleanor Roosevelt and the fight for human rights.



TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.7.C

Language: Students will demonstrate an understanding of the Tier 2 word *admirable* by using the word in a discussion with a partner.



TEKS 2.1.C; TEKS 2.7.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to hear about the connection between Eleanor Roosevelt and the fight for human rights.

“ELEANOR ROOSEVELT: A VOICE FOR HUMAN RIGHTS” (15 MIN.)



Show Image 3A-1: Eleanor Roosevelt

One of the most **admirable** women in American history was one named Anna Eleanor Roosevelt. *The word admirable contains the root word admire, which is a verb that means to respect. Based on the meaning of that root word, what does the word admirable mean? (It describes something*

or someone that deserves respect.) 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. *What are achievements?*

Although Eleanor’s family was very wealthy, they believed in helping those less fortunate. *This means they believed in helping those who had little money or had particular needs.* And so from an early age, Eleanor learned to care about people who struggled to survive.



TEKS 2.1.A Listen activity, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.



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

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

When Eleanor was fifteen years old, she was sent to an English boarding school for girls. *What is a boarding school? Who else did you hear about who went to a boarding school?* (Susan B. Anthony) 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 children [*Point to the family portrait.*]*—*Anna; James; Elliott; Franklin Jr.; John—and another son who died when he was a baby.

Support

Have students determine the meaning of *strict*, based on the way it is used in this sentence.

Challenge

Have students identify the capital of the state in which they live.



Show Image 3A-4: Eleanor assisting her husband, Franklin

Eleanor's husband, Franklin, was interested in **politics**. *The word politics means the activities of the people in the government.* 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. *Why is Washington, D.C., an important city in the United States?* Eleanor spent a great deal of time with her family, but she also worked on many projects that reached out to people who needed help.

In 1921, Franklin 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. *[Point to the wheelchair in the image.]*

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. *The word devotion means extreme dedication or attachment to someone or something.* She was determined to do everything she could to help her husband fulfill his ambition to be president. *The word ambition means a determination 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. *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.* 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**. *The First Lady is the wife of the president.*

Challenge

Remind students that they learned in The War of 1812 domain about the first president's wife who was called the First Lady. Have students identify that woman. *(Dolley Madison)*

Franklin D. Roosevelt had become president during one of the most difficult times in American history. This period was known as the Great Depression. Millions of people were unemployed, or without a job. Many were hungry and desperate. Hundreds and thousands of men, women, and children stood in line at soup kitchens. Soup kitchens are places where food is provided for free to those in need. Franklin and Eleanor were saddened by what was happening to so many Americans. They promised to help them.

Eleanor traveled all over the United States, acting as her husband's "eyes and ears." *What do you think it means to act as someone's eyes and ears?* 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."

Challenge

Explain that the saying "two heads are better than one" means that two people working together to accomplish the same goal is often better than one person working alone. Have students identify how this saying could be applied to Eleanor Roosevelt and Mary McLeod Bethune. (*The two women 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.*)

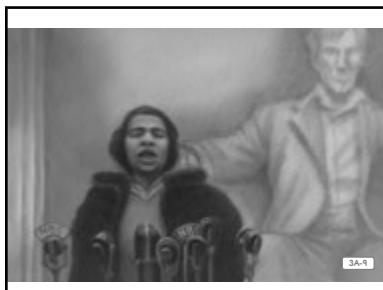
And so, together, Eleanor and Mary set up the National Youth Administration and the Division of Negro Affairs. These programs helped many young African Americans pay for their education. Just like today, a better education provides better employment opportunities, or a chance to get a better job. Eleanor dedicated much of her life to working for civil rights and **human rights**. *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. *What does discrimination mean?* 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.

Even after the death of her husband, Franklin, Eleanor continued to work for human rights. *What are human rights?* 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.

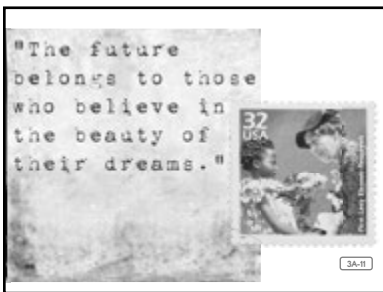


Show Image 3A-10: Eleanor at the United Nations

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

For many years, Eleanor traveled to Asia, the Middle East, and Europe. *[Point to these locations on a world map or globe.]* 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, *[Point to these words on the image.]* "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.

Challenge

Have students explain the meaning of the quote, "The future belongs to those who believe in the beauty of their dreams."

COMPREHENSION QUESTIONS (10 MIN.)

Support

Reread relevant parts of the Read-Aloud as needed.



Check for Understanding

Evaluate: What is the connection between Eleanor Roosevelt and the fight for human rights?

(Eleanor Roosevelt spent much of her life as First Lady seeing people who did not have jobs, enough food, or places to live, so she worked to try to help them. After she was no longer First Lady, President Harry S. Truman asked her to work at the United Nations, where she became the leader of the UN's Commission on Human Rights. She wrote the Universal Declaration of Human Rights, which says 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.)

1. **Literal.** 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.)*
 - **Literal.** Who taught Eleanor the importance of helping others? *(her parents)*
2. **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.)*
 - **Literal.** Because she was married to a president, what title did Eleanor Roosevelt have? *(First Lady)*
3. **Literal.** What was the Great Depression in the United States? *(It was a difficult time period in American history when many people didn't have jobs or much money.)*
4. **Literal.** 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.)*

5. **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.*)
6. **Evaluative.** *Think-Pair-Share:* What are some adjectives, or describing words, you would use to describe Eleanor Roosevelt? (*Answers may vary.*)

WORD WORK: ADMIRABLE (5 MIN.)

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 Discussion activity for follow-up. Think of someone or something you think is admirable. Talk with your partner about why you think this person or thing is admirable. Be sure to use the word *admirable* when discussing this person or thing. Remember to speak clearly and neither too fast nor too slow. Ask whether your partner understands what you are saying. It may help to make a list of your reasons and go through them one by one.

 [Have several students share their discussions with the class.] **TEKS 2.1.C**



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Selecting Language Resources

Beginning

Have students use one or two academic words to describe Eleanor Roosevelt.

Intermediate

Have students use three or four academic words to describe Eleanor Roosevelt.

Advanced/Advanced High

Have students use five or more academic words to describe Eleanor Roosevelt.

ELPS 1.E; ELPS 3.D

 **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Lesson 3: Eleanor Roosevelt: A Voice for Human Rights



Application

Writing: Students will follow and restate instructions before writing a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements.



TEKS 2.1.B; TEKS 2.9.B; TEKS 2.9.D.i; TEKS 2.12.A

Image Card 3



Support

Remind students that both Susan B. Anthony and Abraham Lincoln worked to abolish slavery before the end of the Civil War in the late 1800s, and Susan B. Anthony worked for women's right to vote in the years after the Civil War.

Activity Pages 3.1, 3.2



TIMELINE (5 MIN.)

- Display the Fighting for a Cause Timeline started in Lesson 2.
- Review the individuals placed on the timeline thus far.
- Show students Image Card 3 (Eleanor Roosevelt) and ask them to describe the important work she did for social causes during and after the time she was First Lady.
- Explain that the work Eleanor Roosevelt did as First Lady came several years after the work done by Susan B. Anthony and Abraham Lincoln.
- Have students determine where on the timeline Image Card 3 should be placed. (*to the right of Susan B. Anthony and Abraham Lincoln*) Place the image card on the timeline.



FREE VERSE WRITING (15 MIN.)

TEKS 2.12.A

- 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.
- Describe the following steps involved in this activity:
 - Students will work with a partner to brainstorm ideas about the individual from the Read-Aloud.
 - Students will each complete a Central Idea/Supporting Evidence Web with the ideas they would like to include in the free verse poem.



TEKS 2.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

- Students will each write a free verse poem in which they express their opinion about the person's accomplishments.
- Several students will share their free verse poems with the class.

- Give students the opportunity to ask questions to clarify these instructions, and explain that you will have several students give these instructions in future lessons for the free verse writing activity. **TEKS 2.1.B**



Check for Understanding

Central Idea/Supporting Evidence Web: With your partner, use Activity Page 3.1 to brainstorm ideas about Eleanor Roosevelt and her accomplishments. Write the central idea, "Eleanor Roosevelt," in the circle in the center and, in the circles around that, write the supporting evidence—ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 3.2 to individually create a free verse poem in which they express their opinion of Eleanor Roosevelt and her achievements. Remind students to write Eleanor Roosevelt's name on the line below the images on Activity Page 3.2.
- After students complete their free verse poems, have several students share their poems with the class

End Lesson

Support

Write *Eleanor Roosevelt* on the board/chart paper for students to copy.

Support

Remind students that they may choose to use some of the adjectives they and their partner used to describe Eleanor Roosevelt in the *Think Pair Share* activity after the Read-Aloud.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing Opinion Pieces

Beginning

Allow students to dictate their poems to an adult.

Intermediate

Allow students to collaborate with a peer to write their poems.

Advanced/Advanced High

Have students work independently to write their poems.

ELPS 5.G

TEKS 2.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

4

FIGHTING FOR A CAUSE

Mary McLeod Bethune: A Dedicated Teacher

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about Susan B. Anthony and Eleanor Roosevelt.

 **TEKS 2.1.A**

Reading

Students will explain how Mary McLeod Bethune improved the lives of African American girls and will ask and answer questions about the Read-Aloud to check understanding.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.B; TEKS 2.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *proud*.

 **TEKS 2.6.E; TEKS 2.7.F**

Writing

Students will follow and restate instructions before writing a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements.


 **TEKS 2.1.B; TEKS 2.9.B; TEKS 2.9.D.i; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 4.2**Mary McLeod Bethune Free Verse Poem**

Students will write a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements.

 **TEKS 2.12.A**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society;

LESSON AT A GLANCE


	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Flip Book: 4A-3
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 4A-1–4A-11
“Mary McLeod Bethune: A Dedicated Teacher”			
Comprehension Questions			
Word Work: <i>Proud</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Image Card 4 <input type="checkbox"/> Activity Pages 4.1, 4.2 <input type="checkbox"/> Poster 2M: Pool (Flip Book)
Free Verse Writing			
Multiple Meaning Word Activity			

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

 **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

health care, n. medical care that is 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 them 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 members of the first-place tennis team were proud of their accomplishments this year.

Variation(s): none

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

Example: Taye 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

Vocabulary Chart for "Mary McLeod Bethune: A Dedicated Teacher"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	health care scholarship	federal (<i>federal</i>) privilege (<i>privilegio</i>) proud society (<i>sociedad</i>)	
Multiple Meaning			
Sayings and Phrases	pool of light the people scattered joined forces with		

Lesson 4: Mary McLeod Bethune: A Dedicated Teacher



Introducing the Read-Aloud

Speaking and Listening: Students will review information about Susan B. Anthony and Eleanor Roosevelt.

 **TEKS 2.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the Fighting for a Cause Timeline, review the information learned thus far.



Check for Understanding

Recall: [Have students respond to the following questions to review the material:]

- Who are the three people shown on this timeline? (*Susan B. Anthony, President Lincoln, and Eleanor Roosevelt*)
- 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*)
- 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*)

Support

Have students review the difference between civil rights (those that the government gives to people, such as the right to vote and the right not to be discriminated against) and human rights (those that all people should have, such as the right to food, shelter, a job, and an education).

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Challenge

Have students review the saying that was used to describe the way Eleanor Roosevelt and Mary McLeod Bethune worked together. (*“two heads are better than one”*) Have students explain the meaning of this saying. (*Often, two people working together to solve a problem can be more effective than one person alone.*)

Flip Book 4A-3

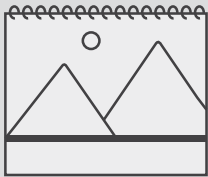


IMAGE PREVIEW (5 MIN.)

- Remind students that in the previous Read-Aloud, they heard briefly about a woman named Mary McLeod Bethune who worked with Eleanor Roosevelt and President Roosevelt.

Show Image 4A-3: Mary teaching

- Have students describe what they see in this image and determine what information this image provides about Mary McLeod Bethune. (*The image shows that Mary was a teacher and helped people through education.*)
- Explain that today students will hear more about the things Mary did to help improve the lives of many Americans, especially African American girls.

Lesson 4: Mary McLeod Bethune: A Dedicated Teacher

Read-Aloud



Reading: Students will explain how Mary McLeod Bethune improved the lives of African American girls and will ask and answer questions about the Read-Aloud to check understanding.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.B; TEKS 2.7.C

Language: Students will demonstrate an understanding of the Tier 2 word *proud*.

TEKS 2.6.E; TEKS 2.7.F

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” (15 MIN.)



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. *[Point to South Carolina on a U.S. map.]* 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. *[Reference a location about five miles from your school.]* How would you feel if you had to walk five miles to get to school?

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

Support

Review the meaning of the word *proud*.

Challenge

Have students determine the meaning of the word *determined* based on the way it is used in this sentence.



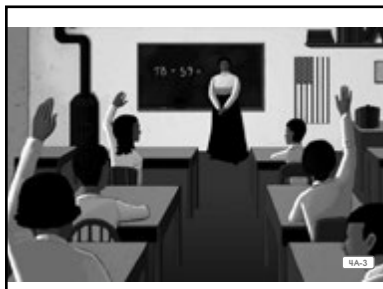
Show Image 4A-2: Mary as a child, with siblings and neighbors

Mary didn't mind. Going to school was a **privilege** that few African American children had—especially girls. *A privilege is an honor or advantage that someone has.* 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. *When someone is proud, they feel a sense of honor or satisfaction.*

When Mary was thirteen years of age, she received a **scholarship** to study at a school for African American girls. *When someone receives a scholarship, it means they are given money or an opportunity to study with little or no cost.* The school was called Scotia Seminary in North Carolina. *[Point to North Carolina on a U.S. map.]* 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. *[Point to Chicago, Illinois, on a U.S. map.]* After graduating, Mary returned to South Carolina *[Point to South Carolina on a U.S. map.]* 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. *[Point to Florida on a U.S. map.]* 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. *How do you think Mary and her students felt when they discovered that some people wanted to scare them away?*

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. *Here the word pool means a small area filled with light.*

Before long the people scattered. *What does the phrase the people scattered mean?*

Support

A pool can also be a structure that is filled with water and used for swimming.



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. *What does the word proud mean?* 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. *[Point to the image of the school.]*



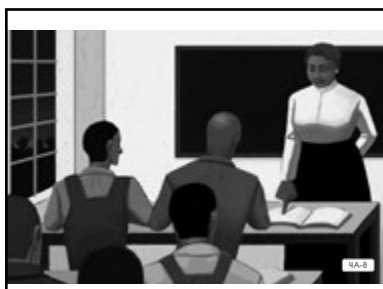
Show Image 4A-7: African American hospital workers

However, Mary wasn't quite finished. There was more work to be done. Mary opened up her own hospital. Many African Americans received treatment in Mary's hospital. *How would you describe Mary's personality?* (Answers may vary, but may

include determined, kind, generous, hard-working.) In addition to promoting education and **health care**, Mary joined forces with various groups who were campaigning for the right for women to vote. *Health care is medical care that people receive, like being able to see a doctor if you are sick or hurt.* As you have already discovered, in the early 1900s, women could not vote. *What is the word that means the right to vote?* (suffrage)

Support

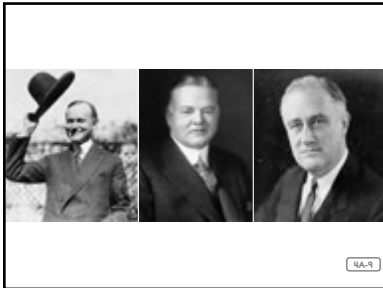
Remind students they learned the word *suffrage* from the Read-Aloud about Susan B. Anthony.



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.

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. 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. *Why do you think Mary thought reading was so important?*



Show Image 4A-9: Three presidents

Mary's efforts had not gone unnoticed.

Three U.S. presidents asked Mary for advice.

President Coolidge *[Point to the image on the left.]* invited her to attend his Child Welfare

Conference. President Hoover *[Point to the image in the center.]* asked her to head up the

White House Conference on Child Health, and

President Roosevelt *[Point to the image on the right.]* named her as Special Advisor on Minority Affairs. *Who was married to President Roosevelt? Why do you think three U.S. presidents asked Mary for advice?* Mary also became a founder and the first president of the National Council of Negro Women.

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. *The word federal refers to a central government that has far-reaching powers.* Mary wanted all African Americans to become fully involved in American **society**. *A society is a community of people who live together and share many of the same beliefs and experiences.*

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

Challenge

Have students identify the African American president elected in 2008. (*President Barack Obama*)

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Did many African American children, especially girls, have many opportunities to go to school when Mary was a child?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Mary considered going to school a privilege because . . .”)

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 3.H; ELPS 4.I



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. In 2008, the United States elected 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. [Point to Washington, D.C., on a U.S. map.] 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. *What does discrimination mean?*

COMPREHENSION QUESTIONS (10 MIN.)

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 that allowed her to go to school.*)



Check for Understanding


Recall: How did Mary McLeod Bethune improve the lives of African American girls? (*She started a school for African American girls at a time when they had limited opportunities for education.*)

3. **Literal.** In addition to opening a school for girls in Florida, what other institutions did Mary open there? (*Mary opened a hospital and a library in Florida.*)
4. **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.*)
5. **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. **TEKS 2.6.B**

WORD WORK: PROUD (5 MIN.)

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 Discussion activity for follow-up. Tell your partner about a time you felt proud of an achievement. Use the word *proud* as you discuss the achievement, and give as many details as possible. [Remind students that the word *proud* means to feel honor or a sense of satisfaction.]

 **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

Lesson 4: Mary McLeod Bethune: A Dedicated Teacher



Application

Writing: Students will follow and restate instructions before writing a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements. **TEKS 2.1.B; TEKS 2.9.B; TEKS 2.9.D.i; TEKS 2.12.A**

TIMELINE (5 MIN.)

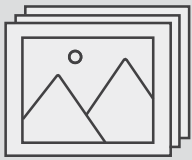
- Display the Fighting for a Cause Timeline started in Lesson 2.
- Review the individuals placed on the timeline thus far.
- Show students Image Card 4 (Mary McLeod Bethune) and have them describe the important work Mary did during her life.
- Help students understand that Mary lived and fought for civil rights and human rights after Susan B. Anthony, at approximately the same time as Eleanor Roosevelt, but she was born shortly before Eleanor Roosevelt.
- Have students determine 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 (15 MIN.)

- Have students identify the 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 Mary McLeod Bethune's achievements.
- Remind students that they discussed the four-step process involved in writing the free verse poem in the last lesson. Have one or more students describe the steps involved in this activity: **TEKS 2.1.B**
 - Students will work with a partner to brainstorm ideas about the individual from the Read-Aloud.
 - Students will each complete a Central Idea/Supporting Evidence Web with the ideas they would like to include in the free verse poem.

TEKS 2.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.9.B** Explain visual patterns and structures in a variety of poems; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

Image Card 4



Support

Reread relevant portions of the Read-Aloud as needed.

Activity Pages 4.1, 4.2



Support

This is the first lesson in which students will be giving the directions for this four-step process, but they will also provide these directions in future lessons. Provide guidance and support as needed.

- Students will each write a free verse poem in which they express their opinion about the person's accomplishments.
- Several students will share their free verse poems with the class.
- Give students the opportunity to ask questions to clarify these instructions.



Check for Understanding

Central Idea/Supporting Evidence Web: With your partner, use Activity Page 4.1 to brainstorm ideas about Mary McLeod Bethune and her accomplishments. Write the central idea, “Mary McLeod Bethune,” in the circle in the center and, in the circles around that, write the supporting evidence—ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 4.2 to individually create a free verse poem in which they express their opinion of Mary McLeod Bethune and her achievements. Remind students to write Mary McLeod Bethune’s name on the line to the left of the image of Mary on Activity Page 4.2.
- After students complete their free verse poems, have several students share their poems with the class

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Definition Detective: Pool

- Remind students that they heard in the Read-Aloud, “As the group of people stood in a pool of light, Mary and the frightened girls watched and sang songs.”
- Have students work with a neighbor to think of as many meanings for *pool* as they can.

Show Poster 2M (Pool)

- Have students point to the picture on the poster that shows how the word *pool* is used in the lesson. (*one*) Remind students that in this example, *pool* means a small area of light or liquid.

Support

Write *Mary McLeod Bethune* on the board/chart paper for students to copy.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing Opinion Pieces

Beginning

Allow students to dictate their poems to an adult.

Intermediate

Allow students to collaborate with a peer to write their poems.

Advanced/Advanced High

Have students work independently to write their poems.

ELPS 5.G

Support

Provide the following example: "I stepped in a pool of mud. Which pool am I?" The neighbor's response should be "one."

- *Pool* also means other things. *Pool* can mean a large structure that is filled with water and that is used for swimming. Have students point to the picture on the poster that shows this meaning of the word. (*two*)
- *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. Have students point to the picture on the poster that shows this meaning of the word. (*three*)
- Ask students whether they or their neighbor thought of any of these definitions.
- Have students quiz their neighbor on the different meanings of *pool*.

End Lesson

FIGHTING FOR A CAUSE

Jackie Robinson: Champion of Equality

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will explain what Mary McLeod Bethune did to help African American girls. **TEKS 2.1.A; TEKS 2.6.H**

Reading

Students will explain how Jackie Robinson fought for civil rights in sports. **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *challenge*. **TEKS 2.7.F**

Writing

Students will write a free verse poem in which they express an opinion about Jackie Robinson's achievements. **TEKS 2.9.D.i; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 5.3

Jackie Robinson Free Verse Poem Students will write a free verse poem in which they express an opinion about Jackie Robinson's achievements. **TEKS 2.12.A**



Writing Studio

If you are using Writing Studio, you may begin Unit 7 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group/ Partner	10 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Somebody Wanted But So Then Chart (Digital Components) <input type="checkbox"/> Flip Book: 5A-8
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> 10–12 index cards <input type="checkbox"/> Flip Book: 5A-1–5A-11
“Jackie Robinson: Champion of Equality”			
Comprehension Questions			
Word Work: <i>Challenge</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Image Card 5 <input type="checkbox"/> Activity Pages 5.2, 5.3
Free Verse Writing			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 5.4



TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare and display a Somebody Wanted But So Then Chart, similar to the one below. Alternatively, you may access a digital copy in the digital components for this domain.

Somebody	
Wanted	
But	
So	
Then	

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 of unfriendliness, anger, or dislike

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 them 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

Vocabulary Chart for "Jackie Robinson: Champion of Equality"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		challenge gamble hostility intimidate teammates	
Multiple Meaning			
Sayings and Phrases	broke . . . records breaking the color barrier made his debut		

Lesson 5: Jackie Robinson: Champion of Equality

Introducing the Read-Aloud



Speaking and Listening: Students will explain what Mary McLeod Bethune did to help African American girls.

 **TEKS 2.1.A; TEKS 2.6.H**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the Fighting for a Cause Timeline and the following questions, review the information learned 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 women's 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*)

Activity Page 5.1



Support

Review what was happening in the United States during the Great Depression.

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.H Synthesize information to create new understanding.

Support

Review the Somebody Wanted But So Then Chart format with students and consider pairing students who are more familiar with this type of graphic organizer with those less familiar with it.



Check for Understanding

With a Partner: With your partner, complete Activity Page 5.1 with information about how Mary McLeod Bethune helped African American girls.

[Review student responses on Activity Page 5.1 and write them on the Somebody But Wanted But So Then Chart you prepared earlier. Student responses should be similar to the following:]

Somebody	Mary McLeod Bethune
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.

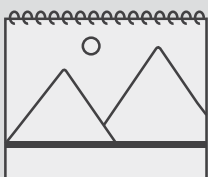
IMAGE PREVIEW (5 MIN.)

- 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 is 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?

Flip Book 5A-8



Lesson 5: Jackie Robinson: Champion of Equality

Read-Aloud



Reading: Students will explain how Jackie Robinson fought for civil rights in sports.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.7.C

Language: Students will demonstrate an understanding of the Tier 2 word *challenge*.

TEKS 2.7.F

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” (15 MIN.)



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. *What does the word courage mean?* (bravery when facing a dangerous or difficult situation) This is the incredible story of Jackie Robinson.



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.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

Support

Review the meaning of the word *hardship*.

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.

Support

Review what it means to break records.

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

Before long, the University of California in Los Angeles, also known as UCLA, offered Jackie an athletic scholarship. *What is a scholarship?*

Who else have you heard about in this domain that also received a scholarship? (Mary

McLeod Bethune) 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

Growing up, Jackie had been aware of discrimination. *What does discrimination mean?* When Jackie joined the army, he realized that there was discrimination there, too. Jackie felt the need to **challenge** these attitudes. *When you challenge something, you question whether something is right.*

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-martialed *or charged with a crime* for refusing this order. However, at his trial he was found to be not guilty.



Show Image 5A-6: Jackie playing for the Monarchs

Jackie left the army toward the end of World War II. 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 his team. The only problem was that the Brooklyn Dodgers was an all-white team. *Back then, African Americans and white people did not play professional sports together.*

Branch met with Jackie and told him that he needed Jackie to be very brave. He wanted Jackie 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** *or take a chance* that Jackie was strong enough to break the color barrier and change attitudes. He believed that Jackie had self-control and courage. *What sort of person did Branch Rickey think Jackie Robinson was?*

Challenge

Have students discuss why it might take more courage to react in a nonviolent way than to react with physical violence.

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.” *What is the word you learned that means responding to unfairness by refusing to take physical action? (nonviolence)* 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**. *Teammates are members of the same side.* 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. *How do you think Jackie felt on the day he finally played for the Brooklyn Dodgers?*

Support

Explain that the phrase *made his debut* means he played his first game.

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**. *Hostility is a feeling or an act of unfriendliness, anger, or dislike.* 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.



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. *The word intimidate means*

to try to make someone do something by making them afraid. 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." *Do you think Jackie Robinson had courage? Who else did you hear about who refused to be intimidated into quitting?* (Mary McLeod Bethune)

Later in his baseball career, Jackie hit a home run, a triple, a double, and a single in the same game.

Jackie could run, hit, steal bases, and play second base like nobody else. His friend and teammate Duke Snider said, "He was the greatest competitor I have ever seen."

Support

Explain that a single in baseball is when a player makes it safely to first base after hitting the ball; a double is when the player makes it safely to second base; a triple is when the player makes it safely to third base; and a home run is when the player makes it safely to home plate after hitting the ball.

Support

Review the meaning of the word *achievement* from Lesson 1. (something gained through hard work)



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. *What was the number on Jackie Robinson's shirt?* 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.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Compare/Contrast: In what ways was Jackie Robinson similar to Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune? (*They all fought for civil rights and fairness in nonviolent ways.*) In what ways was the way Jackie Robinson fought for civil rights different from the ways used by Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune? (*Rather than march, campaign, or protest, he played a professional sport and suffered through humiliation and hostility without letting it stop him from becoming a great baseball player.*)

1. **Literal.** 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.*)
2. **Inferential.** What kind of person was Branch Rickey looking for to break the race barrier in professional baseball? (*Branch Rickey wanted someone with self-control and courage—someone who could not be easily intimidated, who would respond to unfair treatment with nonviolence.*)
 - **Literal.** 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.*)
3. **Literal.** 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.*)
4. **Literal.** Jackie Robinson's fight for fairness did not begin with playing professional baseball, but, instead, it began when he was in the army. What did Jackie do while he was in the army to challenge attitudes about race? (*While in the army, Jackie refused to sit in the back of a military bus simply because he was African American.*)
5. **Evaluative.** *Think-Pair-Share:* Why do you think Branch Rickey wanted a player who would react nonviolently to the hostility and humiliation he knew the player would face? (*Answers may vary.*)

Support

Have students identify the cause for which Jackie Robinson was fighting when he signed on to play on a major league baseball team.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G; ELPS 4.J

WORD WORK: CHALLENGE (5 MIN.)

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?

Support

If students have difficulty generating words on their own, consider modeling the use of a thesaurus.

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

- 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.]
- 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.]
- [After placing the initial set of words on the Horizontal Word Wall, have students 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. As a result, doubting something may be less strong than challenging something.]

Lesson 5: Jackie Robinson: Champion of Equality

Application



Writing: Students will write a free verse poem in which they express an opinion about Jackie Robinson's achievements.

TEKS 2.9.D.i; TEKS 2.12.A

TIMELINE (5 MIN.)

- Display the Fighting for a Cause Timeline started in Lesson 2.
- Review the individuals placed on the timeline thus far.
- Show students Image Card 5 (Jackie Robinson) and have them describe the important work Jackie did during his life.
- Remind students that Jackie Robinson played for two different baseball leagues: the National Negro League and Major League Baseball. Have students identify the league in which he played first.
- Explain that Jackie Robinson broke the color barrier in Major League Baseball after the work of Eleanor Roosevelt and Mary McLeod Bethune. Have students determine the correct location on the timeline for Image Card 5, and then place it to the right of the Eleanor Roosevelt and Mary McLeod Bethune image cards.

FREE VERSE WRITING (15 MIN.)

- Have students identify the 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 Jackie Robinson's achievements.

Image Card 5



Support

Reread relevant portions of the Read-Aloud, as needed..

Activity Pages 5.2, 5.3



TEKS 2.9.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

Support

This is the second lesson in which students will be giving the directions for this four-step process, but they will also provide these directions in future lessons. Provide guidance and support as needed.

Support

Write *Jackie Robinson* on the board/chart paper for students to copy.

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing Opinion Pieces

Beginning

Allow students to dictate their poems to an adult.

Intermediate

Allow students to collaborate with a peer to write their poems.

Advanced/Advanced High

Have students work independently to write their poems.

ELPS 5.G

Activity Page 5.4



- Remind students that they discussed the four-step process involved in writing the free verse poem in the last lesson. Have one or more students describe the steps involved in this activity:
 - Students will work with a partner to brainstorm ideas about the individual from the Read-Aloud.
 - Students will each complete a Central Idea/Supporting Evidence Web with the ideas they would like to include in the free verse poem.
 - Students will each write a free verse poem in which they express their opinion about the person's accomplishments.
 - Several students will share their free verse poems with the class.
- Give students the opportunity to ask questions to clarify these instructions.

Check for Understanding



Central Idea/Supporting Evidence Web: With your partner, use Activity Page 5.2 to brainstorm ideas about Jackie Robinson and his accomplishments. Write "Jackie Robinson" in the circle in the center, and use the circles around that to write ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 5.3 to individually create a free verse poem in which they express their opinion of Jackie Robinson and his achievements. Remind students to write Jackie Robinson's name on the line below the images on Activity Page 5.3.
- After students complete their free verse poems, have several students share their poems with the class.

End Lesson

Lesson 5: Jackie Robinson: Champion of Equality

Take-Home Material

FAMILY LETTER

- Send home Activity Page 5.4.

Pausing Point

NOTE TO TEACHER

You should pause here and spend two days 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 Assessment to assess students' knowledge of the individuals who fought for civil and human rights in America. 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:

- 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
- Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson
- Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson



MID-DOMAIN ASSESSMENT

Match the Activist with the Achievement

Directions: 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 the board/chart paper 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. 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 them 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.

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 Fighting for a Cause 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 their 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*.
- 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.

6

FIGHTING FOR A CAUSE

Rosa Parks: The Mother of the Civil Rights Movement

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson.

 **TEKS 2.1.A****Reading**

Students will explain the connection between a bus and Rosa Parks's fight for civil rights.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F****Language**

Students will demonstrate an understanding of the Tier 3 word *boycott*.

 **TEKS 2.7.F****Writing**

Students will write a free verse poem in which they express an opinion about Rosa Parks's achievements.

 **TEKS 2.9.D.i; TEKS 2.12.A**

FORMATIVE ASSESSMENT


Activity Page 6.2

Rosa Parks Free Verse Poem Students will write a free verse poem in which they express an opinion about Rosa Parks's achievements.

 **TEKS 2.12.A**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Flip Book: 6A-5
Essential Background Information or Terms			
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 6A-1–6A-10
“Rosa Parks: The Mother of the Civil Rights Movement”			
Comprehension Questions			
Word Work: <i>Boycott</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Image Card 6 <input type="checkbox"/> Activity Pages 6.1, 6.2 <input type="checkbox"/> Poster 3M: Chapter (Flip Book)
Free Verse Writing			
Multiple Meaning Word Activity			

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

CORE VOCABULARY

assign, v. to give 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 causing 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, because of things such as race

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

Variation(s): none

Vocabulary Chart for "Rosa Parks: The Mother of the Civil Rights Movement"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	boycott segregation (<i>segregación</i>)	assign disrupted injustice (<i>injusticia</i>)	
Multiple Meaning			
Sayings and Phrases	pushing us around the strength of my ancestors with me changed the course of history		

Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement



Introducing the Read-Aloud

Speaking and Listening: Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson.

 **TEKS 2.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the Fighting for a Cause Timeline, and the following questions, review the information learned thus far.
- Who is depicted, or shown, in these images? (*Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson*)



Check for Understanding

Who Am I? I am going to read several statements about the people you've learned about so far. Tell me whether the statement refers to Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, or Jackie Robinson.

- I was the First Lady who served as my husband's "eyes and ears" because he had polio. (*Eleanor Roosevelt*)
- I broke the color barrier in professional baseball, but I also tried to change attitudes when I was in the army and refused to sit at the back of the bus only because I was African American. (*Jackie Robinson*)
- I fought to end slavery and to gain women the right to vote. (*Susan B. Anthony*)
- I started a school for African American girls, and I taught African American men to read and write so they could vote. (*Mary McLeod Bethune*)

Support

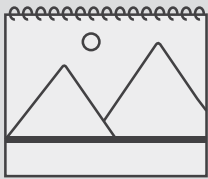
As students identify the individual described by each statement, point to that individual's image on the Fighting for a Cause Timeline.

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Challenge

Remind students that the word *fight* here does not mean to physically strike someone. Have students identify the word used to describe the method of fighting for rights in which someone does not physically strike back. (*nonviolence*)

Flip Book 6A-5



ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain 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 that today students 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.

Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement

Read-Aloud



Reading: Students will explain the connection between a bus and Rosa Parks's fight for civil rights.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F

Language: Students will demonstrate an understanding of the Tier 3 word *boycott*.

TEKS 2.7.F

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" (15 MIN.)



Show Image 6A-1: Rosa Parks

Rosa Louise Parks was born a long time ago, in 1913, in Tuskegee, Alabama. *[Point to Alabama on a U.S. map.]* 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. *What does discrimination mean?* This was especially true in the South, where Rosa lived, because in that part of the United States there was **segregation**. *Segregation is the practice of keeping groups of people separate.* 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.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 2.6.A Establish purpose for reading assigned and self-selected texts; TEKS 2.6.E Make connections to personal experiences, ideas in other texts, and society; TEKS 2.6.F Make inferences and use evidence to support understanding; TEKS 2.7.F Respond using newly acquired vocabulary as appropriate.

Support

Have students identify the individual they heard about who was supposed to sit on the back of the bus because he was African American. (*Jackie Robinson*)



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. You heard about a barbershop when you heard about Susan B. Anthony. Based on that, what do you think a barber does? He was also actively involved in the Montgomery

chapter of the National Association for the Advancement of Colored People (NAACP). The word chapter here means a group in a certain area that makes up one small section of a larger group.

This image shows another chapter of NAACP from another state. 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.

Support

The word *chapter* can also refer to one of the main sections of a book.

Challenge

Have students predict what the author means by the sentence "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

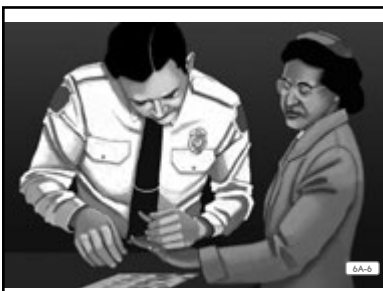
her home. *[Ask students to locate Rosa in the line waiting for the bus. (in the green coat and hat) Ask them to locate Rosa on the bus when you turn to image 6A-5.]* As Rosa boarded the bus, she could see that it was already quite full. Because the section at the back of the bus where African Americans 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." *Why do you think Rosa refused to stand up?*



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. *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.*

Challenge

Have students explain the meaning of the phrase *the strength of my ancestors with me*.

The law at that time in Alabama gave bus drivers the right to **assign** seats. *The word assign means to give or to place.* As a result, many African American people felt threatened and were frightened to challenge this practice, but Rosa had done so. *What does it mean to challenge something?*

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. *Injustice means a lack of fairness.* “When I made that decision,” Rosa said, “I knew that I had the strength of my ancestors with me.”

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



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

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



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

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



Show Image 6A-9: Map with Michigan and Alabama highlighted

Rosa Parks's actions helped to start the civil rights movement. In fact, Rosa became known as the "mother of the civil rights movement." *What is the civil rights movement?* 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.

Rosa became a member of the staff of a Michigan congressman. *The state of Michigan is highlighted in blue in this image, and Alabama, where Rosa rode the bus, is highlighted in green.* 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.

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. *What does nonviolence mean?* Her quiet, courageous act changed America and changed the course of history.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Evaluate: What is the connection between a bus and Rosa Parks's fight for civil rights? (*On a bus, Rosa Parks refused to give up her seat simply because she was African American. She used this form of nonviolent protest to fight for civil rights.*)

Support

Review the meaning of the word *discrimination*.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 1.E; ELPS 4.J

- 1. Inferential.** Why did Rosa Parks refuse to give up her seat? (*Rosa knew that the segregation laws were unfair and chose to fight to end segregation.*)
 - **Literal** 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. Literal.** 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.*)
- 3. Inferential.** 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.*)
 - **Literal.** 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.*)
- 4. Literal.** Who organized the Montgomery Bus Boycott? (*Martin Luther King Jr.*) Was the boycott successful? (yes) How do you know? (*Segregation on buses was outlawed.*)
- 5. Literal.** 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.*)
- 6. Evaluative.** *Think-Pair-Share:* 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.*)

WORD WORK: BOYCOTT (5 MIN.)

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 Discussion activity for follow-up. With a partner, discuss some reasons you might want to boycott a group or business. [Have several students share their responses with the class.]

Challenge

Explain that the study of the history of words is called etymology, and the word *boycott* has an interesting etymology. Have students research the etymology of the word *boycott*.

Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement

Application



Writing: Students will write a free verse poem in which they express an opinion about Rosa Parks's achievements.



TEKS 2.9.D.i; TEKS 2.12.A

Image Card 6



Support

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.

Activity Pages 6.1, 6.2



Support

This is the third lesson in which students will be giving the directions for this four-step process, so most students should need less support to recite the steps involved in this activity.

TIMELINE (5 MIN.)

- Display the Fighting for a Cause Timeline started in Lesson 2.
- Review the individuals placed on the timeline thus far.
- Show students Image Card 6 (Rosa Parks) and have them describe the important work Rosa did to help end segregation.
- Remind students that Rosa Parks refused to give up her seat after Jackie Robinson broke the color barrier in Major League Baseball.
- Have students determine the correct location on the timeline for Image Card 6, and then place it to the right of the Jackie Robinson image card.

FREE VERSE WRITING (10 MIN.)

- Have students identify the 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 Rosa Parks's achievements.
- Remind students that they discussed the four-step process involved in writing the free verse poem in the last several lessons. Have one or more students describe the steps involved in this activity:
 - Students will work with a partner to brainstorm ideas about the individual from the Read-Aloud.
 - Students will each complete a Central Idea/Supporting Evidence Web with the ideas they would like to include in the free verse poem.
 - Students will each write a free verse poem in which they express their opinion about the person's accomplishments.
 - Several students will share their free verse poems with the class.
- Give students the opportunity to ask questions to clarify these instructions.



TEKS 2.9.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.



Check for Understanding

Central Idea/Supporting Evidence Web: With your partner, use Activity Page 6.1 to brainstorm ideas about Rosa Parks and her accomplishments. Write “Rosa Parks” in the circle in the center, and use the circles around that to write ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 6.2 to individually create a free verse poem in which they express their opinion of Rosa Parks and her achievements. Remind students to write Rosa Parks’s name on the line below the images on Activity Page 6.2.

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Multiple Choice: Chapter Show Poster 3M (Chapter)

- Remind students that they heard in the Read-Aloud, “[Raymond] was also actively involved in the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP).”
- Have students determine which picture on the poster matches the way *chapter* is used in the lesson. (*one*)
- *Chapter* can also mean other things, such as one of the main sections of a book. Have students determine which picture on the poster matches this meaning of *chapter*. (*two*)
- Have students work with a neighbor to quiz each other on the different meanings of the word *chapter*. Remind them to be as descriptive as possible and use complete sentences.

~ End Lesson ~

Support

Write *Rosa Parks* on the board/chart paper for students to copy.



ENGLISH
LANGUAGE
LEARNERS

Writing

Writing Opinion Pieces

Beginning

Allow students to dictate their poems to an adult.

Intermediate

Allow students to collaborate with a peer to write their poems.

Advanced/Advanced High

Have students work independently to write their poems.

ELPS 5.G

Support

Explain that here *chapter* refers to the group in a certain area that makes up one section of a larger group.

Support

Provide the following example: “You could say ‘I belong to the Washington, D.C., chapter of the Girl (Boy) Scouts.’ Your neighbor should respond ‘That’s one.’”

7

FIGHTING FOR A CAUSE

Martin Luther King Jr.: Defender of the Dream

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, and Rosa Parks.

 **TEKS 2.1.A**

Reading

Students will identify the main purpose of “Martin Luther King Jr.: Defender of the Dream.”

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.10.A**

Language

Students will demonstrate an understanding of the Tier 2 word *extraordinary*.

 **TEKS 2.7.F**

Writing

Students will write a free verse poem in which they express an opinion about Martin Luther King Jr.’s achievements.

 **TEKS 2.9.D.i; TEKS 2.12.A**


FORMATIVE ASSESSMENT

Activity Page 7.2

Martin Luther King Jr. Free Verse Poem

Students will write a free verse poem in which they express an opinion about Martin Luther King Jr.’s achievements.

 **TEKS 2.12.A**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.10.A** Discuss the author’s purpose for writing text; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Flip Book: 7A-11
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 7A-1–7A-13
“Martin Luther King Jr.: Defender of the Dream”			
Comprehension Questions			
Word Work: <i>Extraordinary</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Image Card 7 <input type="checkbox"/> Activity Pages 7.1, 7.2
Free Verse Writing			

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 kept something or someone out

Example: Unfair laws were banned in the United States.

Variation(s): ban, bans, banning

character, n. qualities or traits that make up a person

Example: Lucy is so honest that cheating could never be part of her character.

Variation(s): none

extraordinary, adj. 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 in specific locations and refusing to move

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

Variation(s): sit-in

Vocabulary Chart for "Martin Luther King Jr.: Defender of the Dream"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	activists (<i>activistas</i>) sit-ins	banned extraordinary (<i>extraordinario</i>)	
Multiple Meaning	minister (<i>ministro</i>)	character	
Sayings and Phrases	stood together peaceful warrior		

Lesson 7: Martin Luther King Jr.: Defender of the Dream



Introducing the Read-Aloud

Speaking and Listening: Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, and Rosa Parks.

 **TEKS 2.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the Fighting for a Cause Timeline, and the following questions, review the information learned so far.
 - Who is depicted in these images? (*Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks*)



Check for Understanding

Recall:

- What right did Susan B. Anthony think women should have? (*the right to vote*)
- What were some of the causes for which Eleanor Roosevelt fought? (*human and civil rights for women, children, African Americans, Native Americans and the poor*)
- In what ways did Mary McLeod Bethune work for equal rights for all? (*She opened a school for African American girls; taught African American men to read and write so they could vote; and opened a hospital and library.*)
- How would you describe Jackie Robinson's achievements? (*He fought for civil rights for athletes so that they would not be discriminated against because they were African American.*)
- How did Rosa Parks respond to being denied equal rights? (*She refused to give up her seat on the bus, which led to the bus boycott and sparked the civil rights movement.*)

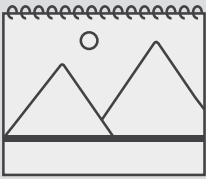
Challenge

Have students discuss why Jackie Robinson's number was retired in Major League Baseball.

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

IMAGE PREVIEW (5 MIN.)

Flip Book 7A-11



- 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.

Show Image 7A-11

- Tell students that today they will hear about one of the most important leaders of the civil rights movement—Martin Luther King Jr.
- Explain that Martin Luther King Jr. was so important to our nation's history that there is a special day set aside each year to honor this man and what he did to make people's lives better.
- 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 central idea, or main topic, of a story.

Lesson 7: Martin Luther King Jr.: Defender of the Dream

Read-Aloud



Reading: Students will identify the main purpose of “Martin Luther King Jr.: Defender of the Dream.”

✚ **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.10.A**

Language: Students will demonstrate an understanding of the Tier 2 word *extraordinary*.

✚ **TEKS 2.7.F**

PURPOSE FOR LISTENING

- 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” (15 MIN.)



Show Image 7A-1: Martin Luther King Jr.

As a young African American boy growing up in the South, Martin Luther King Jr. witnessed and experienced discrimination. *What does discrimination mean?* 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. *An activist is someone who takes action to achieve a goal.* In his short life he would challenge discrimination and change laws and attitudes. *What does it mean to challenge something?* He would bring people of all races together, and this nation would become a better place because of him.

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.10.A** Discuss the author's purpose for writing text; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.



Show Image 7A-2: Martin Luther King Jr.'s childhood home

Martin was born in 1929, in Atlanta, Georgia. [Point to Georgia on a U.S. map.] 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

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. *What is segregation?*

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

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. *A doctorate is the highest academic honor or degree awarded to a student. When someone receives a doctorate, they are called “doctor.” Martin was known as Dr. King.*



Show Image 7A-5: Martin Luther King Jr. and his wife Coretta

Martin had not only gained a doctorate in Boston, he had also gained a wife—a beautiful young lady named Coretta Scott. Coretta had been studying music at the New England Conservatory in Boston. Upon Martin receiving his doctorate, he 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. *What was the discrimination Rosa, Martin, and others experienced on buses?* African Americans had to sit at the back of the bus, and if the bus was full, the

driver would ask a person of color to stand up so that a white person could sit down. Martin thought it was humiliating. And so, as well as being a pastor in Montgomery, Alabama, Martin decided that he would become a civil rights activist. *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. *What is a boycott?* The African American community stood together under his leadership. They refused to ride the buses until they were able to choose a seat freely.

Support

Explain that a car pool is when people share car rides to work with other people.



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. *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. *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) 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.



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. *Which other activists that you heard about also worked to get more people to vote?* (Susan B. Anthony and Mary McLeod Bethune)

In his first speech to this group, Martin said, “We have no alternative but to protest. For many years we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.”



Show Image 7A-9: Lunch counter sit-in

And so it began. African Americans living in southern states where segregation was legal began to protest. Young African American students began to hold **sit-ins** at lunch counters that would not serve them. *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.]

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. preaching from the pulpit

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.

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**.” *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. giving a speech

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. Banned means *stopped or prohibited something*.

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. *Extraordinary describes something that is incredible or out of the ordinary.* 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 in Washington, D.C., 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.

Support

Review the meaning of the word *segregation*.

Challenge

Have students brainstorm ways they could help others on Martin Luther King Day.

Challenge

Have students identify the first monument to an African American built in Washington, D.C. (*Mary McLeod Bethune*) Explain that the monument honoring Mary is not on the Mall in Washington; the one honoring Martin was the first on the Mall to honor an African American.



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G; ELPS 4.J

Support

Reread the quote from Dr. King's "I Have a Dream" speech.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Evaluate: What is the main topic of this Read-Aloud, and what was the author's purpose in writing it? (*The main topic was Martin Luther King Jr.'s role in the civil rights movement and the nonviolent way he fought for civil rights. The author wrote to inform readers about how Martin Luther King Jr. became the leader of the civil rights movement.*)

1. **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. He also allowed himself to go to jail for demonstrating peacefully.*)
 - **Literal.** What did Martin do after Rosa Parks refused to give up her seat? (*Martin organized the Montgomery Bus Boycott.*)
 - **Literal.** Did Martin believe in fighting peacefully for equal rights, or did he believe in using force or violence? (*Martin believed in peaceful protest.*)
2. **Evaluative.** What are some adjectives that you can use to describe Martin Luther King Jr.? Explain your thinking. (*Answers may vary, but may include fair, peace-loving, hardworking, etc.*)
3. **Evaluative.** How would you explain to your family or friends the meaning of the words from Martin's "I Have a Dream" speech? (*Dr. King wanted people to be judged by their character, not by the color of their skin.*)
4. **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.*)

WORD WORK: EXTRAORDINARY (5 MIN.)

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.

- Write the word *extraordinary* on the board/chart paper.
- Explain that the word *extraordinary* is an adjective because it is used to describe nouns, or people, places, or things.
- Explain 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 that when these two words are combined, they form or create a new word with a new meaning. Explain that words like this are called compound words.
- Explain that compound words are written as one word.
- Have students explain the meaning of the word *extraordinary*.
- Have students look at the separate parts of the compound word and describe what happens when they are combined to form a new word.
- Have students provide examples of other compound words, and add those to the list.

Support

Remind students that they have already learned several compound words in this domain: *teammates* and *sit-ins*. Add these words to the board/chart paper.

Challenge

Have students look for other examples of compound words in the future and add those to the list as they arise.

Lesson 7: Martin Luther King Jr.: Defender of the Dream

Application



Writing: Students will write a free verse poem in which they express an opinion about Martin Luther King Jr.'s achievements. **TEKS 2.9.D.i; TEKS 2.12.A**

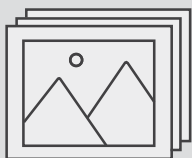
TIMELINE (5 MIN.)

- Display the Fighting for a Cause Timeline started in Lesson 2.
- Review the individuals placed on the timeline thus far.
- Show students Image Card 7 (Martin Luther King Jr.). Have them describe the cause for which Martin Luther King Jr. fought, and how his hard work helped everyone have access to more equal rights.
- Tell students that Dr. King gave his “I Have a Dream” speech after Rosa Parks refused to give up her seat on the bus.
- Have students determine the correct location on the timeline for Image Card 7, and then place it to the right of the Rosa Parks image card.

FREE VERSE WRITING (15 MIN.)

- Have students identify the 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 Martin Luther King Jr.'s achievements.
- Remind students that they discussed the four-step process involved in writing the free verse poem in the last several lessons. Have one or more students describe the steps involved in this activity:
 - Students will work with a partner to brainstorm ideas about the individual from the Read-Aloud.
 - Students will each complete a Central Idea/Supporting Evidence Web with the ideas they would like to include in the free verse poem.

Image Card 7



Support

Remind students 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.

Activity Pages 7.1, 7.2



TEKS 2.9.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

- Students will each write a free verse poem in which they express their opinion about the person's accomplishments.
- Several students will share their free verse poems with the class.
- Give students the opportunity to ask questions to clarify these instructions.



Check for Understanding

Central Idea/Supporting Evidence Web: With your partner, use Activity Page 7.1 to brainstorm ideas about Martin Luther King Jr. and his accomplishments. Write “Martin Luther King Jr.” in the circle in the center, and use the circles around that to write ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 7.2 to individually create a free verse poem in which they express their opinion of Martin Luther King Jr. and his achievements. Remind students to write Martin Luther King Jr.’s name on the line below the images on Activity Page 7.2.

End Lesson

Support

Write *Martin Luther King Jr.* on the board/ chart paper for students to copy.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing Opinion Pieces

Beginning

Allow students to dictate their poems to an adult.

Intermediate

Allow students to collaborate with a peer to write their poems.

Advanced/Advanced High

Have students work independently to write their poems.

ELPS 5.G

8

FIGHTING FOR A CAUSE

Cesar Chavez: Protector of Workers' Rights

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King Jr.

 **TEKS 2.1.A**

Reading

Students will explain the connection between Cesar Chavez and human rights for farmworkers.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F**

Language

Students will demonstrate an understanding of the Tier 3 word *plight*.

 **TEKS 2.7.F**

Writing

Students will write a free verse poem in which they express an opinion about Cesar Chavez's achievements.


 **TEKS 2.9.D.i; TEKS 2.12.A**

FORMATIVE ASSESSMENT

Activity Page 8.2

Cesar Chavez Free Verse Poem Students will write a free verse poem in which they express an opinion about Cesar Chavez's achievements.

 **TEKS 2.12.A**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Flip Book: 8A-1
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 8A-1–8A-11
“Cesar Chavez: Protector of Workers’ Rights”			
Comprehension Questions			
Word Work: <i>Plight</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Timeline	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Image Card 8 <input type="checkbox"/> Activity Pages 8.1, 8.2 <input type="checkbox"/> Flip Book: 8A-6
Free Verse Writing			
Syntactic Awareness Activity			

CORE VOCABULARY

heritage, n. culture, traditions, and items 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

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

Vocabulary Chart for “Cesar Chavez: Protector of Workers’ Rights”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	migrant workers plight	heritage instructing	
Multiple Meaning	strikes	organizer (<i>organizador</i>)	
Sayings and Phrases	seemed to stretch on forever tragedy struck backbreaking work language of their ancestral home serve his country cut the . . . pay recognized [the] union have no voice in society		

Lesson 8: Cesar Chavez: Protector of Workers' Rights

Introducing the Read-Aloud



Speaking and Listening: Students will review information about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King Jr.

 **TEKS 2.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that, when faced with injustice, ordinary people can make extraordinary changes for the good of all citizens.
- Have students discuss which of the individuals they learned about so far they think was extraordinary, and why. (*Answers may vary.*)
- Using the Fighting for a Cause Timeline and the following questions, review the information learned thus far:

Support

Have students review the definition of the word *extraordinary*.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G; ELPS 4.J

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



Check for Understanding

Recall:

- For what causes did Susan B. Anthony fight during her lifetime? (*to abolish slavery and get women the right to vote*)
- For what causes did Eleanor Roosevelt fight during her adult life and as the First Lady of the United States? (*human and civil rights for women, children, African Americans, Native Americans, and the poor*)
- For what causes did Mary McLeod Bethune fight during her lifetime? (*civil rights and human rights*)
- What action did Rosa Parks take that helped to bring about change in the South? (*She refused to give up her seat on a bus, which helped spark the civil rights movement.*)
- How did Jackie Robinson help change segregation laws? (*He broke the color barrier to end segregation in professional sports.*)
- For what causes did Dr. Martin Luther King Jr. fight during his lifetime? (*civil rights*)

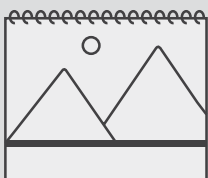
IMAGE PREVIEW (5 MIN.)

- 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 that this is 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.

Flip Book 8A-1



Lesson 8: Cesar Chavez: Protector of Workers' Rights

Read-Aloud



Reading: Students will explain the connection between Cesar Chavez and human rights for farmworkers.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F

Language: Students will demonstrate an understanding of the Tier 3 word *plight*.

TEKS 2.7.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn how Cesar Chavez is connected to human rights for farmworkers.

“CESAR CHAVEZ: PROTECTOR OF WORKERS’ RIGHTS” (15 MIN.)



Show Image 8A-1: Cesar Chavez

Cesar Estrada Chavez [/sae*zar/]
[/es*trad*ə/] [/cho*vez/] was born in 1927,
in the Gila [/hee*lə/] River Valley, near Yuma
[/yoo*mə/], Arizona. [Point to Arizona on a U.S.
map.] 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. Prosperous means *thriving or making money*. 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.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.A Establish purpose for reading assigned and self-selected texts; TEKS 2.6.E Make connections to personal experiences, ideas in other texts, and society; TEKS 2.6.F Make inferences and use evidence to support understanding;
TEKS 2.7.F Respond using newly acquired vocabulary as appropriate.

Support

Review the meaning of the word *settled*, which students learned in the *Westward Expansion* domain.

Challenge

Remind students that they learned about the Great Depression earlier in this domain. Have students explain what the Great Depression was and who was president at the time.



Show Image 8A-2: Migrant workers picking 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. *A migrant worker is a person who travels from one area to another,*

often in search of work such as harvesting crops. [Point to California on a U.S. map.] 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.



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 Hispanic because they were originally from the Spanish-speaking country of Mexico. Hispanic and Latino people, just like African Americans, faced discrimination and segregation. *What do the terms discrimination and segregation mean?* However, Cesar's family celebrated their Mexican **heritage**, and spoke Spanish, the language of their ancestral home. *The word heritage means the culture, traditions, and items that are handed down from generation to generation.*

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.

Support

Have students identify the compound word in this paragraph. (*backbreaking*)



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. *What does it mean to be proud of someone or something?*

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.

Support

Have students explain the meaning of the phrase *serve his country*, based on the way it is used in this paragraph.



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. *Why do you think the workers*

suffered from bad health? They worked seven days a week, often fourteen hours a day, for very little pay. If they were injured or became sick, they found it difficult to pay medical bills. These migrant workers were only employed during harvest time. And of course, migrant workers did not earn money when bad weather prevented them from working, while waiting for crops to ripen, or when they traveled from job to job. Cesar 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.

An organizer is someone who brings people and ideas together to accomplish a certain goal. 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

Support

A register is also a machine used in a store that calculates how much money is owed.

their day-to-day problems, and **instructing** others on how to become U.S. citizens. *Instructing is teaching or guiding someone to do something.* He encouraged all farmworkers to register to vote, and he helped to register thousands of new voters. *The word register here means to sign up to vote.*

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. *What is an activist?*



Show Image 8A-7: Cesar creates the NFWA

Cesar believed that all farmworkers needed a union to represent their best interests. A union is a large, organized group of workers who join together and elect leaders to speak for them. The union leaders try to make sure the members' needs are being met.

Cesar knew that a union would have the power to increase wages, or pay, and provide health care for farmworkers. *You learned the term health care when you heard about Mary McLeod Bethune. What does the term health care mean?* 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.

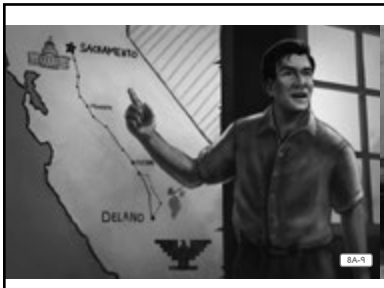
Cesar thought Dr. Martin Luther King Jr. had the right idea about protesting in a nonviolent way. He decided to do the same thing. Cesar led marches, fasts, and boycotts, but never violent protests. *A fast is when a person does not eat for a period of time. What is a boycott?*



Show Image 8A-8: Cesar leads the strike

One of the most important farmworkers' **strikes** Cesar led was against grape growers in California. *Strikes are stoppages of work that continue until an employer and the workers agree on things such as more wages, better working conditions, etc.* 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. *A plight is a very bad situation.*

Support

Have students explain what is meant by Cesar's words "The fight is never about grapes or lettuce. It is always about people."

Support

Have students identify the word that can be used to describe the refusal to buy grapes in sympathy with the plight of the workers. (*boycott*)



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. *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.*

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/] [/sə/] [/pweɪd*ae/]"—“Yes, we can.” And he certainly did.

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Evaluate: What is the connection between Cesar Chavez and human rights for farmworkers? (*He fought for human rights for the farmworkers in California who performed backbreaking work for very little pay. He also fought for better health care for the workers.*)

1. **Literal.** What happened to Cesar's family after the lack of rain devastated their ranch? (*The Chavez family lost their ranch, so they went to California and became migrant workers.*)
 - **Literal.** Where was Cesar Chavez born? (*Cesar Chavez was born in the Gila River Valley, near Yuma, Arizona.*)
2. **Inferential.** Was life as a migrant worker easy or hard for Cesar and his family? Why? (*Life was very hard. They had to move from place to place. They earned very little money.*)
3. **Inferential.** Why did Cesar Chavez decide to fight for the cause of migrant workers? (*He felt migrant workers deserved better treatment.*)
4. **Inferential.** In what way was Cesar's fight for human rights based on what Martin Luther King Jr. did in the fight for civil rights? (*He organized a peaceful protest march and strike because he believed in Martin's view that the fight should be nonviolent.*)
 - **Literal.** How did the grape growers feel about the strike and the march? (*They were upset because the grapes were withering, so they agreed to increase the amount of money they paid to the migrant workers, and they gave them health care.*)
5. **Evaluative.** *Think-Pair-Share:* 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.*)

Support

Review the concept of human rights, and have students provide several examples. (*rights everyone should have simply because they're human; a right to food and housing, an education, and a job*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G; ELPS 4.J

WORD WORK: PLIGHT (5 MIN.)

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. 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.”

- when victims of an earthquake need to rebuild their damaged homes (*That is a plight.*)
- when a family takes a walk together in a park (*That is not a plight.*)
- when a team wins a sports tournament (*That is not a plight.*)
- when birds lose their habitat, or homes, because of a forest fire (*That is a plight.*)

Lesson 8: Cesar Chavez: Protector of Workers' Rights

Application



Writing: Students will write a free verse poem in which they express an opinion about Cesar Chavez's achievements. **TEKS 2.9.D.i; TEKS 2.12.A**

TIMELINE (5 MIN.)

- Display the Fighting for a Cause Timeline started in Lesson 2.
- Review the individuals placed on the timeline thus far.

Show Image Card 8 (Cesar Chavez)

- Have students describe the cause for which Cesar Chavez fought.
- Explain that Cesar Chavez lived at approximately the same time as Martin Luther King Jr., but he was helping people at a slightly later time than Martin Luther King Jr.
- Have students determine the correct location on the timeline for Image Card 8, and then place it to the right of the Martin Luther King Jr. image card.

FREE VERSE WRITING (10 MIN.)

- Have students identify the 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 Cesar Chavez's achievements.
- Remind students that they discussed the four-step process involved in writing the free verse poem in the last several lessons. Have one or more students describe the steps involved in this activity:
 - Students will work with a partner to brainstorm ideas about the individual from the Read-Aloud.
 - Students will each complete a Central Idea/Supporting Evidence Web with the ideas they would like to include in the free verse poem.

Image Card 8



Activity Pages 8.1, 8.2



TEKS 2.9.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

Support

Write *Cesar Chavez* on the board/chart paper for students to copy.



Check for Understanding

Central Idea/Supporting Evidence Web: With your partner, use Activity Page 8.1 to brainstorm ideas about Cesar Chavez and his accomplishments. Write “Cesar Chavez” in the circle in the center, and use the circles around that to write ideas, words, or phrases you may want to use in your free verse poem.

- After students work in pairs to brainstorm ideas for their free verse poems, have them use Activity Page 8.2 to individually create a free verse poem in which they express their opinion of Cesar Chavez and his achievements. Remind students to write Cesar Chavez’s name on the line below the images of Cesar on Activity Page 8.2.

SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

Conversations

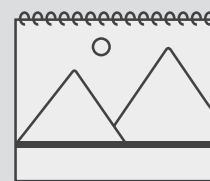
- The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.

Show Image 8A-6: Cesar meeting with workers

- Have students look at this image and explain that, in pairs, they will be making up different kinds of sentences based on what they see in the picture. Remind them to be as descriptive as possible and use complete sentences.
- One partner should make up a question to ask Cesar Chavez. The partner will answer the question.
- The other partner should make up a question that Cesar Chavez might ask students today. The partner will then answer the question.
- Have students create two commands or directions that Cesar Chavez might tell students today, and share them with the partner.
- Have students create two sentences that Cesar Chavez might say to show excitement or emotion, and share them with the partner.

~ End Lesson ~

Flip Book 8A-6



Support

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

Support

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

Support

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

Challenge

Have partner pairs practice and act out a coherent conversation using different types of sentences.

9

FIGHTING FOR A CAUSE

Celebrating Those Who Fought for a Cause

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will summarize the achievements of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez.

✚ **TEKS 2.1.A; TEKS 2.6.H**

Reading

Students will describe the facts that support the author's statement that these were extraordinary people who brought about new, fairer laws.

✚ **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.10.A**

Language

Students will demonstrate an understanding of the Tier 2 word *obstacles*.

✚ **TEKS 2.7.F**

Writing

Students will revise, edit, and publish a free verse poem.

✚ **TEKS 2.11.C; TEKS 2.11.D**

FORMATIVE ASSESSMENT

Activity Page 9.1

Free Verse Poem Students will revise, edit, and publish a free verse poem.

✚ **TEKS 2.11.C; TEKS 2.11.D**

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.10.A** Discuss the author's purpose for writing text; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	☐ Fighting for a Cause Timeline
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 9A-1–9A-13
“Celebrating Those Who Fought for a Cause”			
Comprehension Questions			
Word Work: <i>Obstacles</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Free Verse: Editing and Publishing	Whole Group/ Partner/ Independent	20 min.	☐ Activity Pages 3.2, 4.2, 5.3, 6.2, 7.2, 8.2, 9.1 ☐ Free Verse Poetry Rubric

ADVANCE PREPARATION

Application

- Locate the Free Verse Poetry Rubric in the Teacher Resources section and make a sufficient number of copies so there is one rubric for each student in the class.

CORE VOCABULARY

democratic, adj. relating to 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 that 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

Vocabulary Chart for "Celebrating Those Who Fought for a Cause"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	democratic (<i>democrático/a</i>)	dignity (<i>dignidad</i>) disabilities obstacles (<i>obstáculos</i>)	
Multiple Meaning	taxes		
Sayings and Phrases	take for granted worked tirelessly changed people's hearts and minds stand up and recognize. . .		

Lesson 9: Celebrating Those Who Fought for a Cause



Introducing the Read-Aloud

Speaking and Listening: Students will summarize the achievements of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez.

TEKS 2.1.A; TEKS 2.6.H

WHAT HAVE WE ALREADY LEARNED?

- Using the Fighting for a Cause Timeline, have students identify the seven extraordinary people they have learned about in this domain.

Support

Review the meaning of the word *extraordinary*.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.H Synthesize information to create new understanding.

Support

For every statement that is incorrect, have students rephrase the statement so it accurately states the person's achievement.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., "Did these people all use nonviolent methods to fight for a cause?").

Intermediate

Provide students with a specific sentence frame (e.g., "These people all fought for their causes through . . .")

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 3.F; ELPS 4.I



Check for Understanding

Stand Up/Sit Down: If the statement I read is correct, stand up. If the statement I say is not correct, sit down.

- Susan B. Anthony opened a school for African American girls. (*sit down; She fought for the abolition of slavery and for women's right to vote.*)
- Eleanor Roosevelt helped write a document that said everyone should be given certain human rights. (*stand up*)
- Mary McLeod Bethune opened a school, a hospital, and a library. (*stand up*)
- Jackie Robinson helped farmworkers in California. (*sit down; He broke the color barrier in professional sports.*)
- Rosa Parks started a school for African American girls. (*sit down; She helped to end discrimination on buses.*)
- Martin Luther King Jr. is considered the leader of the civil rights movement. (*stand up*)
- Cesar Chavez worked for human rights for migrant workers. (*stand up*)

Although all these individuals helped improve the world in different ways, the way they fought for civil and human rights was similar. In what way was it similar? (*They all used nonviolent methods to fight for fairness.*)

Lesson 9: Celebrating Those Who Fought for a Cause

Read-Aloud



Reading: Students will describe the facts that support the author's statement that these were extraordinary people who brought about new, fairer laws.

✚ **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.10.A**

Language: Students will demonstrate an understanding of the Tier 2 word *obstacles*.

✚ **TEKS 2.7.F**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn why the author says these were extraordinary people who brought about new, fairer laws.

“CELEBRATING THOSE WHO FOUGHT FOR A CAUSE” (15 MIN.)



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

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. *What are equal rights?* 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. *A democratic form of government is one that includes the right of people to vote for their leaders.* 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. *What group of people could not vote in the United States until 1920? (women)*

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.10.A** Discuss the author's purpose for writing text; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

Challenge

Remind students that they learned in the *Immigration* domain a term that describes people who are not born U.S. citizens but who become citizens. Ask if they remember that term. (*naturalized citizen*)



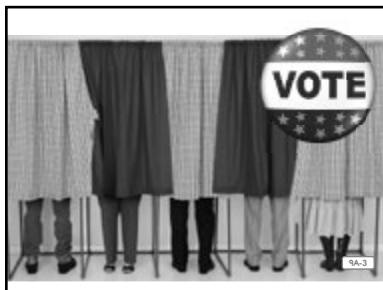
Show Image 9A-2: Naturalization ceremony

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.

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 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. *Obstacles are people or things standing in the way of an action, preventing something from happening.* Let's now review the lives of the brave people you have just learned about.



Show Image 9A-4: Susan B. Anthony trying to vote

What is Susan B. Anthony famous for? Susan B. Anthony worked to expand women's rights in America, especially the right to vote. "A woman must not depend upon the protection of man, but must be taught to protect herself," she once said. Susan was a famous leader of

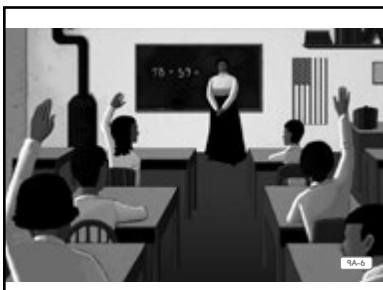
the women's rights movement. Sadly, Susan did not live to see the passage of the 19th Amendment to the U.S. Constitution in 1920, which made it legal for women to vote. Without Susan's efforts, however, the battle for women's rights might have gone on for much longer. *What is another cause for which 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. *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) 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. *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. *What is segregation?* (the practice of keeping groups apart, usually based on things such as skin color) Mary opened a school that eventually became a four-year

college, and she helped many African American men gain the skills they needed to be able to vote. Mary worked closely with Eleanor Roosevelt and a talented team of African American advisors to improve opportunities for all Americans.

Support

Have students define *tirelessly* based on the way it is used in this paragraph.

Challenge

Have students identify the name of the group of African American advisors to President Roosevelt. (*the Black Cabinet*)

Challenge

Have students review the meaning of *integrated*.



Show Image 9A-7: Jackie Robinson named Rookie of the Year

It is said that Jackie Robinson “broke the color barrier.” *What does the phrase broke the color barrier mean?* (ended segregation in professional sports) 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. *What does courage mean?* 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.



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. *What is a boycott?* 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.



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. *What is nonviolence?* 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 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. *What is a migrant worker?* 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.



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. *Disabilities are physical or mental conditions that, without the right support, might limit someone in some way.* 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. *Dignity means a sense of respect and honor.* As Dr. Martin Luther King Jr. once said, "Our lives begin to end the day we become silent about the things that matter."

COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** What is the author's purpose for writing this Read-Aloud? (*The author's purpose is to summarize the accomplishments of each of the seven activists discussed and to explain that their efforts also led to other changes that improved the country.*)



Check for Understanding

Turn and Talk: The author of this Read-Aloud wrote, "These great Americans were able to bring about changes that resulted in new, fairer laws." Talk with your partner about the facts that the author gives to support this statement.

[Have several students share their responses with the class. (*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 professional 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.*)]

2. **Evaluative.** *Think-Pair-Share:* These people all worked to bring about change through nonviolence. Do you think this was the best way to fight for change? Why or why not? (*Answers may vary.*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

ELPS 3.G; ELPS 4.J

WORD WORK: OBSTACLES (5 MIN.)

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?

Use a Making Choices activity for follow-up. 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.”

- trying to ice skate in a crowded rink (*That’s an obstacle.*)
- a construction crew blocking the road (*That’s an obstacle.*)
- riding your bike with a flat tire (*That’s an obstacle.*)
- walking in an open field (*That’s not an obstacle.*)
- running alone on a school track (*That’s not an obstacle.*)

Lesson 9: Celebrating Those Who Fought for a Cause

Application



Writing: Students will revise, edit, and publish a free verse poem.

 **TEKS 2.11.C; TEKS 2.11.D**

FREE VERSE: EDITING AND PUBLISHING

- Have students review each of the seven free verse poems they wrote throughout the domain.
- Have them decide, based on their poems, which of the seven activists they think was the most admirable.
- After each student has selected the activist he or she believes was the most admirable, explain that students will each edit and publish the free verse poem they wrote about that activist.
- Remind students that when they edit their writing, they make corrections to capitalization, usage, punctuation, and spelling. When they revise their writing, they look for ways to improve the writing, or make it better.




Check for Understanding

With a Partner: Share your writing with a partner. Your partner will give you suggestions about how the poem might be improved. Then your partner will share the poem with you, and you should provide suggestions about how the poem might be improved.

- After students complete their peer reviews, have them write the revised poem on Activity Page 9.1.
- After students finish rewriting their poems, explain that the next step in the process is publishing. This step in the writing process is the one in which students will prepare their writing to be read or heard by an audience.
- Explore with students various digital tools to create and/or publish students' free verse poems. Such tools include various student-publishing software and web-based publishing programs. Alternatively, bind all students' final free verse poems into a single book.
- Use the Free Verse Poetry Rubric to assess students' free verse poems.

~ End Lesson ~

 **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions.

Activity Pages
3.2, 4.2, 5.3,
6.2, 7.2, 8.2, 9.1



Challenge

Review with students the meaning of the word *admirable*.

Support

As students write, circulate and provide support as needed.

10

FIGHTING FOR A CAUSE

Faith Florez:
Fighting for
Farm Workers

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will explain what Cesar Chavez did to protect the rights of farm workers.

 **TEKS 2.1.A; TEKS 2.6.B**

Reading

Students will explain the connection between Faith Florez and human rights for farm workers. **TEKS 2.6.B; TEKS 2.6.E; TEKS 2.6.F; TEKS 2.7.C**



Language

Students will demonstrate an understanding of the Tier 2 word *descent*.

 **TEKS 2.3.B**

Writing

Students will identify the similarities and differences between Faith Florez and Cesar Chavez. **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.7.E**



FORMATIVE ASSESSMENT

Activity Page 10.1

Venn Diagram: “Faith Florez” and “Cesar Chavez” Students will compare and contrast between the work of Faith Florez and Cesar

 Chavez. **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.7.E**



TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

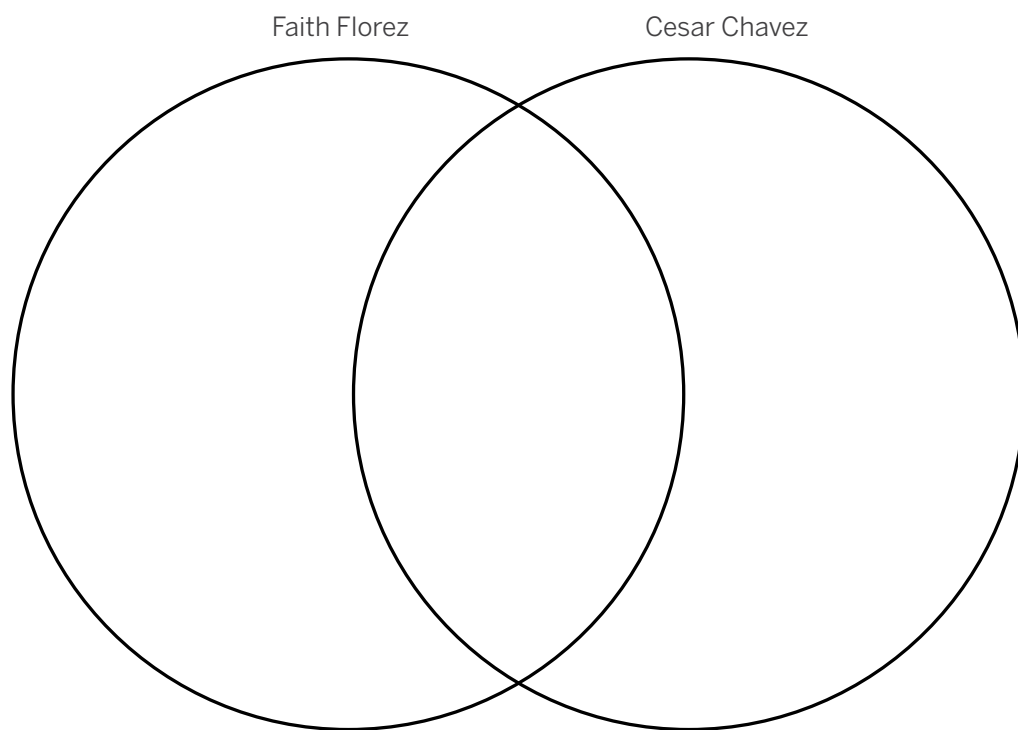
LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (15 min.)			
What Have We Already Learned?	Whole Group	15 min.	<input type="checkbox"/> Fighting for a Cause Timeline <input type="checkbox"/> Flip Book: 10A-1
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-4
“Faith Florez: Fighting for Farm Workers”			
Comprehension Questions			
Word Work: <i>descent</i>			
This is a good opportunity to take a break.			
Application (15 min.)			
Venn Diagram “Faith Florez” and “Cesar Chavez”	Whole Group/ Independent/ Partner	15 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Venn Diagram “Faith Florez” and “Cesar Chavez” (Digital Components)

ADVANCE PREPARATION

Application

- Prepare and display the Venn Diagram for “Faith Florez” and “Cesar Chavez.”



CORE VOCABULARY

descent, n. the people in your family who lived before you were born

Example: Many people in this area are of Mexican descent.

Variation(s): none

foundation, n. an organization started with gifts of money

Example: They created a foundation to help children in need.

Variation(s): none

harsh, adj. unpleasant, difficult and sometimes harmful because of how bad it is

Example: The harsh music hurts my ears.

Variation(s): harshly, harshness

peril, n. something that creates danger or risk

Example: The fire put the city in peril.

Variation(s): perils

notify, v. to tell about or give notice of

Example: The teacher reminded the students to notify their parents about tomorrow's class field trip.

Variation(s): notifies, notifying, notified

Vocabulary Chart for "Faith Florez: Fighting for Farm Workers"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		descent foundation harsh peril notify	
Multiple Meaning			
Sayings and Phrases			



Speaking and
Listening

Reading/Viewing Closely

Beginning

Prompt and support students to recall words and phrases related to Cesar Chavez's work for farm workers.

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail related to Cesar Chavez's work for farm workers.

Advanced/Advanced High
Provide minimal support in eliciting key details related to Cesar Chavez's work for farm workers.

ELPS 4.G; ELPS 4.I

Support

As students describe the causes of the extraordinary people from this domain, point to the individual's image on the Fighting for a Cause timeline.

Start Lesson

Lesson 10: Faith Florez: Fighting for Farm Workers

Introducing the Read-Aloud



Speaking and Listening: Students will explain what Cesar Chavez did to protect the rights of farm workers. **TEKS 2.1.A; TEKS 2.6.B**

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)



Check for Understanding

Recall: What does it mean to fight for a cause? What causes did some of the extraordinary people we learned about fight for? (*Fighting for a cause means working hard to reach a goal. Answers may include human rights, women's right to vote, civil rights for African Americans, discrimination on buses, rights of farmworkers, color barriers in professional sports, and abolition of slavery.*)

- Show students Image Card 8 in the Fighting For a Cause timeline and using the following questions have them describe the important work of Cesar Chavez.
 - Who is the person in this image? (*Cesar Chavez*)
 - What cause did he fight for? How did he do it? (*Cesar Chavez worked to protect the rights of farm workers. He became a CSO leader. He created a union and organized protests.*)
 - Why did he fight for farm workers? (*He came from a family of migrant workers and experienced through them the unfair treatment given to farm workers. He believed that all farm workers deserve respect, higher wages, and proper medical care.*)
- Ask students what questions they may have about Cesar Chavez and his work.



TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

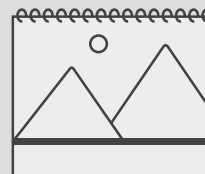
IMAGE PREVIEW (5 MIN.)

- Tell students that today they will hear about another person, a teenage girl, who also wanted to protect the rights of farm workers. Tell students the name of this teenage girl is Faith Florez.

Show Image 10A-1: Faith Florez

- Explain to students that Faith Florez, like Cesar Chavez, wanted to make life better for farm workers.
- Tell students that Faith Florez's work takes place in today's time and that Cesar Chavez's work took place many, many years ago.
- Ask students what questions they may have about Faith Florez. What do you wonder about Faith Florez? What would you like to learn or know more about? Record students' questions and wonderings on chart paper.

Flip Book 10A-1



Lesson 10: Faith Florez: Fighting for Farm Workers

Read-Aloud



Reading: Students will explain the connection between Faith Florez and human rights for farm workers. **TEKS 2.6.B; TEKS 2.6.E; TEKS 2.6.F; TEKS 2.7.C**

Language: Students will demonstrate an understanding of the Tier 2 word *descent*. **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn how Faith Florez is connected to human rights for farm workers like Cesar Chavez.
- Ask students to listen carefully to see if their questions about Faith Florez are answered in the Read-Aloud.

TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

“FAITH FLOREZ: FIGHTING FOR FARM WORKERS” (15 MIN.)



Show Image 10A-1: Faith Florez

Seventeen year old Faith Florez [FLORR-EZ] comes from a family of farm workers and grew up in a small farming community in California. She is of Mexican-American **descent**. *The word descent means the people in your family who lived before you were born.* Her parents, aunts, uncles, and grandparents all worked on

farms, planting, picking, and harvesting crops in California. Her grandmother, Guadalupe Ochoa, [O-CHO-AH] picked roses, cotton, and almonds. Then her father went to pick the same things again. *Think back to what you learned about farmers, what were some of the jobs they did on the farm?*

Farm workers are an important part of our society because they help grow and pick the food we eat. Without them, we will not be able to find food in grocery stores or markets. She grew up watching and hearing stories of what her family went through as they worked. From the age of four, her mother picked cotton and different types of fruit and vegetables. Sometimes she was harmed by the pesticides used on the farm for the plants. *You learned about pesticides when you learned about the work of Cesar Chavez. What are pesticides used for? (Pesticides are chemicals that are used to kill animals or insects that damage plants or crops).* She had no medical help to take care of her if she was sick or injured, and she always worked no matter how hot or cold it was.



Show Image 10A-2: Farm workers in the field

Many of her family members were migrant workers like Cesar Chavez’s family. They went between seasons from farm to farm planting and harvesting crops. *Think back to our lesson on Cesar Chavez, why are they called migrant workers?* Like farm workers in the past, many farm workers today still work under **harsh**

conditions. *When something is harsh it means that it is unpleasant, difficult, and sometimes harmful because of how bad it is.* They work for long hours in very high heat, sometimes without enough access to water, shade, and safety. Sometimes they have to endure aches and pains while working and sometimes they are not given proper medical care. *The word endure means to continue through something no matter how difficult.* The temperature on

the farm could get so intense that it would reach over 100 degrees! *The word intense means having a very great amount of something such as heat. What do you think could happen to farm workers under intense heat? Think about how you feel when it gets too hot, and then imagine yourself doing activities in the heat, how would you feel?*

Being under high heat could make you sick, feel tired, dizzy, dehydrated, and light headed. This is sadly what happened to Faith's grandmother who died working in the farm from heat illness. Faith was unhappy about this, and many other farm workers who suffered from working under harsh conditions. She believed that farm workers should be taken care of, and appreciated for the work they do for us.



Show Image 10A-3: Faith with farmworkers showing the Calor program

Faith wanted farm workers to be safe, happy, and healthy. She also wanted them to be treated fairly. To help with this, she created a special computer program that can be used with watches that farmers wear while at work.

This will help keep them safe from **peril**. *The word peril means something that creates danger or risk. What are some of the perils the farm workers experienced in the story?* She did not want what happened to her grandmother to happen again to others.

Faith named her program "Calor" [KA-LOR] which means hot or heat in Spanish. Her program will protect farm workers by warning them when it gets too hot. This may seem simple but the program does much more. Calor will provide weather updates and tips on what to wear, eat, and drink helping farm workers be better prepared for work. Next, it will measure the body heat of the worker and let them know when it is time for them to take a break for water, shade, and rest. Calor will also **notify** 911 if there is an emergency. *What do you think the word notify means here? (It means to tell about).* In addition, Calor will have articles and videos that farm workers can read and watch to help them learn new ways to stay healthy and safe.

The Calor program is free for farm workers. To use the program, the farm worker would need to add the program to a special kind of watch that is like a small computer and wear it while at work. Faith believes that this is a good step in protecting their rights and lives. Her goal is for every farmer to give their workers these watches. But she knows that this will cost a lot of money. Faith created a **foundation** to raise money to support farmers. *The word foundation here means an organization started with gifts of money.*



Speaking and Listening

Reading Comprehension

Beginning

Reframe open ended questions as a simple yes/no question. (e.g. Are farm workers an important part of society?)

Intermediate

Provide students with a specific sentence frame. (e.g. Farm workers are important to the society because . . .)

Advanced/Advanced High

Encourage students to use key details from the text and domain vocabulary in complete sentences when responding to a question.

ELPS 2.H; ELPS 3.D;

ELPS 3.G

Support

Reread relevant parts of the Read-Aloud as needed.

Foundations give money and help to those in need. Think about your community, are there foundations you know that help people? With the money, farmers can buy the watches they need to use the Calor program. So far she has raised over \$60,000! This is just the beginning. She hopes to grow her project and expand to new neighborhoods, cities and states.



Show Image 10A-4: Faith Florez making positive changes

Faith believes that anyone can make a positive change by improving the lives of others with our actions. She says, "We can all create change in the world. We just need to recognize the problems in our community and utilize the resources around us to make the world a

better place." Think about what problems are in your school or neighborhood community. What positive changes can you make to make it a better place?

COMPREHENSION QUESTIONS (5 MIN.)



Check for Understanding

Think-Pair-Share: Think of the questions you asked before the lesson began. With your neighbor, check to see if your questions have been answered. You may also ask and respond to additional questions you may have.

1. **Literal.** Why are farm workers an important part of our society? (*Farm workers are important to society because they help grow and pick the food we eat. Without them there will be no food in our stores and markets.*)
2. **Literal.** In what way is Faith protecting the rights of farm workers? (*Faith created a special program called Calor which will help keep farm workers safe and healthy.*)

3. **Literal.** How does Calor work? In what ways can it protect farm workers?
(*Calor works through a special kind of watch that farm workers wear while working. The program will warn the farmers whenever it gets too hot, and can tell them when to take breaks. If there is an emergency, it will let 911 know. It also has articles and videos that teach workers how to be safe, healthy, and ready for work.*)
4. **Inferential.** Why does Faith care about protecting the rights of farm workers? (*Faith came from a family of migrant farm workers, and she heard stories and watched the struggles they went through which she thought was not fair. She believed that the workers needed protection, and didn't want what happened to her grandmother to happen again to another person. She saw that no one spoke up for them and chose to do something about it.*)
5. **Evaluative.** *Think-Pair-Share:* Faith, like many other activists you learned about, thought that it was important to protect the human rights of others. Even though she was young, she became an activist. Why do you think we should fight for the rights of others, and do kids like you have the power to change the world? Why or why not? (*Answers may vary, but should include examples from Faith or another activist's story.*)

WORD WORK: DESCENT (5 MIN.)

1. In the Read-Aloud, you heard the words, "She is of Mexican-American descent."
2. Say the word *descent* with me.
3. The word *descent* means the people in your family who lived before you were born.
4. To be of Mexican-American descent means that the people in her family came from Mexico and the United States.
5. Can you think of places where your family members are born or are from? Try to use the word descent when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I am of . . . descent because my family is from . . ."]
6. What is the word we have been talking about?

Use a Making Choices activity for follow-up. Connect the word *descent* to your own experiences and ideas. Turn to your partner and talk about other members of your family or people you know. Where did they come from? Be sure to use the word descent in your discussion.



Support

Provide guidance and support as they complete Activity Page 10.1.

Challenge

Have students complete their Venn Diagrams independently.

**ENGLISH
LANGUAGE
LEARNERS**



Writing

**Writing to
Explain Information**

Beginning

Have students dictate their information to a teacher to complete the diagram for them.

Intermediate

Have students work collaboratively with a peer to complete the diagram.

Advanced/Advanced High

Have students complete the chart independently, using the class version of the chart as a guide.

ELPS 5.G

Lesson 10: Faith Florez: Fighting for Farm Workers

Application



Writing: Students will identify the similarities and differences between Faith Florez and Cesar Chavez. **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.7.E**

VENN DIAGRAM (15 MIN.)

"Faith Florez" and "Cesar Chavez"

- Have students turn to Activity Page 10.1 and display the Venn Diagram for Faith Florez and Cesar Chavez that you prepared in advance.
- Remind students that they have used this Venn diagram before to compare and contrast information. Explain to students that they will be using the Venn diagram to identify the similarities and differences between the stories of Faith Florez and Cesar Chavez.
- Tell students that the enlarged version of Activity Page 10.1 has the number "1" written in the outer circle labeled "Faith Florez", the number "2" written in the center where circles overlap, and the number "3" written in the outer circle labeled "Cesar Chavez".
- Have students complete their Venn diagrams in pairs. Then have students share their Venn diagrams with the class.



Check for Understanding

1,2,3: Where on the Venn diagram would you write the ways Faith Florez and Cesar Chavez are similar to one another? Raise one finger if this information is written in the outer circle on the left, two fingers if it is written in the center section, and three fingers if it is written in the outer circle on the right. (2) Where would you write the information that only applies to Cesar Chavez? (3) Where would you write the information that only applies to Faith Florez? (1)

End Lesson



TEKS 2.6.G Evaluate details read to determine key ideas; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

11

FIGHTING FOR A CAUSE

Kelvin Doe:
Turning Trash
into Treasure

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they learned about Faith Florez and the rights for which she stood. **TEKS 2.1.A**

Language

Students will work collaboratively with a partner to brainstorm examples of inventions. **TEKS 2.1.D**

Reading

Students will explain how Kelvin Doe improved his community and respond to questions using evidence from the text. **TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F; TEKS 2.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *inspiration*. **TEKS 2.7.F**

Writing

Students will write a paragraph about an invention using descriptive details. **TEKS 2.6.H; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Invention Convention
Paragraph

Students will write a short paragraph describing their inventions. **TEKS 2.6.H; TEKS 2.7.E**

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group/ Partner	10 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 11A-2
Essential Background Information or Terms			
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 11A-1–11A-4
“Kelvin Doe: Turning Trash into Treasure”			
Comprehension Questions			
Word Work: <i>Inspiration</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Invention Convention Paragraph	Small Group	20 min.	<input type="checkbox"/> variety of items in the classroom <input type="checkbox"/> paper <input type="checkbox"/> writing tools

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a world map or globe to use in this lesson.
- Prepare to show a real image of a three-light traffic signal.

Application

- Divide students in groups of four for the invention convention activity.

Universal Access

- You may wish to gather pictures of the people of Sierra Leone, cities, foods, football (soccer), and other geographical pictures to help students compare the real images to those in the Read-Aloud.

CORE VOCABULARY

discarded, v. to throw out or away

Example: We discarded some old clothing.

Variation(s): discard, discards

empower, v. to give power to someone

Example: Chi's teacher empowered her to lead the class to the library.

Variation(s): empowers, empowering, empowered

entrepreneur, n. a person who starts a business

Example: Kelvin Doe is an entrepreneur because he started a business to help his community.

Variation(s): entrepreneurs

inspiration, n. something that makes someone want to do something or that gives someone an idea about what to do or create

Example: Her courage is a source of inspiration to us all.

Variation(s): none

perseverance, n. to continue trying to do something even though it is difficult

Example: After months of trying to tie the shoelaces on their sneakers, the child persevered and shouted with joy, "I did it!"

Variation(s): none

recognized, v. to publicly give special attention or notice to someone or something

Example: She was recognized for her high grades with a special award.

Variation(s): recognize, recognizes, recognizing

Vocabulary Chart for "Kelvin Doe: Turning Trash into Treasure"

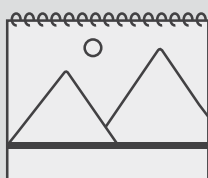
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		discarded empower entrepreneur inspiration perseverance recognized	
Multiple Meaning			
Sayings and Phrases			

Lesson 11: Kelvin Doe: Turning Trash into Treasure

Introducing the Read-Aloud



Flip Book 10A-1

ENGLISH
LANGUAGE
LEARNERSSpeaking and
Listening

Reading/Viewing Closely

Beginning

Prompt and support students to recall words and phrases related to Faith Florez's work for farm workers.

Intermediate

Assist students in eliciting phrases and ideas with greater detail related to Faith Florez's work for farm workers.

Advanced/Advanced High

Provide support in identifying the key details related to Faith Florez's work for farm workers.

ELPS 4.G; ELPS 4.I

Speaking and Listening: Students will review what they learned about Faith Florez and the rights for which she stood. **TEKS 2.1.A**

Language: Students will work collaboratively with a partner to brainstorm examples of inventions. **TEKS 2.1.D**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show Image 10A-1: Faith Florez

- Have students identify who is depicted, or shown in this image. (*Faith Florez*)



Check for Understanding

Recall: [Have students respond to the following questions to review the material.]

- What cause did Faith Florez fight for? (*the rights of farm workers*)
- In what way did Faith Florez work to protect the rights of farm workers? (*She created a special program, named Calor, that will help keep them safe and healthy.*)
- How did the Calor program protect farm workers? (*Calor works through a special kind of watch that farm workers wear while working. The program will warn the farmers whenever it gets too hot, and can tell them when to take breaks. If there is an emergency, it will let 911 know. It also has articles and videos that teach workers how to be safe, healthy, and ready for work.*)



TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.1.D Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain to students that an invention is something new that is imagined and created.
- Tell students that everything we have today was invented by someone to help make our lives better.
- Show students the image of the traffic light that you prepared in advance.
- Ask students to describe what they see in the image. Have students share ideas about how a traffic light signal might help make our lives better.
- Tell students that the three-light traffic signal was invented by Garret Morgan because he wanted to make driving safer for people. The next time you see a traffic light be sure to think of Garret Morgan!
- Tell students that the Calor program created by Faith Florez is also an invention.
- Have students brainstorm various examples of inventions with a partner. Then have students share their responses with the class.
- Ask students what questions they have about inventions.

IMAGE PREVIEW (5 MIN.)

- Explain to students that today they will be hearing about a young man named Kelvin Doe.

Show Image 11A-2: Kelvin Doe

- Explain to students that Kelvin Doe created several inventions using items people threw away to make the lives of people in his community better.
- Tell students that Kelvin Doe is from the country Sierra Leone on the continent of Africa. Point out Sierra Leone on the world map.

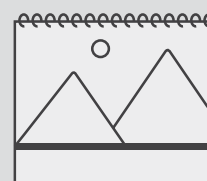
Support

Provide students with additional examples of inventions and inventors. (e.g. Benjamin Franklin's lightbulb, the Wright brothers' airplane, etc.)

Challenge

Have students name another invention that helped make our lives better.

Flip Book 11A-2



Lesson 11: Kelvin Doe: Turning Trash into Treasure

Read-Aloud



Reading: Students will explain how Kelvin Doe improved his community and respond to questions using evidence from the text.



TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F; TEKS 2.7.C

Language: Students will demonstrate an understanding of the Tier 2 word *inspiration*.



TEKS 2.7.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what inventions Kelvin Doe created and how he improved his community.

“KELVIN DOE: TURNING TRASH INTO TREASURE” (15 MIN.)

Did you know that you can turn trash into treasure? This is what a young man from a country in West Africa did to help his community have a better life.



Show Image 11A-1: Sierra Leone

Sierra Leone [SEE-EH-RUH-LEE-OWN] which means “Mountains of Lions” is a country in West Africa. The capital of Sierra Leone is Freetown. Sierra Leone is a beautiful country known for many great things. It has large farmlands, majestic mountains, forests, and cities. The people of the country grow

different types of fruits and vegetables like rice, potatoes, groundnuts, corn, plantains, oranges, pineapples and so much more! Rice is a very important food in Sierra Leone and is made into different kinds of meals. Football, also known as soccer in the United States, is a popular sport which children and adults both enjoy. Sometimes you can see them playing in the streets in different parts of the country. English is the main language of the country, and other languages include Mende [MEN-DEE], Temne [TEM-NEE], Limba [LIM-BUH] and Kiro [KREE-OH]. There are two seasons—the rainy season



TEKS 2.6.A Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

and the dry season. In the rainy season, there are heavy rains and sometimes storms. In the dry season, it is mainly hot and humid. Basically, it's like summer all the time!



Show Image 11A-2: Kelvin Doe

Kelvin Bokai Doe [D-OU] was born in Freetown, Sierra Leone on October 26, 1996. He is the youngest of five children. In his neighborhood, electricity was unstable. Sometimes they had power in their homes and sometimes they did not. This made life challenging for the people in his neighborhood. It was more

difficult to carry on with daily activities like cooking, keeping the lights on, or watching TV. Kelvin decided to do something to help. Kelvin says, "Creativity is universal and can be found in places where one does not expect to find it." This is because you can always make new things or think of new ideas anywhere and anytime. He also believed that simple things could fix big problems. *What does the word creativity mean? What clues from the text did you use? Can you think of a time you used your creativity? What new thing did you make? Or what new idea did you have?* He got **inspiration** from all the different things he found in the trash. *The word inspiration means something that makes someone want to do something or gives someone an idea about what to do.* He began to collect devices that people threw away or **discarded**, and any scrap metal he found laying around. *The word scrap means pieces of things that are thrown away or left over.* He began collecting these things when he was ten years old.

Using what he collected, Kelvin taught himself how to make new things that could help his community. He made big batteries that could power the surrounding homes in his neighborhood. He also created his own radio station, and built an FM radio transmitter which is something used in radio stations to communicate through the radio. He used this to share news and information with the people in his community. He played music at his station, and encouraged young people to have debates and talks about how to make the country better. People in his community began to call him DJ Focus because of his hard work, **perseverance**, and determination to make his country better. Even when things got hard, he never gave up, and continued creating new things. *The word perseverance means to continue to do something even though it is difficult. Do you think Kelvin showed courage? In what ways did he show courage and perseverance?*

Support

Remind students that a *foundation* is an organization started with gifts of money. Foundations give money and help to those in need.



Show Image 11A-3: Kelvin speaking to children

Kelvin was very ambitious and had a passion for learning. At the age of thirteen he taught himself how to invent and build new things. He also participated in a contest for inventors, and was **recognized** by the educational YouTube channel THNKR, news stations, colleges, government programs, and other young people all over the world. *The word recognized means to know, remember and give special attention to someone for what they have done.* His goal in life is to continue to **empower** other kids and improve his country. *To empower means to give power to someone. In what ways do you think Kelvin has empowered the people in his community?* Through his inventions he became one of the youngest people to be invited to the Visiting Practitioner's Program at the Massachusetts Institute of Technology, a top university in the United States. He also speaks to many adults and kids and teaches them how to invent things like he does. In 2016 he was asked to become a member of a foundation that gives free medical care to people who suffer from war and poverty.

As a result of this, he created his own foundations in 2016 called KDoe-Tech and the Kelvin Doe Foundation. His foundations are dedicated to empowering young people in Africa to become inventors and have the courage to make their communities better.



Show Image 11A-4: Kelvin Doe the Inventor

Now Kelvin is twenty three years old, and currently lives in Canada where he continues to study engineering. He is also known as an **entrepreneur** because he has started several businesses to help his family and community. He has met so many important leaders from different countries in the world. Kelvin's life reminds us of the value in helping others, and learning new things to make ourselves better. Kelvin says that "The more I'm able to empower myself, the more I can do things that sustain the world as a whole." He teaches us that we can learn and do simple things to help make our communities better. He encourages us to find inspiration from our environment and to be creative and determined. *Can you think of some ways in which you can empower yourself and help your community?*

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What was the problem that Kelvin was trying to solve? (*Kelvin wanted to solve the unstable electricity problem in his community.*)
2. **Literal.** What did Kelvin do to solve the problem? (*He made big batteries that could power the surrounding homes in his neighborhood.*)
3. **Inferential.** What is the purpose for reading this Read-Aloud? (*The purpose is to learn about Kelvin's inventions and how his inventions helped his neighborhood.*)
4. **Inferential.** Why has Kelvin been successful with his inventions and plans? (*Kelvin always worked hard, and never gave up. He was always learning, and always looked for new ways to help people. He also persevered through difficult situations.*)
5. **Inferential.** From a young age Kelvin has always been creative. What caused this creativity? (*Kelvin has always been creative because he found inspiration from things he found around his community. He never stopped learning, kept on collecting things people threw away and turned them into something new.*)
6. **Evaluative.** *Think-Pair-Share:* Kelvin Doe turned things people threw away into new useful things. Do you think this could be a useful way to help the environment? Why or why not? (*Answers may vary, but should use evidence from the text.*)

WORD WORK: INSPIRATION (5 MIN.)

1. In the Read-Aloud, you heard the words, "He got inspiration from all the different things he found in the trash."
2. The word *inspiration* is a combination of the word inspire and the suffix -tion. What does the word inspire mean?
3. *Inspire* means to make (someone) want to do something or to give (someone) an idea about what to do or create. When you add the suffix -tion to the end of the word inspire, it becomes inspiration. If you have inspiration from something or someone, that means you have a deep feeling to do something because of it.
4. Kelvin Doe got inspiration from the things he found in his community.



ENGLISH
LANGUAGE
LEARNERS

Speaking and
Listening

Reading Comprehension

Beginning

Reframe open ended questions as a simple yes/no question. (e.g. "Did Kelvin want to solve the unstable electricity problem in his community?")

Intermediate

Provide students with a specific sentence frame. (e.g. "Kelvin was successful because . . .")

Advanced/Advanced High

Encourage students to use key details from the text and domain vocabulary in complete sentences when responding to a question.

ELPS 3.D; ELPS 3.G;

ELPS 4.J

Support

Have students draw first, then orally describe their drawings as a basis for writing sentences.

Challenge

Have students work independently on their invention paragraph.

ENGLISH
LANGUAGE
LEARNERS



Writing

Interacting via Written English

Beginning

Have students dictate sentences about their inventions using familiar vocabulary to a teacher to be recorded.

Intermediate

Have students dictate sentences about their inventions using familiar vocabulary to a peer to be recorded.

Advanced/Advanced High

Have students write sentences about their inventions using familiar vocabulary independently.

ELPS 1.E; ELPS 5.G

5. What have you gotten inspiration from? Use the word inspiration when you talk about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I have gotten inspiration from . . ."]
6. What is the word we have been talking about?

Use a Making Choices activity for follow-up. Talk with your partner about a person, place or experience that has given you inspiration and why it inspired you. Use the word inspiration when you talk about it, and answer in complete sentences.

Lesson 11: Kelvin Doe: Turning Trash into Treasure

Application



Writing: Students will write a paragraph about an invention using descriptive details.



TEKS 2.6.H; TEKS 2.7.E

INVENTION CONVENTION PARAGRAPH (20 MIN.)

- Explain to students that inventors like Kelvin create things and ideas using inspiration, imagination, and hard work. Like Kelvin, they will have the chance to create something that can help their community.
- Divide students into the groups that you prepared in advance.
- Tell students that in their groups they will use items around the classroom to create an invention that they think will be helpful to others which they will describe in a paragraph.
- Explain that the paragraph should describe in detail what their invention is, why they chose the invention, what they used to make it and how it can help others. You may wish to provide a model to support students with the activity.
- Tell students to begin. Circulate around the room offering guidance and support as needed.
- Have students share their inventions with other groups or with the entire class.

End Lesson



TEKS 2.6.H Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

12

FIGHTING FOR A CAUSE

Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!

PRIMARY FOCUS OF LESSON

Speaking and Listening

- Students will review what they learned about honeybees and monarch butterflies earlier in the year. **TEKS 2.1.C**

Reading

- Students will identify and explain the connection between Mikaila's work with honeybees and Sydney and Lauren's work with monarch butterflies. **TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F; TEKS 2.7.C**

Language

- Students will demonstrate an understanding of the Tier 2 word thrive. **TEKS 2.7.F**

Writing

- Students will create a community action plan using a graphic organizer to record information. **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.7.E**

FORMATIVE ASSESSMENT

Activity Page 12.1

- Students will create a community action plan and record the information on a graphic organizer. **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.7.E**

- TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 3A-2, 4A-1, 4A-5 from Domain 7: <i>Insects All Around</i> <input type="checkbox"/> Flip Book: 12A-1, 12A-3 <input type="checkbox"/> world map or globe
Image Preview			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 12A-1–12A-5
“Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!”			
Comprehension Questions			
Word Work: <i>Thrive</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Community Action Plan Graphic Organizer	Whole Group/ Partner Work	20 min.	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Community Action Plan Graphic Organizer (Digital Components) <input type="checkbox"/> chart paper <input type="checkbox"/> paper <input type="checkbox"/> writing tools

ADVANCE PREPARATION

Introducing the Read-Aloud

- Gather and prepare to show Flip Book Images 3A-2, 4A-1, and 4A-5 from Domain 7: *Insects All Around*.
- Prepare a world map or globe to use in this lesson.
- Prepare to show videos of honey bees pollinating a flower or producing honey, and butterflies going through metamorphosis to help support students.

Read-Aloud

- Prepare to show real images of Mikaila in a bee suit or at a lemonade stand to use during the Read-Aloud.

Application

- Prepare to show an enlarged version of Activity Page 12.1 or draw a simple chart on chart paper or board. Alternatively, you may access a digital copy in the digital components for this domain.

CORE VOCABULARY

ambassador, n. someone who speaks up for or represents another

Example: The class ambassador represented the class in the school wide meeting.

Variation(s): ambassadors

cope, v. to handle or deal with problems or difficult situations in a successful way

Example: The trial was hard but I'm learning to cope well.

Variation(s): copes, coped, coping

ecology, n. the scientific study of the relationships between living things and their environments

Example: An interest in ecology made her study the habitats of different animals and plants.

Variation(s): none

fascinated, v. to be very interested in something or someone

Example: Her paintings fascinated me.

Variation(s): fascinates, fascinated, fascinating

grant, n. an amount of money that is given to someone by a government or company that is used for a specific purpose, such as research

Example: His study is being funded by a federal grant.

Variation(s): grants

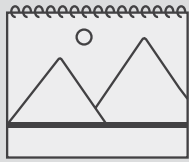
thrive, v. to grow or develop successfully

Example: Plants will always thrive with a lot of care and sunshine.

Variation(s): thrives, thrived, thriving

Vocabulary Chart for "Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	ecology	ambassador cope fascinated thrive	
Multiple Meaning		grant	
Sayings and Phrases			



Support

Show students a video of a honeybee pollinating a flower or producing honey, and a butterfly going through metamorphosis.

ENGLISH LANGUAGE LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Elicit short answers from students (e.g., “What do we call the process where insects go through changes during their life cycle?”).

Intermediate

Elicit more details in students' answers (e.g., “What happens to the honey bee and/or butterfly during metamorphosis?”). For additional support, show the video of a butterfly going through metamorphosis to reinforce concept knowledge.

Advanced/Advanced High

Elicit higher level insights and comparisons (e.g., “Why do we call this a life cycle?”).

ELPS 2.F; ELPS 2.G;

ELPS 3.F

Start Lesson

Lesson 12: Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!

Introducing the Read-Aloud



Speaking and Listening: Students will review what they learned about honeybees and monarch butterflies earlier in the year. **TEKS 2.1.C**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they learned about honey bees and butterflies earlier in the year.

Show Image 4A-1: Honeybee

Show Image 4A-5: Worker bees on honeycomb

- Ask students what they remember about honeybees. (*Answers may vary, but could include that honey bees are social insects and live in colonies; bees also produce honey; bees only sting when threatened.*)

Show Image 3A-2: Life cycle of a butterfly

- Ask students what they remember about butterflies. (*Answers may vary, but could include that butterflies go through metamorphosis which is a process from which they change from larvae to butterflies; butterflies migrate from north to south and tend to be solitary insects; butterflies rest in cocoons during the pupa stage.*)



Check for Understanding

Turn and Talk: With a partner, list as many facts about honey bees and butterflies that you remember. Have students share their responses with the class.



TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

IMAGE PREVIEW (5 MIN.)

- Tell students that today's Read-Aloud is about a young girl named Mikaila Ulmer and two middle school students, Sydney Etzel and Lauren Anderson, who also learned about honey bees and butterflies and took action to help them.
- Tell students that Mikaila, Sydney, and Lauren are from Texas.
- Invite a student to point to Texas on the world map.
- Ask students what is the state capital of Texas. Ask a volunteer to point to Austin on the world map.
- Tell students that Mikaila Ulmer is from Austin, Texas.
- Point to Blanco, Texas on the world map. Tell students that Sydney Etzel and Lauren Anderson are from Blanco and go to Blanco Middle School.
- Ask students to show a thumbs-up if they have been to Austin or Blanco, Texas.

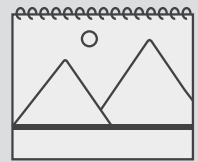
Show Image 12A-1

- Explain to students that Mikaila helped protect honeybees by selling lemonade.

Show Image 12A-3

- Explain to students that Sydney and Lauren created a pollinator garden to protect the monarch butterflies.
- Ask students why honeybees and monarch butterflies are special to Texas. (*The honeybee and the monarch butterfly are the state insects.*)

Flip Book 12A-1, 12A-3



Lesson 12: Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!

Read-Aloud



Reading: Students will identify and explain the connection between Mikaila's work with honeybees and Sydney and Lauren's work with monarch butterflies.

✚ **TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.F; TEKS 2.7.C**

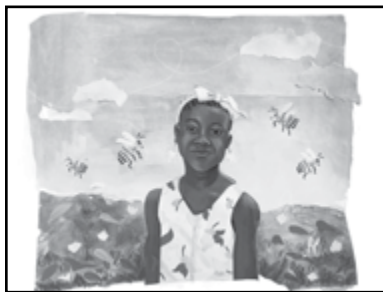
Language: Students will demonstrate an understanding of the Tier 2 word *thrive*.

✚ **TEKS 2.7.F**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn how Mikaila, Sydney, and Lauren protected honeybees and monarch butterflies.

"MIKAILA, SYDNEY, AND LAUREN: ALL ABOUT THE BEES AND BUTTERFLIES!" (15 MIN.)



Show Image 12A-1: Mikaila Ulmer and the Bees

Buzzzzzz Bzzzzz! Who remembers this sound? It's the sound of the honeybee! Your social insect friend that you learned about earlier this year. Did you miss me? *Why are honeybees called social insects?* Well I'm back, and I'm here to tell you about a very special

friend. Her name is Mikaila Ulmer, and she is an **ambassador** for us bees. *An ambassador is someone who speaks up for or represents another. It could be for a government, a group of people, or something they believe in.* Mikaila is our ambassador, because she works everyday to help honeybees.

Mikaila was born in Austin, Texas and lives there with her mother and father. When she was four years old, she was stung by a bee twice in one week. It wasn't me, but I am still sorry, Mikaila. We do not sting people very often, so this was unusual. After being stung, Mikaila became scared of bees. To

✚ **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

help Mikaila **cope** with her fear, her parents suggested that she do some research on honeybees. *The word cope means to handle problems or difficult situations in a successful way.* They hoped that if she understood bees, she would be less scared.



Show Image 12A-2: A suited beekeeper looking at a honeycomb frame

Mikaila's parents were right. As she learned more about bees, she wasn't afraid of them anymore. Instead, she was **fascinated** by the things bees can do. *The word fascinated means to be very interested in something or someone.* *What are some things that fascinate you?* She

learned about how important bees are to the environment because we are pollinators. *What does a pollinator do? A pollinator carries pollen from one plant to another.* She learned that bees help flowers, trees, and other plants grow. Without bees, some plants would not exist. Sadly, she also found out that we are dying rapidly. *When something happens rapidly it means it is happening quickly; at a fast pace or in a short time.* Over the years, we bees have had a difficult time. Some of our colonies have suffered from pesticides used on plants. *Think back, what are pesticides used for?*

Mikaila wanted to help, and started thinking of what to do. While she was thinking, she remembered a special lemonade recipe from her grandmother's cookbook. She decided to sell lemonade to help raise money to protect bees. But her lemonade had a twist. She used honey instead of sugar in her grandmother's recipe, and called it "Me & the Bees Lemonade". *Have you tasted honey before? What does it taste like?* She created a lemonade stand, where she sold her drinks, and taught people about the importance of bees. People loved her lemonade and her idea grew. With the help of her family, she created a business and sold over one hundred and forty thousand bottles. Now her lemonade can be found in many grocery stores and restaurants.

Mikaila continues to advocate for the bees by educating people on the problems bees face. She also gives money from her lemonade sales to foundations and groups that help protect bees all over the world. According to Mikaila, "Buy a bottle . . . Save a Bee!" Thanks Mikaila for being our bee ambassador! Well friends, it's goodbye for now from your social insect friend, the honeybee. Now I will pass it on to my insect friend, the monarch butterfly, to tell you about more special friends! Oh, I think our friend the butterfly is asleep. Say it with me, wake up butterfly!

Support

Show students the images of Mikaila in a bee suit and/or at a lemonade stand that you prepared in advance.



Show Image 12A-3: Sydney Etzel, Lauren Anderson and the butterflies

I'm awake! Hello, it is I, the beautiful monarch butterfly. Please excuse me, I just woke up from my cocoon. You caught me at a great time. I was once a caterpillar and now I am a beautiful orange and black butterfly. I woke up to tell you about two students who are working

to protect their environment and monarch butterflies like me.

In south central Texas, there is a school named Blanco Middle School. You see butterflies travel from north to south each fall and this school is along my way. For butterflies to **thrive**, we need milkweed plants to help protect and feed our eggs and larva. *To thrive means to grow or develop successfully.* We also need nectar plants to feed on as we continue our journey from Texas to Mexico. Unfortunately, we do not see a lot of these things along our way, which makes it hard for us to grow. Luckily, there are two special friends from Blanco Middle School who became our ambassadors.

Sydney Etzel and Lauren Anderson are eighth grade students who love **ecology**. Ecology is the study of living things and their environment. Their favorite topic was the life cycle of the monarch butterfly. They were so fascinated by butterflies and their migration journey, that they searched for ways to help. They wanted to build a pollinator garden that would serve as a safe habitat for the butterflies, but building a garden would cost a lot of money. Thankfully, Sydney and Lauren's ecology teacher told them about a **grant** from the government that they could apply for to help raise money for the garden. *The word grant here means an amount of money that is given to someone by a government or a company.* Although they were young, they believed in themselves and were encouraged by their teacher to apply.



Show Image 12A-4: Working on the garden

Sydney and Lauren spent months planning. They researched, and called businesses for help. They also spent time figuring out how much things for the garden would cost. After careful planning and hard work, they applied for the grant. To their surprise, they won! They received a lot of money from the government

to help build the garden. Sydney, Lauren, and the rest of the students in the ecology class began working on the garden. They used the money to buy the tools they needed, and built soil beds, planted different flowers, and watered

the garden. They also planted different vegetables and other plants that can be used by different pollinators like bees.

Everyone in their community loved the garden. They used it as a way to learn about butterflies and other plants and animals. Sometimes they get to eat the vegetables that grow in the garden and see how pollination works right in front of their eyes. Today the garden continues to grow, and the butterflies continue to thrive. Even the bees are having a great time in the garden.



Show Image 12A-5: Ambassadors for the environment

Buzzzzzz Bzzzzz! Oh, I hear my honeybee friend calling me. It's time for us to flutter and buzz around the garden together. Thank you for all your help and hard work, and for being our butterfly ambassadors, Sydney and Lauren!

It was very nice of our insect friends to tell us about these three very special people—Mikaila, Sydney, and Lauren—who are all ambassadors for the environment, and worked hard to protect different plants and insects. Just like Mikaila, Sydney, and Lauren, you too can be ambassadors. What is something for which you would like to be an ambassador?

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Why is Mikaila called an ambassador for the bees? (*Mikaila is an ambassador for the bees because she works everyday to help the honeybees by educating others about the problems they face as she sells lemonade. She also donates some of the money to foundations and groups that help protect honey bees.*)
2. **Literal.** Why did Mikaila's parents encourage her to research bees? (*Mikaila's parents believed that researching bees will help her cope with her fear of bees. They believed that the more she understood bees, the less afraid she would be of them.*)
3. **Literal.** What cause did Sydney and Lauren work towards? How did they help? (*Sydney and Lauren worked to protect monarch butterflies by creating a pollinator garden in their school. The garden will serve as a safe habitat for the butterflies during their migration. Since their school is along the butterflies migration path, it will provide a place for them to rest and thrive.*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., "Did Mikaila help honey bees by raising money through her lemonade sales, and educating people about bees?").

Intermediate

Provide students with a specific sentence frame (eg., "Mikaila is an ambassador for bees because . . .").

Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 3.H; ELPS 4.I

4. **Inferential.** What qualities do you think Mikaila has that helped her be successful? *(Answers may vary, but could include that Mikaila is a very creative, determined and hard working young girl who was passionate about saving bees. Instead of being afraid forever, she overcame her fears and decided to do something to help bees instead of running away from them.)*
5. **Inferential.** How did Sydney and Lauren know that the garden would help the butterflies? *(Sydney and Lauren learned about the life cycle of butterflies in their ecology class. They also learned about their habitats and migration patterns. This knowledge helped them discover that having the garden in their school, which is along the butterflies migration pattern, will help protect the butterflies as they move.)*
6. **Inferential.** What is the purpose for reading this Read-Aloud? *(The purpose is to learn how Mikaila, Sydney, and Lauren protected honeybees and monarch butterflies.)*
7. **Evaluative.** Think-Pair-Share: Why is it important to protect insects such as honey bees and butterflies? *(Answers may vary.)*
8. **Evaluative.** Think-Pair-Share: Compare and contrast Mikaila's work for the bees and Sydney and Lauren's work for the butterflies. In what ways are they similar? In what ways are they different? *(Answers may vary.)*

WORD WORK: THRIVE (5 MIN.)

1. In the Read-Aloud, you heard the words, “For butterflies to thrive, we need milkweed plants to help protect and feed our eggs and larva.”
2. Say the word *thrive* with me.
3. Thrive means to grow or develop successfully.
4. The plants in the garden will thrive if taken care of well.
5. Have you ever seen something, someone, or somewhere thrive? Try to use the word thrive when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I know _____ thrives because _____ or I have seen _____ thrive because _____.”]
6. What is the word we have been talking about? (*Thrive*)

Use a Making Choices activity for follow-up. What are some words that are synonyms of *thrive* or words that mean something similar? Turn to your partner and think of some synonyms for the word thrive. Create a sentence for each of the synonyms your partner creates. [Prompt students to use the words *grow*, *shine*, *develop*, *succeed*, and *do well*. Then have them explain the meaning of each synonym in the context of the sentence they created for it. For example, ask, “What does the word succeed mean in the sentence; The students will succeed if they study and work hard everyday? How is that sentence different from the sentence; The students will thrive if they study and work hard everyday?”]

Lesson 12: Mikaila, Sydney, and Lauren: All about the Bees and Butterflies!

Application



Writing: Students will create a community action plan using a graphic organizer to record information. **TEKS 2.6.G; TEKS 2.6.H; TEKS 2.7.E**

COMMUNITY ACTION PLAN GRAPHIC ORGANIZER (20 MIN.)

- Explain to students that a community action plan is a guide that is created to help design ways to solve a problem.
- Have students turn to Activity Page 12.1. Display the graphic organizer that you created in advance.
- Explain to students that they will work as a class to create a community action plan using the graphic organizer as a guide.
- Point to the circle in the middle and tell students that they will write the problem they want to solve here.
- Have students brainstorm ideas of problems in the community that they would like to solve. Have students share their responses and record their ideas on chart paper.
- Ask students to vote on their favorite idea. Write the chosen idea in the circle in the middle of the organizer.
- Prompt students to write the idea in the circle on their copy of the organizer.
- Point to the section on the top left labeled “Causes” and tell the students that they will write what they think are causes of the problem here.
- Have students discuss possible causes of the chosen idea in pairs. Have students share their responses. Write their ideas in the section labeled “Causes” in the organizer.
- Prompt students to write the ideas in the section labeled “Causes” in their organizers.

Activity Page 12.1



TEKS 2.6.G Evaluate details read to determine key ideas; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

- Point to the box on the top right labeled “Solution” and tell the students that they will write the ways in which they can solve the problem here.
- Have students think of possible solutions to the chosen problem and share their ideas with the class. Write their responses in the section labeled “Solution” in the organizer.
- Prompt students to write the ideas in the same section in their organizers.
- As a class work together to complete the rest of the sections in the graphic organizer.
- After completing the class activity, find ways for students to present and share their community action plan with the school and families.

~~~~~  
End Lesson  
 ~~~~~



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Interacting via Written English

Beginning

Have students dictate their ideas using familiar vocabulary to a teacher to complete the organizer for them.

Intermediate

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

Advanced/Advanced High

Have students write ideas using familiar vocabulary independently and class versions of the organizer as a guide.

ELPS 3.I; ELPS 4.G;

ELPS 5.G

Support

Provide students with examples of classroom and neighborhood problems that they could solve. (e.g. recycling, polluted parks, getting kids to eat fruits and vegetables, helping kids get books to read, etc.)

Challenge

Have students complete the graphic organizer in pairs or independently.

Domain Review

NOTE TO TEACHER

You should spend two days 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:

- 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, 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
- 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

Venn Diagram

- Have students work in pairs or small groups to complete DR.1, comparing and contrasting Martin Luther King Jr. and Cesar Chavez.
- After students complete DR.1 on their own, review the information as a whole group. On the board/chart paper, create a Venn diagram to compare/contrast Martin Luther King Jr. and Cesar Chavez.
- Ask: “How were Martin Luther King Jr. and Cesar Chavez alike?” Write their answers on the overlapping part of the Venn diagram.
- Then ask: “How was Martin Luther King Jr. different from Cesar Chavez?” Write this information in the circle labeled “Martin Luther King Jr.”
- Ask: “How was Cesar Chavez different from Martin Luther King Jr.?” Write this information in the circle labeled “Cesar Chavez.”
- Read the completed Venn diagram to the class.

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.”

Activity Page DR.1



- 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. 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 Fighting for a Cause 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

This two-day 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 days.

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*.



PART I TEKS 2.7.F

Directions: I am going to ask a question about a word you heard in the Read-Alouds. First I will say the word and then ask a question about it. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol. I will ask each question two times.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. **Civil rights:** Are civil rights those rights promised by the government to all people, such as the right to vote? (*thumbs-up*)
2. **Discrimination:** Before the civil rights movement, was discrimination against certain groups of people common? (*thumbs-up*)
3. **Nonviolence:** Are fighting and breaking windows examples of nonviolence? (*thumbs-down*)
4. **Suffrage:** Is suffrage when you have to eat something you don't like? (*thumbs-down*)
5. **First Lady:** Is the First Lady the wife of the president? (*thumbs-up*)
6. **Human rights:** Are human rights those 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? (*thumbs-up*)

Activity Page DA.1



7. **Boycott:** Is a boycott when you refuse to go to a business as a sign of protest? (*thumbs-up*)
8. **Segregation:** Is segregation when everyone is allowed to be a part of something? (*thumbs-down*)
9. **Sit-ins:** Were sit-ins peaceful protests because they involved people occupying, or sitting, at a place to show everyone they were upset about some unfair treatment? (*thumbs-up*)
10. **Migrant workers:** Did migrant workers tend to stay in the same town from season to season? (*thumbs-down*)

Directions: I am going to ask more question about words you heard in the Read-Alouds. First I will say the word and then ask a question about it. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol. I will ask each question two times.

11. **Achievements:** Did Eleanor Roosevelt believe that her role in writing the Universal Declaration of Human Rights was one of her greatest achievements? (*thumbs-up*)
12. **Courage:** Does *courage* mean showing bravery especially when it's difficult and you're afraid? (*thumbs-up*)
13. **Proud:** Are parents usually proud of their children when they do their worst work in school? (*thumbs-down*)
14. **Extraordinary:** Was Martin Luther King Jr. extraordinary in his strength and willingness to fight for civil rights for all people? (*thumbs-up*)
15. **Obstacles:** Were there obstacles in the way of Susan B. Anthony when she tried to vote? (*thumbs-up*)



PART II

TEKS 2.6.G

Activity Page 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)



PART III

TEKS 2.12.B

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 for which they fought.
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*?

Activity Page DA.3



Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Language Studio

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 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 them 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.

Teacher Resources

Grade 2	Knowledge 11
---------	--------------

Teacher Guide

Teacher Resources

In this section you will find:

- Free Verse Poetry Rubric
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

FREE VERSE POETRY RUBRIC

Use the following rubric to assess the free verse poems written by students.

	Strong	Developing	Beginning
Content	The poem contains accurate information about the activists chosen and their achievements.	The poem contains minor errors or omissions about the activists chosen and their achievements.	The poem does not contain accurate information about the activists chosen and their achievements.
Opinion	The author's opinion about the activists and their achievements is clearly stated.	The author's opinion about the activists and their achievements is stated, but it is not clear.	The author does not state an opinion about the activists and their achievements .
Word Choice	The poem contains domain-related vocabulary, and the words chosen effectively convey the author's opinion and supporting facts.	The poem contains some domain-related vocabulary, and the words chosen convey the author's opinion and supporting facts.	The poem contains little or no domain-related vocabulary, and the words chosen do not effectively convey the author's opinion and supporting facts.
Format	The poem is readable with legible print.	The poem is mostly readable with legible print.	The poem is not legible.

ACTIVITY BOOK ANSWER KEY

NAME: _____ 5.1 Activity Page
DATE: _____

Somebody	Mary McLeod Bethune
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.

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

Knowledge 11 Fighting for a Cause

NAME: _____ 10.1 Activity Page
DATE: _____

Directions: Listen to your teacher's instructions.

Cesar Chavez

Faith Florez

- became an organizer with a CSO
- created a labor union to fight for increased wages, safety, and proper medical care
- lead marches, protests, strikes, fasts, and boycotts
- believed that farm workers needed to be treated fairly
- came from family of migrant workers which inspired them
- descended from Mexican Americans and moved to California
- created the Calor app or program to protect farm workers
- started a foundation to raise money and support farmers
- educated farm owners on safety and medical care using the resources on the app

Knowledge 11 Fighting for a Cause

NAME: _____ PP.1 Assessment
DATE: _____

Directions: Listen to your teacher read the names of some people who fought for a cause. You will see these names in the word bank. Write the names of the people who fought for the cause in the box. Draw a line from the person to the thing for which they are remembered on the right side of the page.

Eleanor Roosevelt	Mary McLeod Bethune
Jackie Robinson	Susan B. Anthony

Mary McLeod Bethune

Susan B. Anthony

Jackie Robinson

Eleanor Roosevelt

I was a professional baseball player who fought for the right of 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.

Knowledge 11 Fighting for a Cause

NAME: _____ DR.1 Activity Page
DATE: _____

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.

Cesar Chavez

Martin Luther King Jr.

Answers may vary, but may include:



- was born in Arizona and was considered Hispanic, or Latino; spoke Spanish
- experienced discrimination because of his heritage
- became migrant farm worker in California and did difficult work for very little money
- became a labor leader and civil rights activist
- helped organize the grape growers strike in California and a protest march



Answers may vary, but may include:



- was African American
- grew up in the South and witnessed and experienced discrimination
- believed in nonviolence
- became the leader of the civil rights movement
- fought for civil and human rights using nonviolence



Knowledge 11 Fighting for a Cause



NAME: _____ DA.1 **Assessment**
 DATE: _____



1.  



2.  



3.  



4.  



5.  

6.  

7.  

8.  



9.  



10.  



Directions: Listen to your teacher's instructions.



Knowledge 11



Knowledge 11: Fighting for a Cause

11.  

12.  

13.  

14.  

15.  

Knowledge 11: Fighting for a Cause

NAME: _____ DA.2 **Assessment**
 DATE: _____

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.

Knowledge 11

Knowledge 11: Fighting for a Cause

NAME: _____ DA.3 **Assessment**
 DATE: _____

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

Answers may vary.

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

Answers may vary, but may include that they all saw that certain people were treated unfairly and they wanted to change that.

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

Answers may vary, but should be supported by the text.

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

Knowledge 11

Knowledge 11: Fighting for a Cause

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

Answers may vary.

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

Answers may vary.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D11: p. 7, D11: p. 13, D11: p. 25, D11: p. 28, D11: p. 29, D11: p. 39, D11: p. 42, D11: p. 44, D11: p. 54, D11: p. 57, D11: p. 59, D11: p. 69, D11: p. 73, D11: p. 75, D11: p. 90, D11: p. 91, D11: p. 93, D11: p. 95, D11: p. 104, D11: p. 107, D11: p. 109, D11: p. 120, D11: p. 123, D11: p. 125, D11: p. 136, D11: p. 139, D11: p. 150, D11: p. 154, D11: p. 162, D11: p. 166
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	D11: p. 39, D11: p. 40, D11: p. 52, D11: p. 53, D11: p. 54, D11: p. 55, D11: p. 66
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	D11: p. 39, D11: p. 44, D11: p. 51, D11: p. 174, D11: p. 178
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	D11: p. 7, D11: p. 11, D11: p. 162, D11: p. 166
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	

(B) demonstrate and apply phonetic knowledge by:

TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends	
TEKS 2.2.B.ii	decoding words with silent letters such as knife and gnat;	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion</i> / <i>tion</i> / <i>sion</i>	
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

TEKS 2.5	self-select text and read independently for a sustained period of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	D11: p. 7, D11: p. 13, D11: p. 25, D11: p. 29, D11: p. 39, D11: p. 44, D11: p. 54, D11: p. 59, D11: p. 69, D11: p. 70, D11: p. 75, D11: p. 90, D11: p. 91, D11: p. 95, D11: p. 104, D11: p. 109, D11: p. 120, D11: p. 125, D11: p. 162, D11: p. 168, D11: p. 174, D11: p. 180
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	D11: p. 54, D11: p. 59, D11: p. 65, D11: p. 150, D11: p. 154, D11: p. 155
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	
TEKS 2.6.D	create mental images to deepen understanding	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	D11: p. 7, D11: p. 13, D11: p. 39, D11: p. 44, D11: p. 54, D11: p. 59, D11: p. 90, D11: p. 91, D11: p. 95, D11: p. 104, D11: p. 109, D11: p. 120, D11: p. 125, D11: p. 150, D11: p. 155, D11: p. 162, D11: p. 168, D11: p. 174, D11: p. 180
TEKS 2.6.F	make inferences and use evidence to support understanding	D11: p. 90, D11: p. 91, D11: p. 95, D11: p. 120, D11: p. 125, D11: p. 150, D11: p. 155, D11: p. 162, D11: p. 168, D11: p. 174, D11: p. 180
TEKS 2.6.G	evaluate details read to determine key ideas	D11: p. 25, D11: p. 29, D11: p. 39, D11: p. 42, D11: p. 136, D11: p. 141, D11: p. 150, D11: p. 160, D11: p. 174, D11: p. 186
TEKS 2.6.H	synthesize information to create new understanding	D11: p. 7, D11: p. 22, D11: p. 69, D11: p. 70, D11: p. 73, D11: p. 136, D11: p. 139, D11: p. 141, D11: p. 150, D11: p. 160, D11: p. 162, D11: p. 172, D11: p. 174, D11: p. 186
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 2.7.A	describe personal connections to a variety of sources	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	D11: p. 7, D11: p. 13, D11: p. 20
TEKS 2.7.C	use text evidence to support an appropriate response	D11: p. 25, D11: p. 29, D11: p. 39, D11: p. 44, D11: p. 54, D11: p. 59, D11: p. 69, D11: p. 70, D11: p. 75, D11: p. 150, D11: p. 155, D11: p. 162, D11: p. 168, D11: p. 174, D11: p. 180
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	D11: p. 150, D11: p. 160, D11: p. 162, D11: p. 172, D11: p. 174, D11: p. 186

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	D11: p. 7, D11: p. 13, D11: p. 25, D11: p. 29, D11: p. 39, D11: p. 40, D11: p. 44, D11: p. 54, D11: p. 55, D11: p. 59, D11: p. 69, D11: p. 70, D11: p. 75, D11: p. 90, D11: p. 91, D11: p. 95, D11: p. 104, D11: p. 109, D11: p. 120, D11: p. 125, D11: p. 136, D11: p. 141, D11: p. 162, D11: p. 168, D11: p. 174, D11: p. 180
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 2.8.B	describe the main character's (characters') internal and external traits	
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	
TEKS 2.8.D	describe the importance of the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems	D11: p. 7, D11: p. 22, D11: p. 25, D11: p. 37, D11: p. 39, D11: p. 40, D11: p. 52, D11: p. 54, D11: p. 55, D11: p. 66
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	D11: p. 7, D11: p. 22, D11: p. 25, D11: p. 37, D11: p. 39, D11: p. 40, D11: p. 52, D11: p. 54, D11: p. 55, D11: p. 66, D11: p. 69, D11: p. 70, D11: p. 83, D11: p. 90, D11: p. 91, D11: p. 102, D11: p. 104, D11: p. 118, D11: p. 120, D11: p. 133
TEKS 2.9.D.ii	features and graphics to locate and gain information	
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	
(E) recognize characteristics of persuasive text, including:		
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.E.ii	distinguishing facts from opinion	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 2.10.A	discuss the author's purpose for writing text	D11: p. 104, D11: p. 109, D11: p. 136, D11: p. 141
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	
TEKS 2.10.E	identify the use of first or third person in a text	
TEKS 2.10.F	identify and explain the use of repetition	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and	
TEKS 2.11.B.ii	developing an idea with specific and relevant details	
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	D11: p. 136, D11: p. 149

(D) edit drafts using standard English conventions, including:

TEKS 2.11.D	edit drafts using standard English conventions	D11: p. 136, D11: p. 149
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	
TEKS 2.11.D.ii	past, present, and future verb tense	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	
TEKS 2.11.D.iv	adjectives, including articles	
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	
TEKS 2.11.D.xi	correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words;	
TEKS 2.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	D11: p. 25, D11: p. 37, D11: p. 39, D11: p. 40, D11: p. 52, D11: p. 54, D11: p. 55, D11: p. 66, D11: p. 69, D11: p. 70, D11: p. 83, D11: p. 90, D11: p. 91, D11: p. 102, D11: p. 104, D11: p. 118, D11: p. 120, D11: p. 133
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D11: p. 22, D11: p. 51, D11: p. 100, D11: p. 172
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	D11: p. 178
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D11: p. 178
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	D11: p. 158
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using highfrequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D11: p. 22, D11: p. 51, D11: p. 158, D11: p. 171
ELPS 3.E	share information in cooperative learning interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D11: p. 42, D11: p. 140, D11: p. 178
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D11: p. 35, D11: p. 81, D11: p. 116, D11: p. 123, D11: p. 131, D11: p. 147, D11: p. 158, D11: p. 171
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D11: p. 64, D11: p. 183
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 11

Correlation—Teacher's Guide

ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D11: p. 154, D11: p. 166, D11: p. 187
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	D11: p. 42, D11: p. 64, D11: p. 140, D11: p. 154, D11: p. 166, D11: p. 183
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	D11: p. 20, D11: p. 35, D11: p. 81, D11: p. 100, D11: p. 116, D11: p. 123, D11: p. 131, D11: p. 147, D11: p. 171
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 11

Knowledge 11		Correlation—Teacher's Guide
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D11: p. 20
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D11: p. 38, D11: p. 53, D11: p. 67, D11: p. 84, D11: p. 103, D11: p. 119, D11: p. 160, D11: p. 172, D11: p. 187

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewers

J. Chris Arndt

Writers

Ann Ingalls, Rosie McCormick

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1A-1: Shutterstock; 1A-2: Shutterstock; 1A-3: Library of Congress, Prints and Photographs Division, LC-USZC2-2871; 1A-4: Penn[sylvania] on the picket line-- 1917, Library of Congress, Records of the National Woman's Party, Manuscript Division, <http://hdl.loc.gov/loc.mss/mnwp.160022>; 1A-5: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-08102; 1A-6: Shutterstock; 1A-7: Library of Congress, Prints and Photographs, LC-USZ62-30742; 1A-8: FDR Presidential Library and Museum; 1A-9: Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 1A-10: Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; 1A-11: Underwood Photo Archives / SuperStock; 1A-12: Underwood Photo Archives / SuperStock; 1A-13: Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017; 2A-1 (frame): Shutterstock; 2A-1: Library of Congress, Prints and Photographs, LC-USZ62-30742; 2A-2: Shari Griffiths; 2A-3: Shari Griffiths; 2A-4: Shari Griffiths; 2A-5: Library of Congress, Prints and Photographs Division, LC-USZ62-17840; 2A-6: Shutterstock; 2A-7: Shari Griffiths; 2A-8: Shari Griffiths; 2A-9: Shari Griffiths; 2A-10: Shutterstock; 2A-11: Shari Griffiths; 3A-1 (frame): Shutterstock; 3A-1: FDR Presidential Library and Museum; 3A-2: Courtesy of the Franklin D. Roosevelt Presidential Library & Museum, Hyde Park, New York; 3A-3: Logan Kline; 3A-4: Logan Kline; 3A-5: Library of Congress, Prints and Photographs, LC-USA7-18242; 3A-5 (inset): Library of Congress, Prints and Photographs, LC-USZ62-46732; 3A-6: Logan Kline; 3A-7: Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 3A-8: Logan Kline; 3A-9: Logan Kline; 3A-10 (left): Shutterstock; 3A-10 (right): Logan Kline; 3A-11: Shutterstock; 4A-1 (frame): Shutterstock; 4A-1: Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 4A-2: Michelle Weaver; 4A-3: Michelle Weaver; 4A-4: State Archives of Florida, Florida Memory, <http://floridamemory.com/items/show/149519>; 4A-5: Michelle Weaver; 4A-6: Library of Congress, Prints and Photographs, LC-USW3-014815-E; 4A-7: Shutterstock; 4A-8: Michelle Weaver; 4A-9 (left): Library of Congress, Prints and Photographs Division, LC-USZ62-110629; 4A-9 (center): Library of Congress, Prints and Photographs, LC-USZ62-87283; 4A-9 (right): Library of Congress, Prints & Photographs Division, LC-USZ62-26759; 4A-10: Logan Kline; 4A-11: National Park Service, Mary McLeod Bethune Council House National Historic Site, DCWaMMB, National Archives for Black Women's History. NPS Photo; 5A-1 (frame): Shutterstock; 5A-1: Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; 5A-2: Dustin Mackay; 5A-3: Dustin Mackay; 5A-4: Dustin Mackay;

5A-5: Dustin Mackay; 5A-6: Dustin Mackay; 5A-7: Dustin Mackay; 5A-8: Dustin Mackay; 5A-9: Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; 5A-10: Dustin Mackay; 5A-11: Dustin Mackay; 6A-1 (frame): Shutterstock; 6A-1: Underwood Photo Archives / SuperStock; 6A-2 (left): Library of Congress, Prints and Photographs, LC-USZ62-123937; 6A-2 (right): Library of Congress, Prints & Photographs Division, LC-USZ62-71846; 6A-3: Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-122432; 6A-4: Michelle Weaver; 6A-5: Michelle Weaver; 6A-6: Michelle Weaver; 6A-7: Michelle Weaver; 6A-8: U.S. Department of State; 6A-9: Shutterstock; 6A-10: Michelle Weaver; 7A-1 (frame): Shutterstock; 7A-1: Underwood Photo Archives / SuperStock; 7A-2: Library of Congress, Prints and Photographs, HABS GA,61-ATLA, 52--1; 7A-3: U.S. Department of State; 7A-4: Philip McCollum, Morehouse College; 7A-5: Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-116775; 7A-6: Michelle Weaver; 7A-7: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-08102; 7A-8: William Warren / Science Faction / SuperStock; 7A-9: Everett Collection / SuperStock; 7A-10: Image Asset Management Ltd. / SuperStock; 7A-11 (inset): Everett Collection / SuperStock; 7A-11: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-31151; 7A-12: Everett Collection / SuperStock; 7A-13: Shutterstock; 8A-1 (frame): Shutterstock; 8A-1: Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017; 8A-2 (left): Library of Congress, Prints and Photographs, LC-DIG-ds-00759; 8A-2 (right): Library of Congress, Prints and Photographs, LC-USF34-016177-C; 8A-3 (left): Library of Congress, Prints and Photographs, LC-USF34-032169-D; 8A-3 (right): Library of Congress, Prints and Photographs, LC-USF34-032294-D; 8A-4: Dustin Mackay; 8A-5 (left): Library of Congress, Prints and Photographs, LC-DIG-ds-00759; 8A-5 (right): Library of Congress, Prints and Photographs, LC-USF34-016177-C; 8A-6: Dustin Mackay; 8A-7: Dustin Mackay; 8A-8: Dustin Mackay; 8A-9: Dustin Mackay; 8A-10: Shutterstock; 8A-11: Dustin Mackay; 9A-1 (top left): Library of Congress, Prints and Photographs, LC-USZ62-30742; 9A-1 (top middle left): Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 9A-1 (top middle right): FDR Presidential Library and Museum; 9A-1 (top right): Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017; 9A-1 (bottom left): Underwood Photo Archives / SuperStock; 9A-1 (bottom middle): Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; 9A-1 (bottom right): Underwood Photo Archives / SuperStock; 9A-2: Shutterstock; 9A-3: Shutterstock; 9A-4: Shari Griffiths; 9A-5: Shutterstock; 9A-6: Michelle Weaver; 9A-7: Dustin Mackay; 9A-8: Michelle Weaver; 9A-9: Underwood Photo Archives / SuperStock; 9A-10: Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017; 9A-11: Shutterstock; 9A-12: BotMultichillT / Wikimedia Commons / Creative Commons Attribution-Share Alike 3.0 Unported, <http://creativecommons.org/licenses/by-sa/3.0/deed.en> / Modified from Original; 9A-13: Shutterstock; PP.1 (Mary Bethune): Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 10A-1: Sarah Kanu; 10A-2: JRC-Stop Motion/Shutterstock.com; 10A-3: Sarah Kanu; 10A-4: Sarah Kanu; 11A-1: LEONARDO VITI/Shutterstock.com; 11A-2: Sarah Kanu; 11A-3: TK-Windsor Star; 11A-4: Sarah Kanu; 12A-1: Sarah Kanu; 12A-2: santyan/Shutterstock.com; 12A-3: Sarah Kanu; 12A-4: New good ideas/Shutterstock.com; 12A-5: Sarah Kanu

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Grade 2 | Knowledge 11 | Teacher Guide
Fighting for a Cause

ISBN 9781683919537



9 781683 919537



Grade 2

Knowledge 11 | Activity Book
Fighting for a Cause

Grade 2

Knowledge 11

Fighting for a Cause

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-708-6

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will learn about the significance of the phrase *fighting for a cause*. They 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 student 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. They 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 student 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 student is learning about fighting for a cause.

1. Draw and Write

Have your student draw and/or write about what they have 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 student use the vocabulary learned at school.

2. Rights and Responsibilities

Talk with your student about some of the rights held by U.S. citizens. Have your student share some of the rights they have 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: “Two Heads Are Better Than One”

Your student may talk about this saying and its meaning in relation to the attitude and work of the people they are hearing about who stood for change. Discuss the meaning of this saying with your student, and together think about some situations in which you can use it. Have your student share with you a specific example of 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 student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *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 student each day. The local library has many books on the activists who fought for civil rights and human rights.

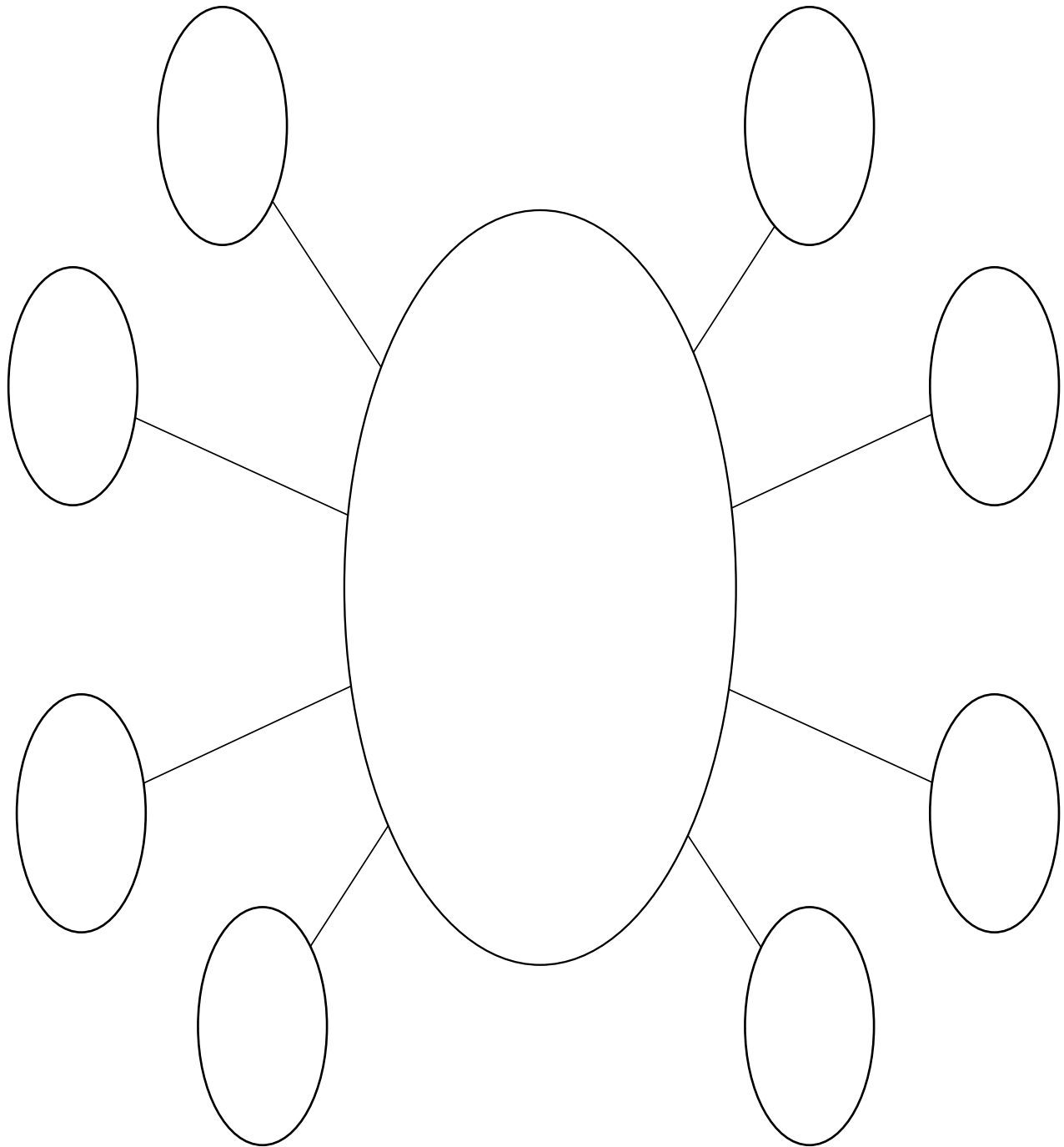
Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

2.1

Activity Page



Directions: Listen to your teacher's instructions.

DATE: _____

Activity Page

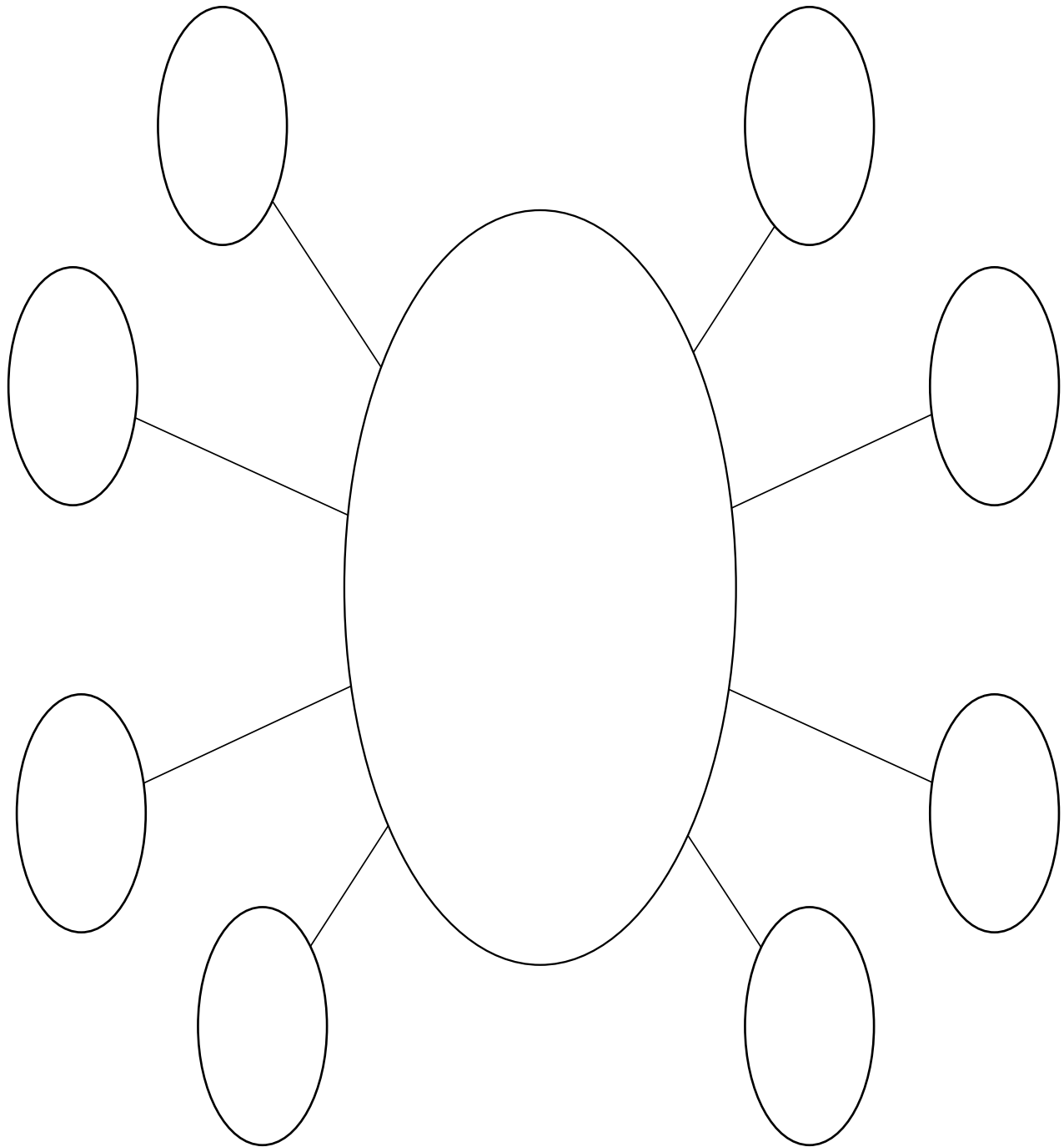
[illegible]

NAME: _____

DATE: _____

3.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

3.2

Activity Page



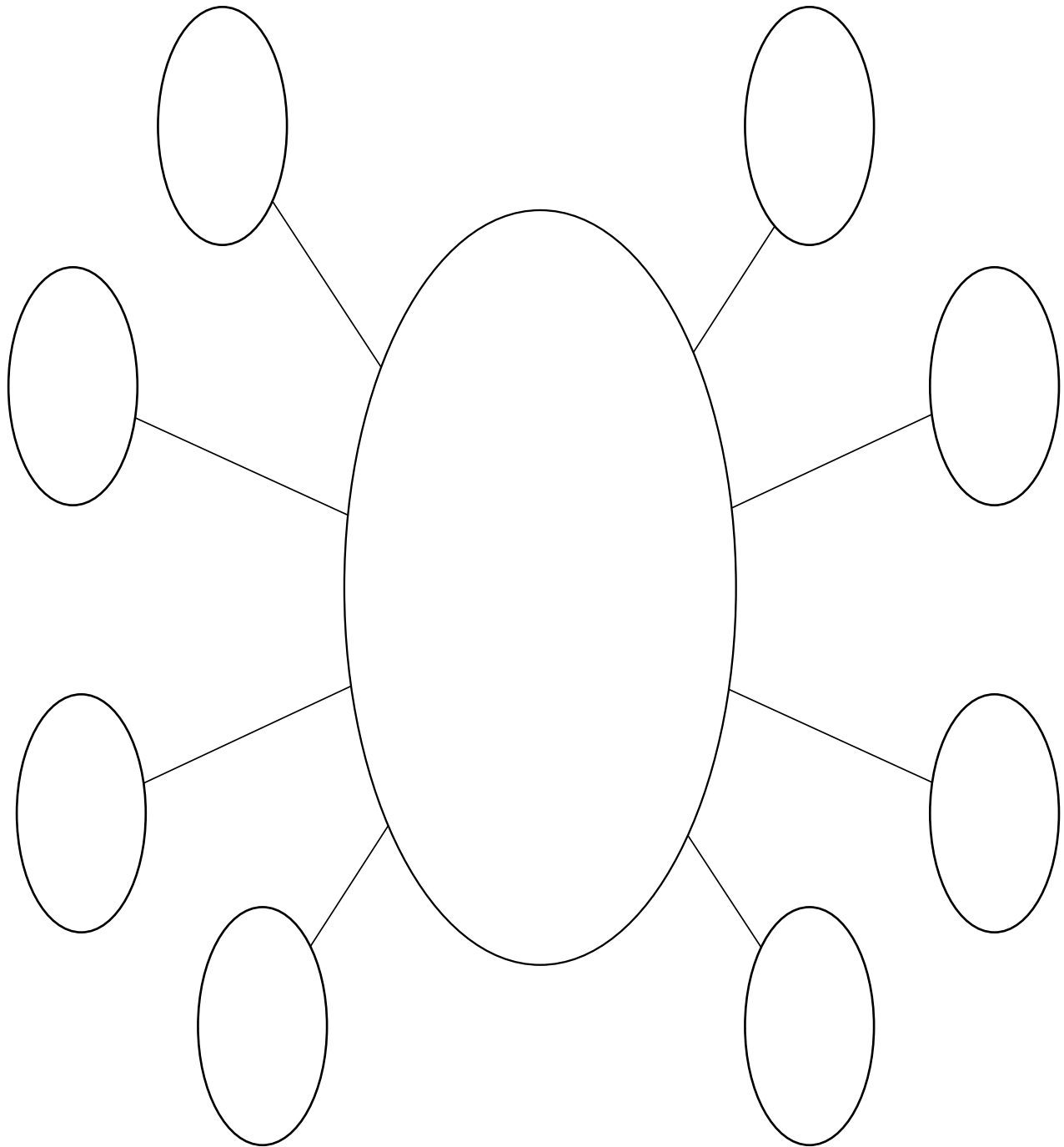
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

4.1

Activity Page



Directions: Listen to your teacher's instructions.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

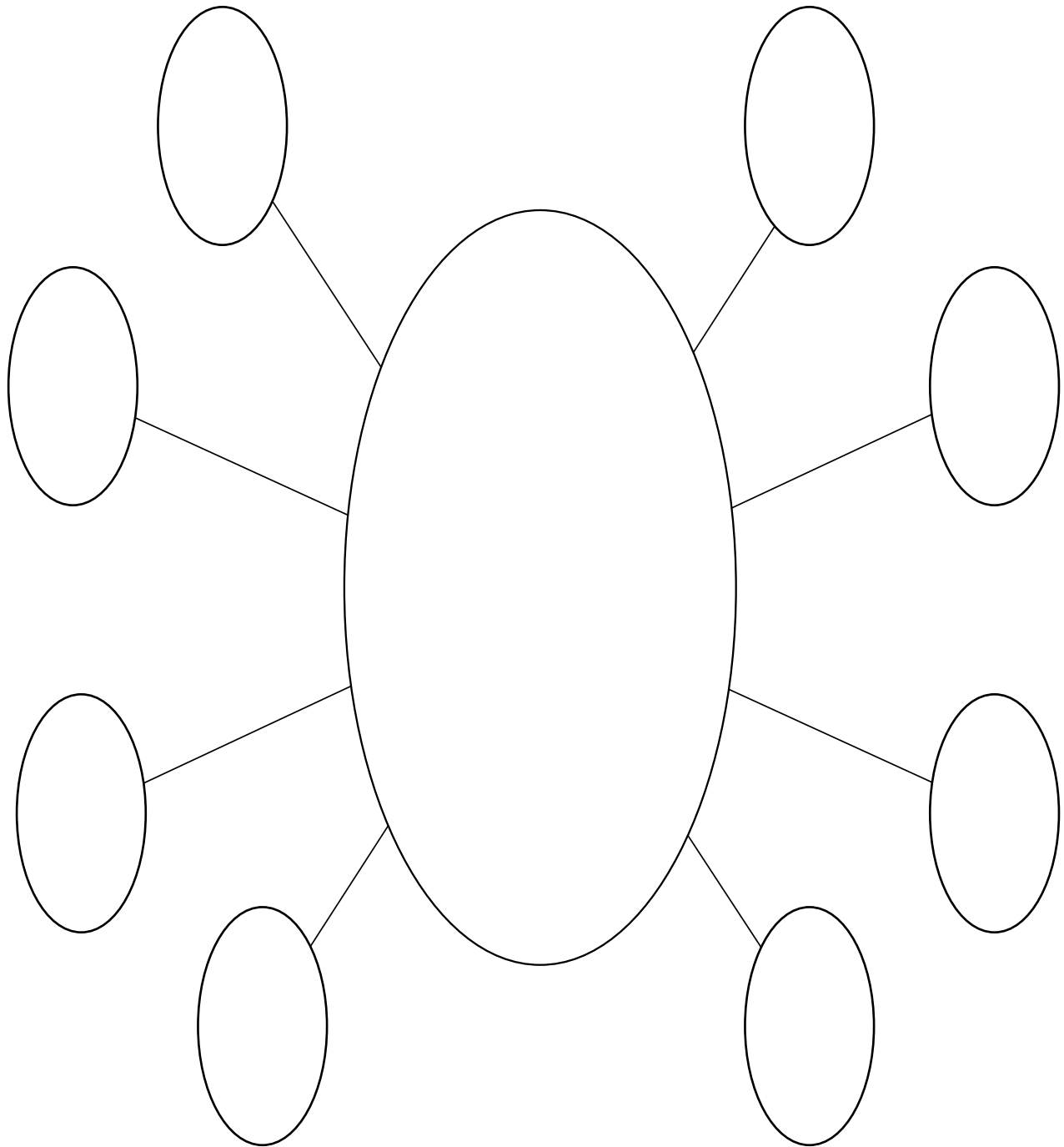
<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

NAME: _____

DATE: _____

5.2

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

5.3

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Dear Family Members,

Your student 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 student 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 student is learning about fighting for a cause and the civil rights movement.

1. Compare and Contrast

Throughout this domain, your student has learned about the contributions and dedication of various leaders in their fights for different causes. Talk with your student about the similarities among these leaders as well as their individual differences. Have your student share with you what they 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 student (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 farmworkers. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

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

- *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 student each day.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

PP.1

Assessment

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

Mary McLeod Bethune

Jackie Robinson

Susan B. Anthony



I was a professional baseball player who fought for the right of 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.



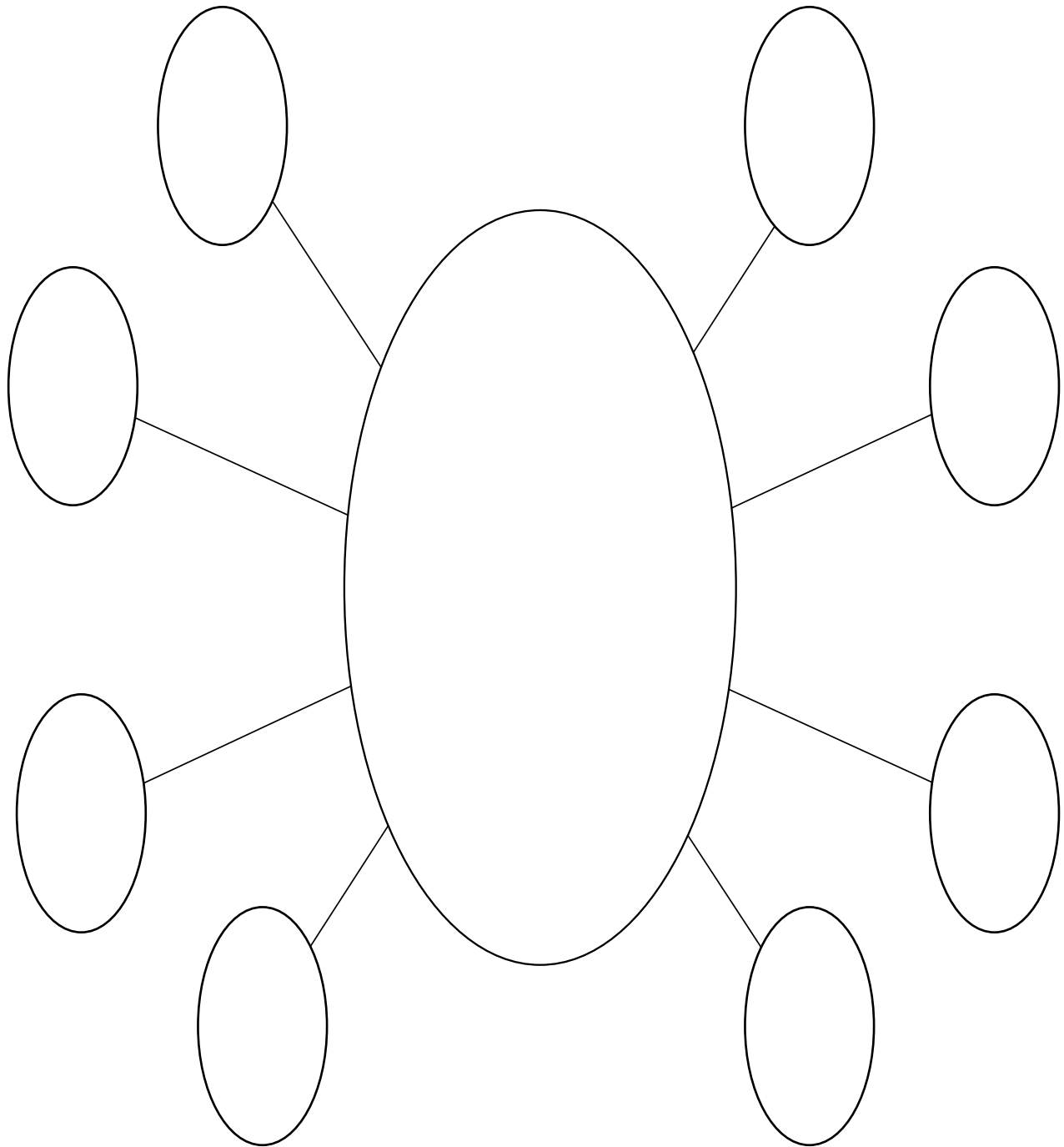
I fought to end slavery and for women to have the right to vote.

NAME: _____

DATE: _____

6.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

6.2

Activity Page



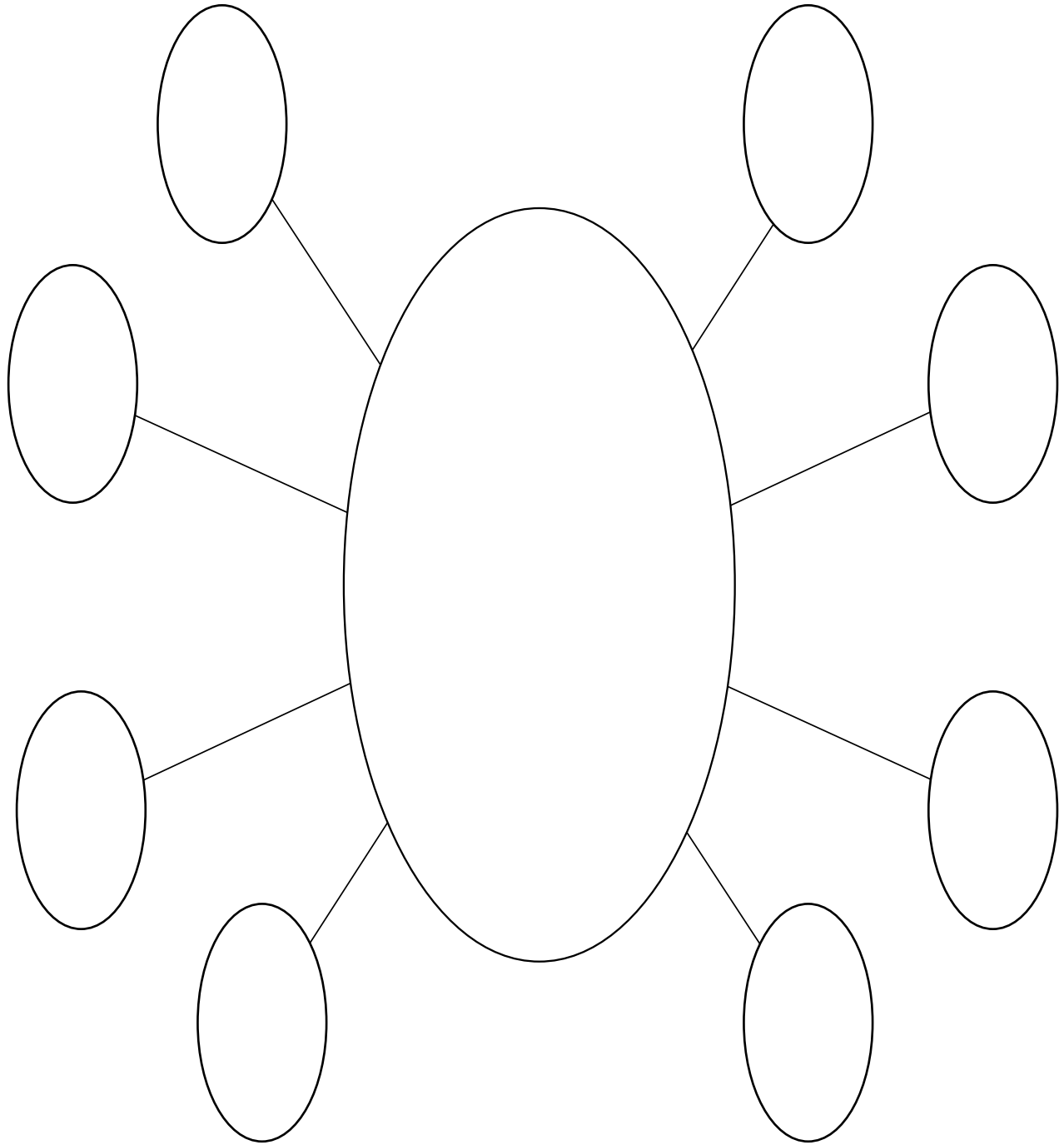
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

7.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

7.2



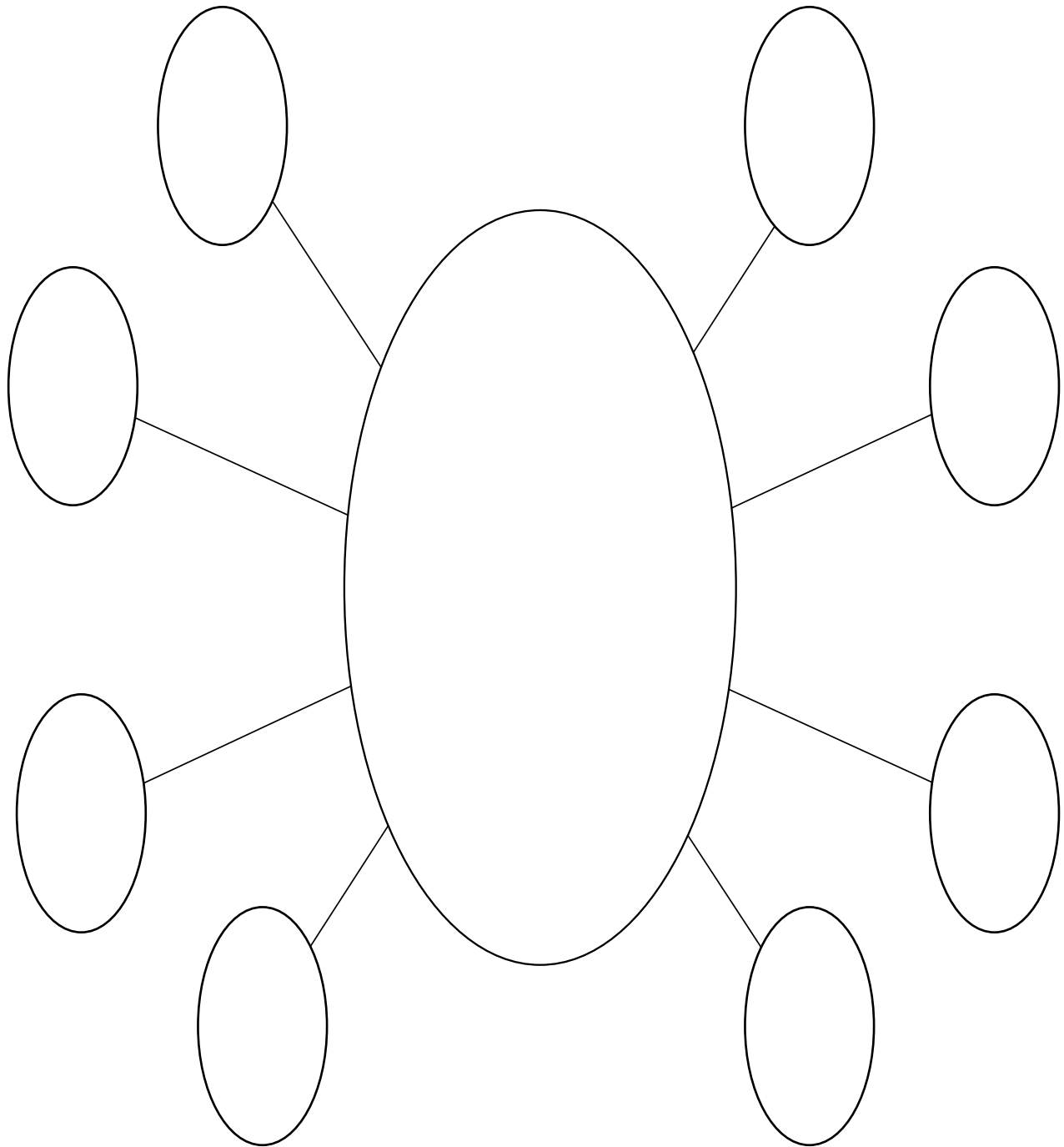
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

8.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

8.2

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

9.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

10.1

Activity Page

Cesar Chavez

Faith Florez

Directions: Listen to your teacher's instructions.

NAME: _____

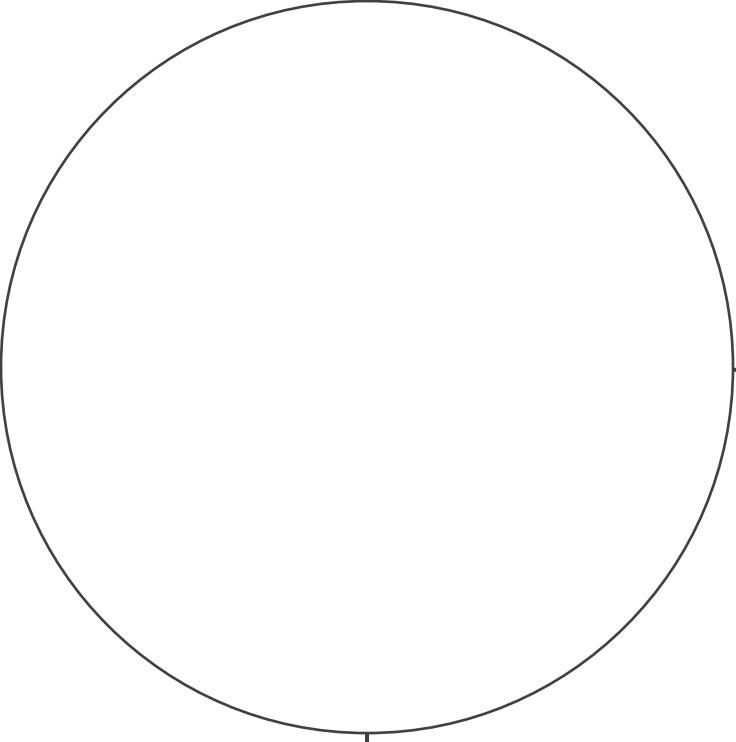
DATE: _____

12.1

Activity Page

Community Action Plan Graphic Organizer

Solution	How it can help?
Causes	What I need?



NAME: _____

DATE: _____

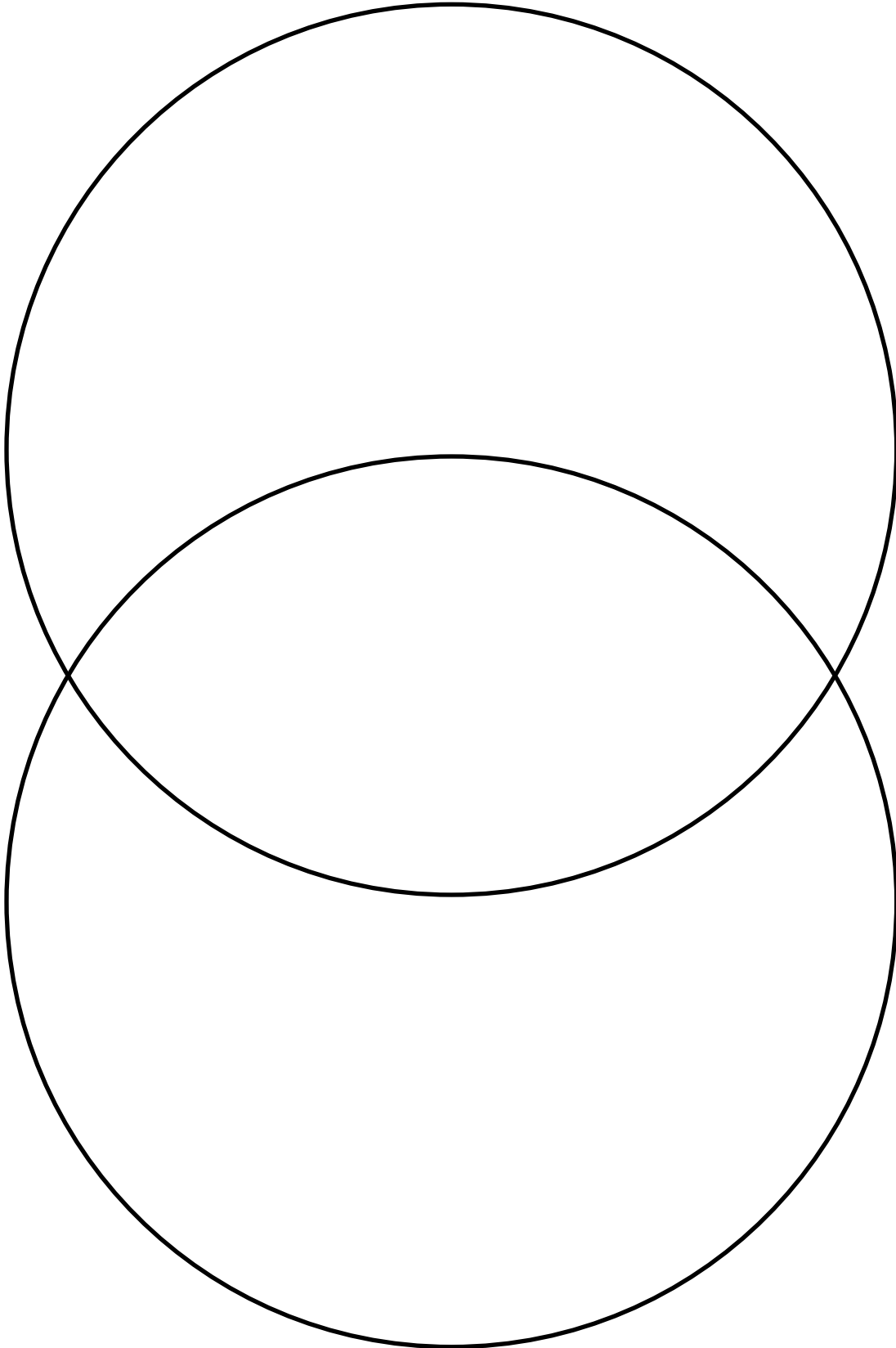
DR.1

Activity Page

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



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.




9.



10.



Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DA.2

Assessment

DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Susan B. Anthony Rosa Parks Mary Bethune

2. Martin Luther King Jr. Jackie Robinson Cesar Chavez

3. Mary Bethune Rosa Parks Eleanor Roosevelt

4. Eleanor Roosevelt Susan B. Anthony Rosa Parks

5. Rosa Parks Mary Bethune Susan B. Anthony

6. Eleanor Roosevelt Susan B. Anthony Mary Bethune

7. Cesar Chavez Martin Luther King Jr. Jackie Robinson

8. Mary Bethune Eleanor Roosevelt Rosa Parks

9. Jackie Robinson Martin Luther King Jr. Cesar Chavez

10. Martin Luther King Jr. Cesar Chavez Jackie Robinson

NAME: _____

DA.3

Assessment

DATE: _____

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 for which they fought.

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*?

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Knowledge 11

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

J. Chris Arndt

Writers

Ann Ingalls, Rosie McCormick

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 2.2 (left): Shari Griffiths; 2.2 (right): Library of Congress, Prints and Photographs, LC-USZ62-30742; 3.2 (flag): Shutterstock; 3.2 (Eleanor Roosevelt): FDR Presidential Library and Museum; 4.2 (schoolhouse): Shutterstock; 4.2 (Mary

Bethune): Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 5.3 (bat): Shutterstock; 5.3 (Jackie Robinson): Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; PP.1 (Mary Bethune): Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; PP.1 (Susan B. Anthony): Library of Congress, Prints and Photographs, LC-USZ62-30742; PP.1 (Jackie Robinson): Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; PP.1 (Eleanor Roosevelt): FDR Presidential Library and Museum; 6.2 (bus): Shutterstock; 6.2 (Rosa Parks): Underwood Photo Archives / SuperStock; 7.2 (Lincoln Memorial): Shutterstock; 7.2 (Martin Luther King): Underwood Photo Archives / SuperStock; 8.2 (grapes): Shutterstock; 8.2 (Cesar Chavez): Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017; 9.1 (Susan B. Anthony): Library of Congress, Prints and Photographs, LC-USZ62-30742; 9.1 (Eleanor Roosevelt): FDR Presidential Library and Museum; 9.1 (Mary Bethune): Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; 9.1 (Jackie Robinson): Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; 9.1 (Rosa Parks): Underwood Photo Archives / SuperStock; 9.1 (Martin Luther King): Underwood Photo Archives / SuperStock; 9.1 (Cesar Chavez): Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017; DA.1: Shutterstock

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”



Grade 2 | Knowledge 11 | Activity Book
Fighting for a Cause

THLAB2D11



Grade 2

Knowledge 11 | Flip Book

Fighting for a Cause

Grade 2

Knowledge 11

Fighting for a Cause

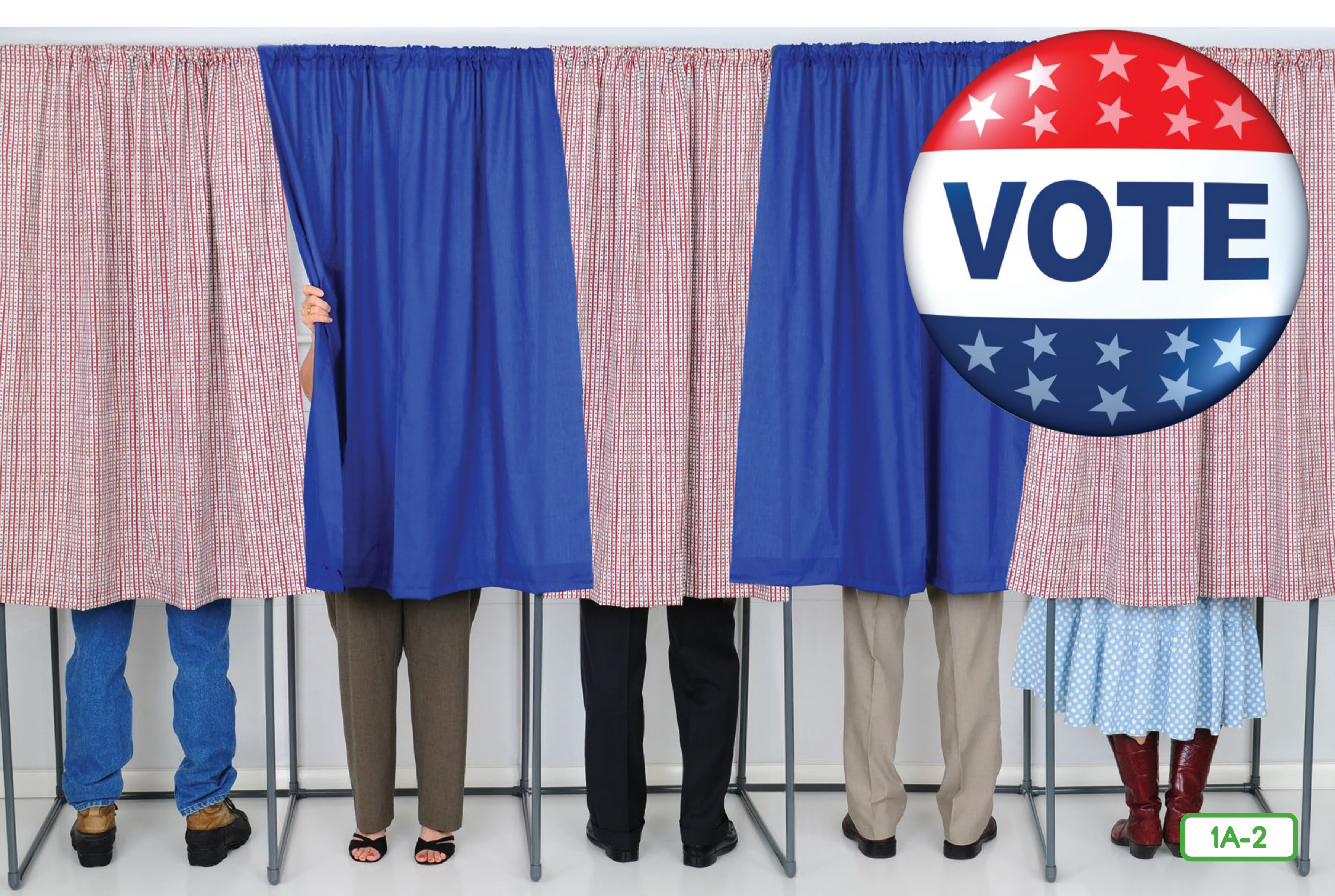
Flip Book

Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Fighting for a Cause*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.





VOTE







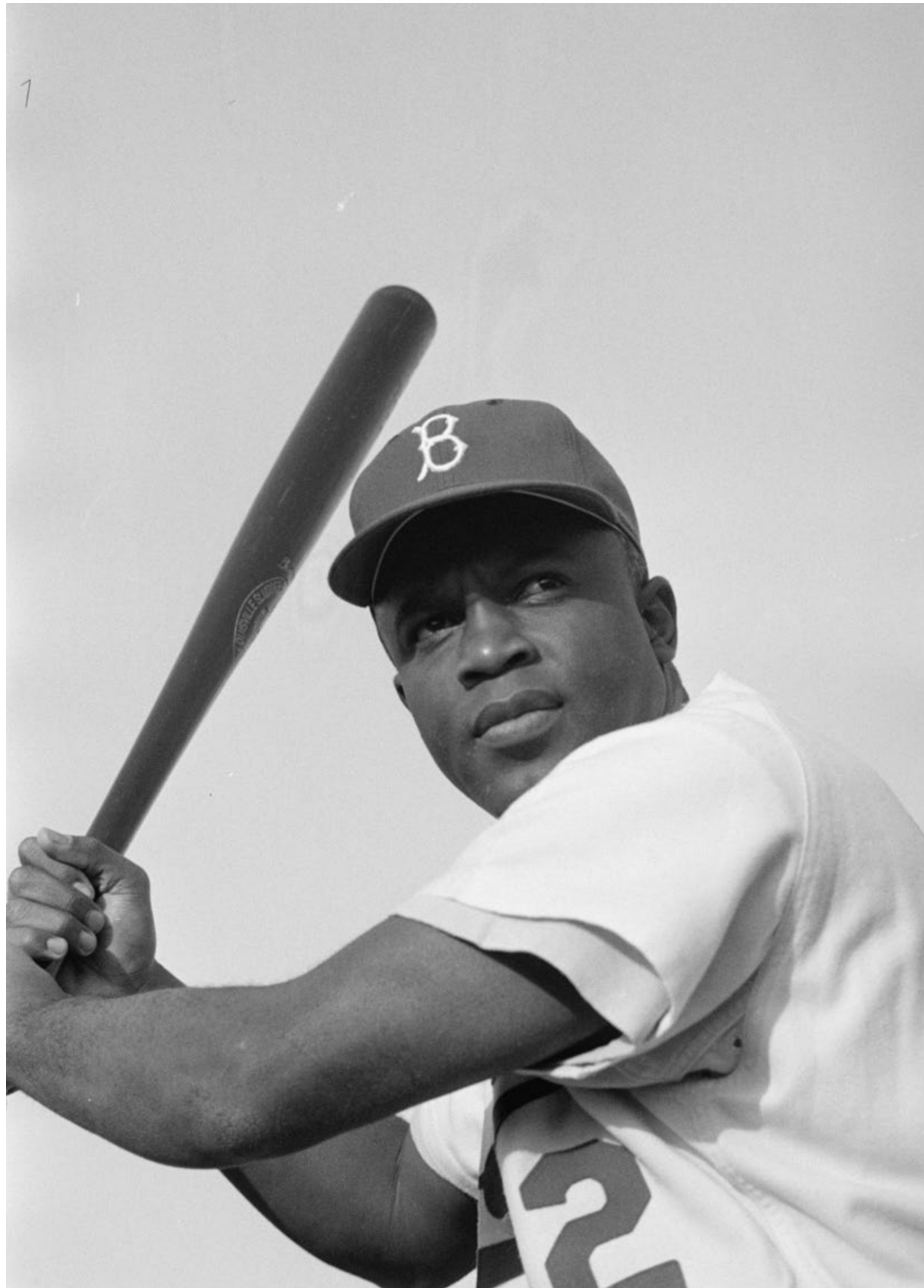




1A-7

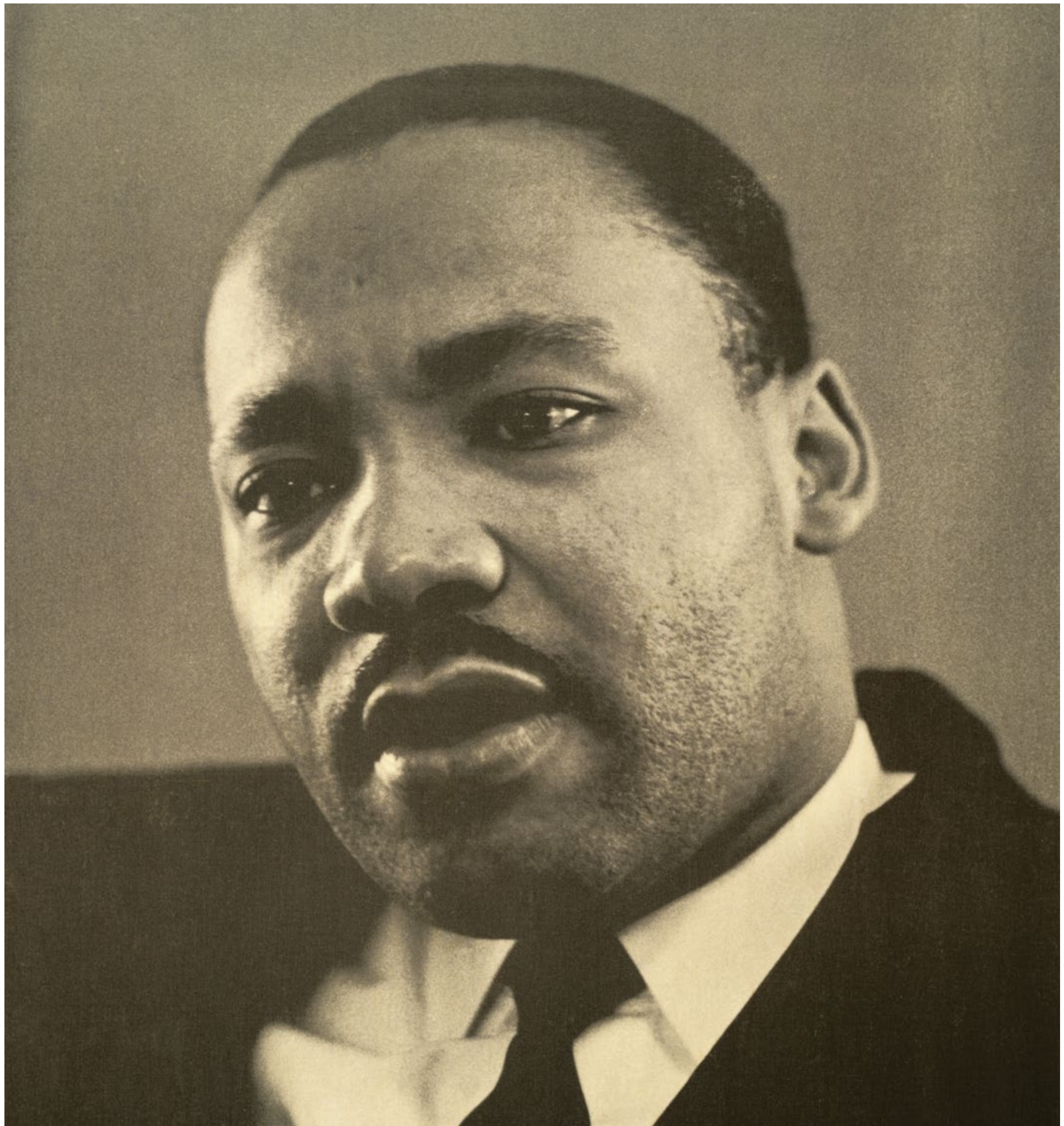






1A-10





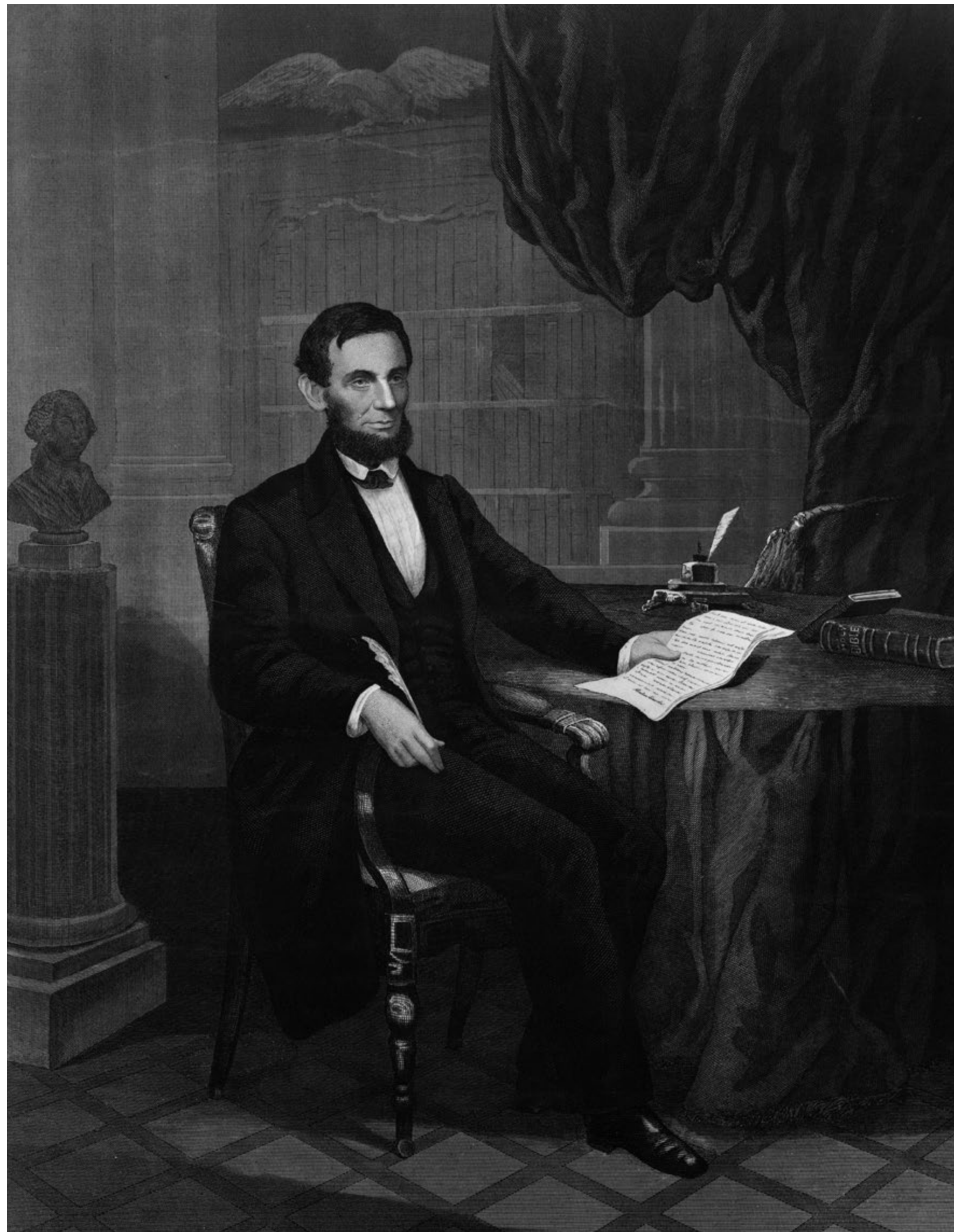










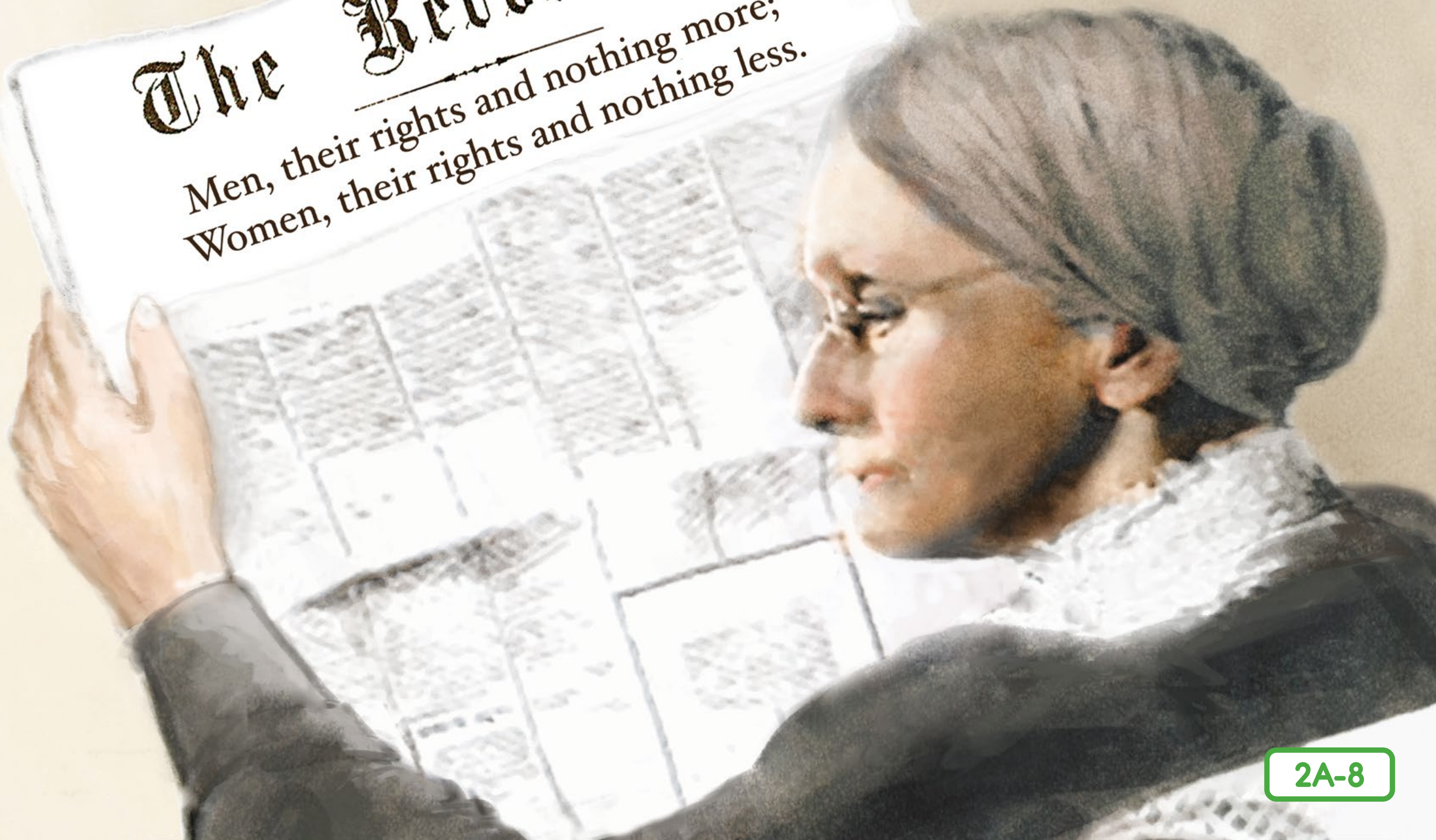






The Revolution.

Men, their rights and nothing more;
Women, their rights and nothing less.







WOMEN'S
RIGHT
TO VOTE

SUSAN B ANTHONY

WASHINGTON
HALL

FIVE O' CLOCK



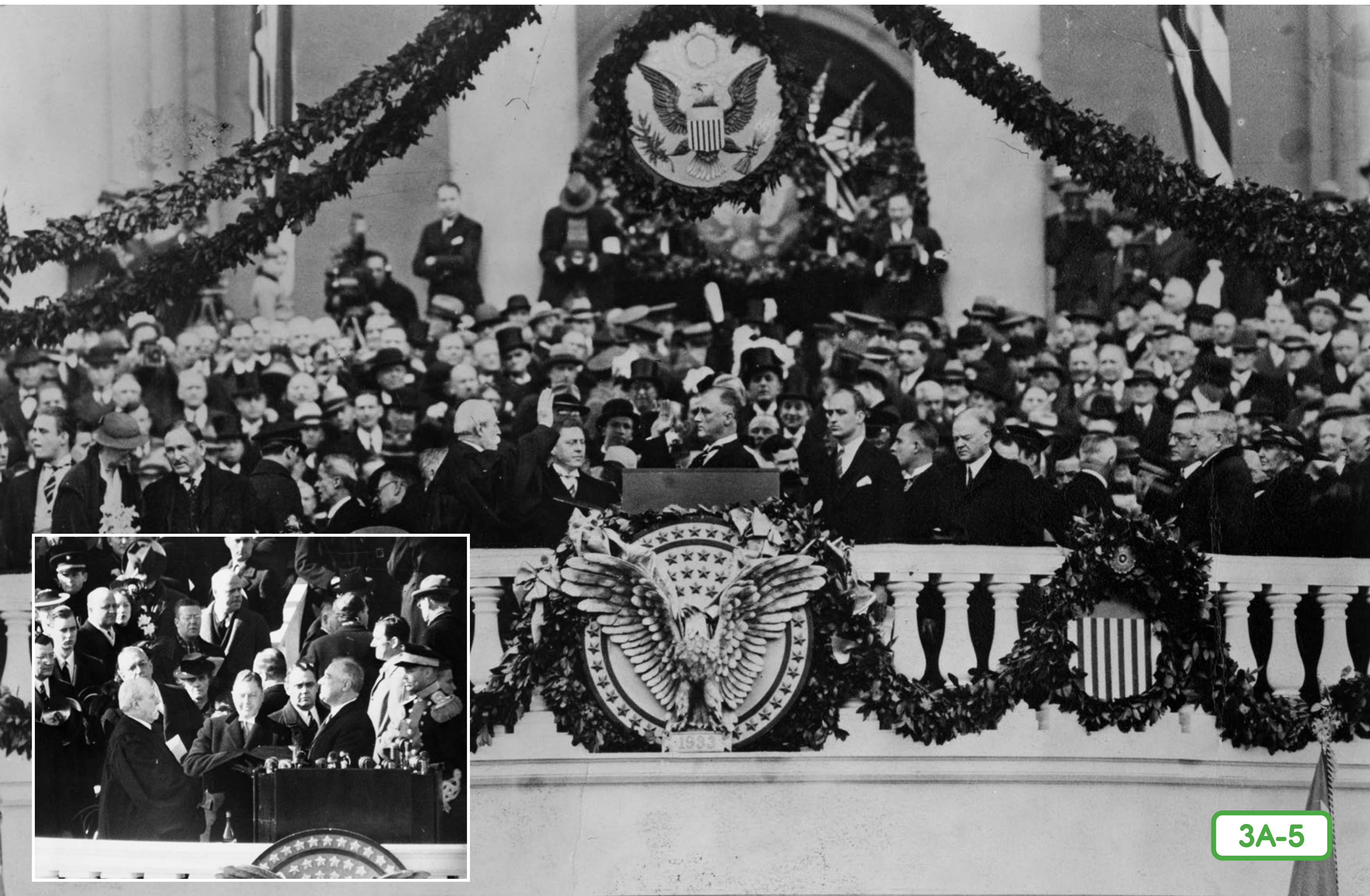


3A-1







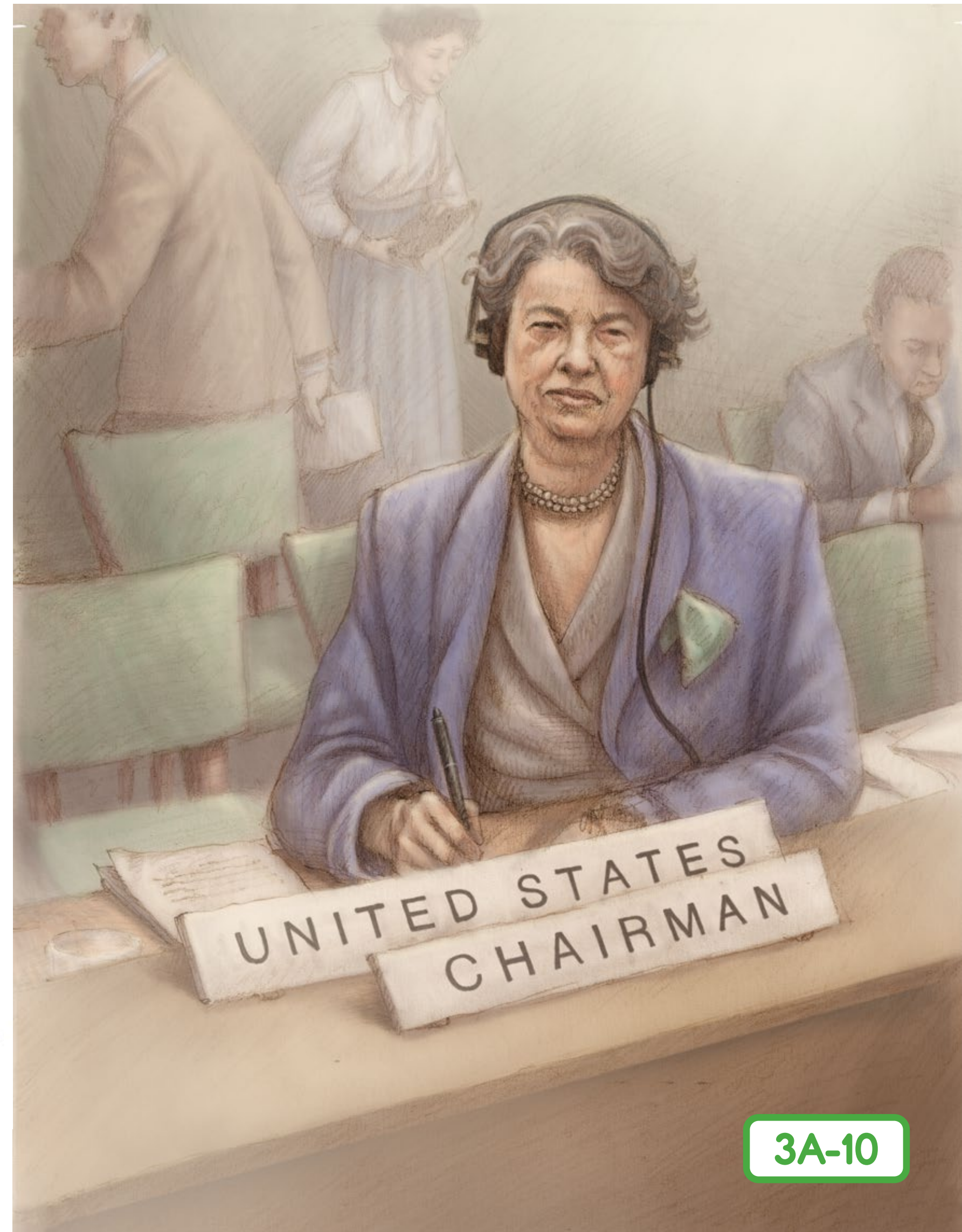












"The future
belongs to those
who believe in
the beauty of
their dreams."

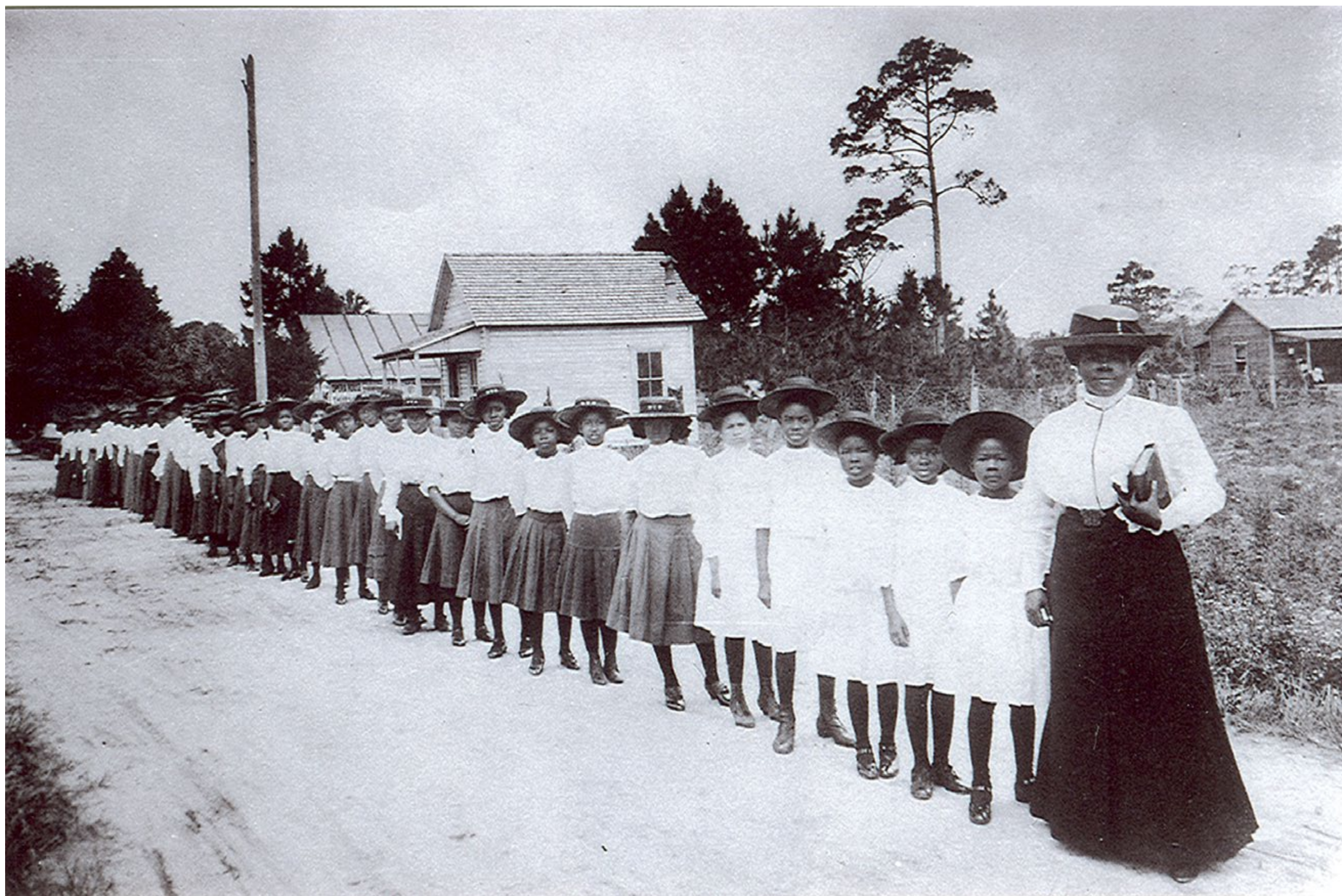




4A-1



















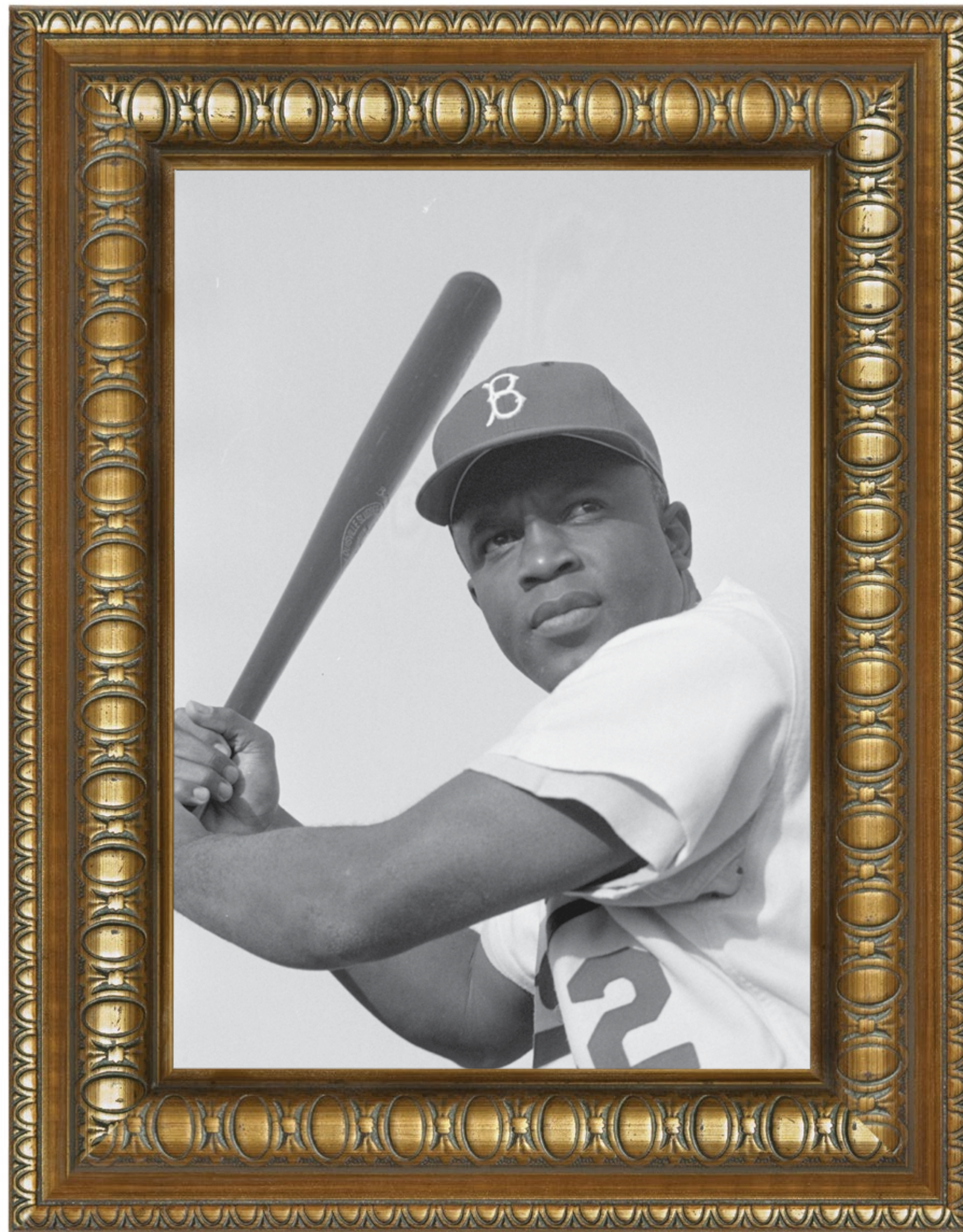


MARY McLEOD BETHUNE

1875 1955

Let her works praise her





5A-1







2nd PLACE

WINNER
BROAD JUMP
TRACK & FIELD
LA COLISEUM MAY 25, 1940

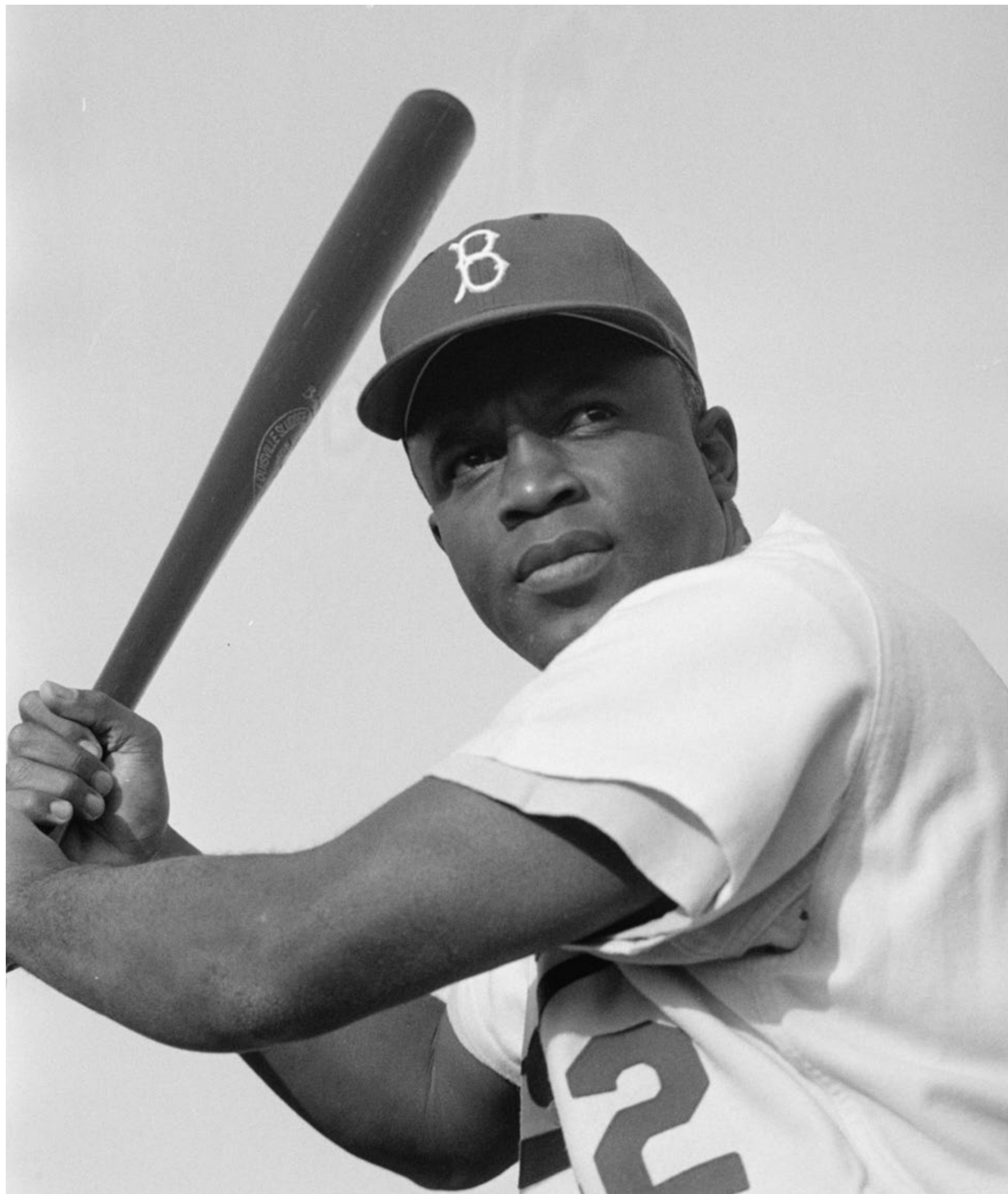
3rd PLACE





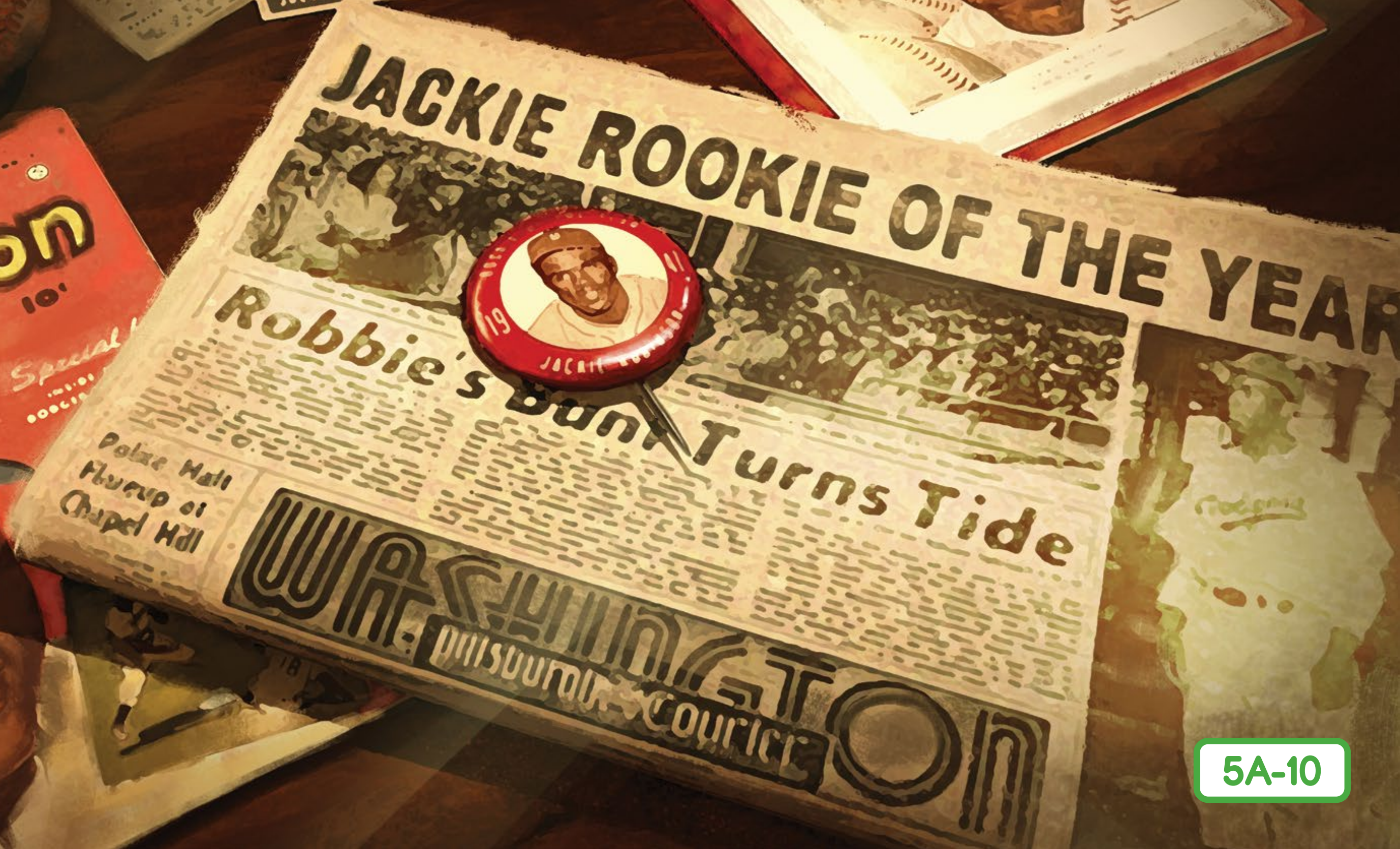






5A-9

Jackie Robinson
101
Special
100th







6A-1





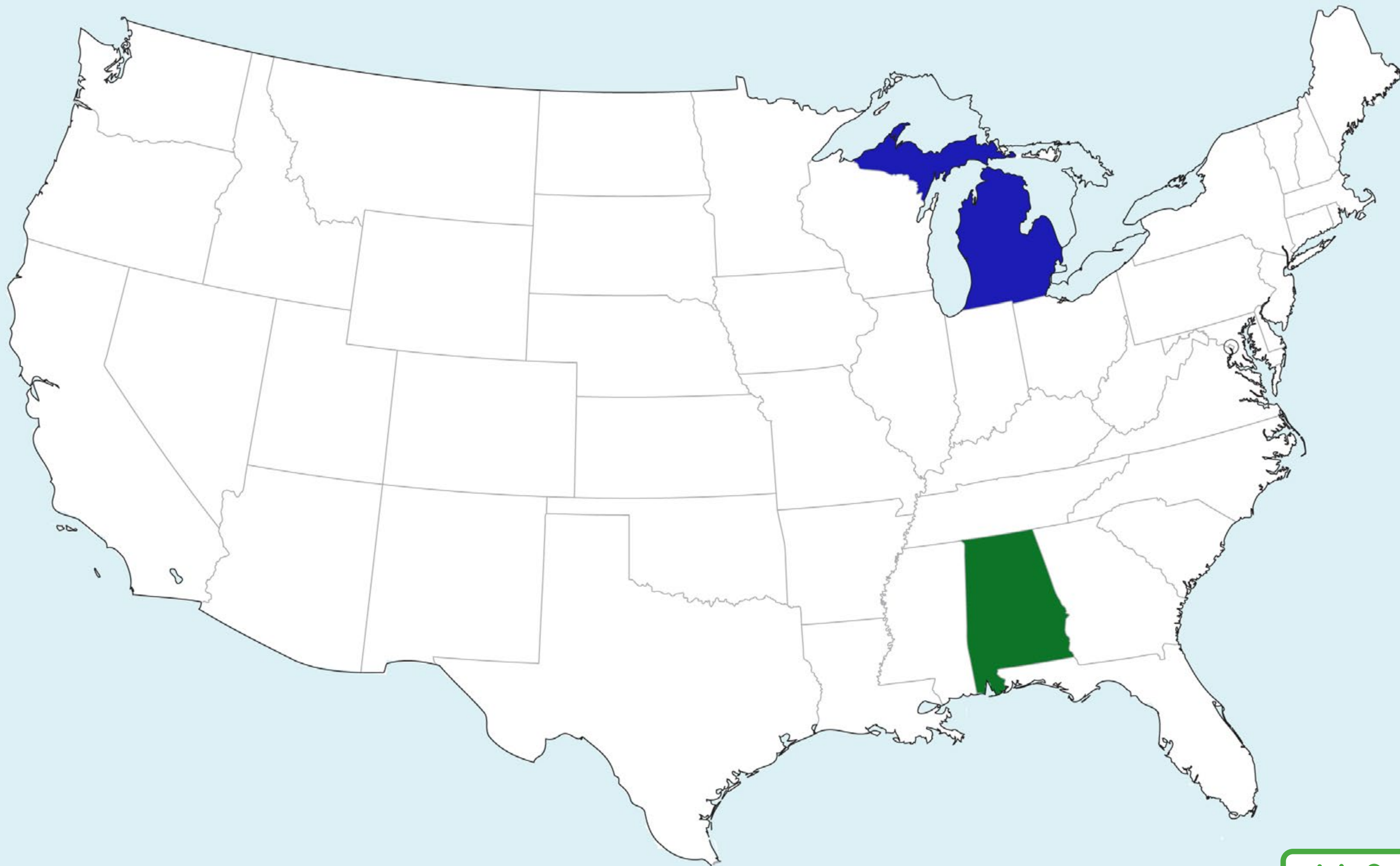


























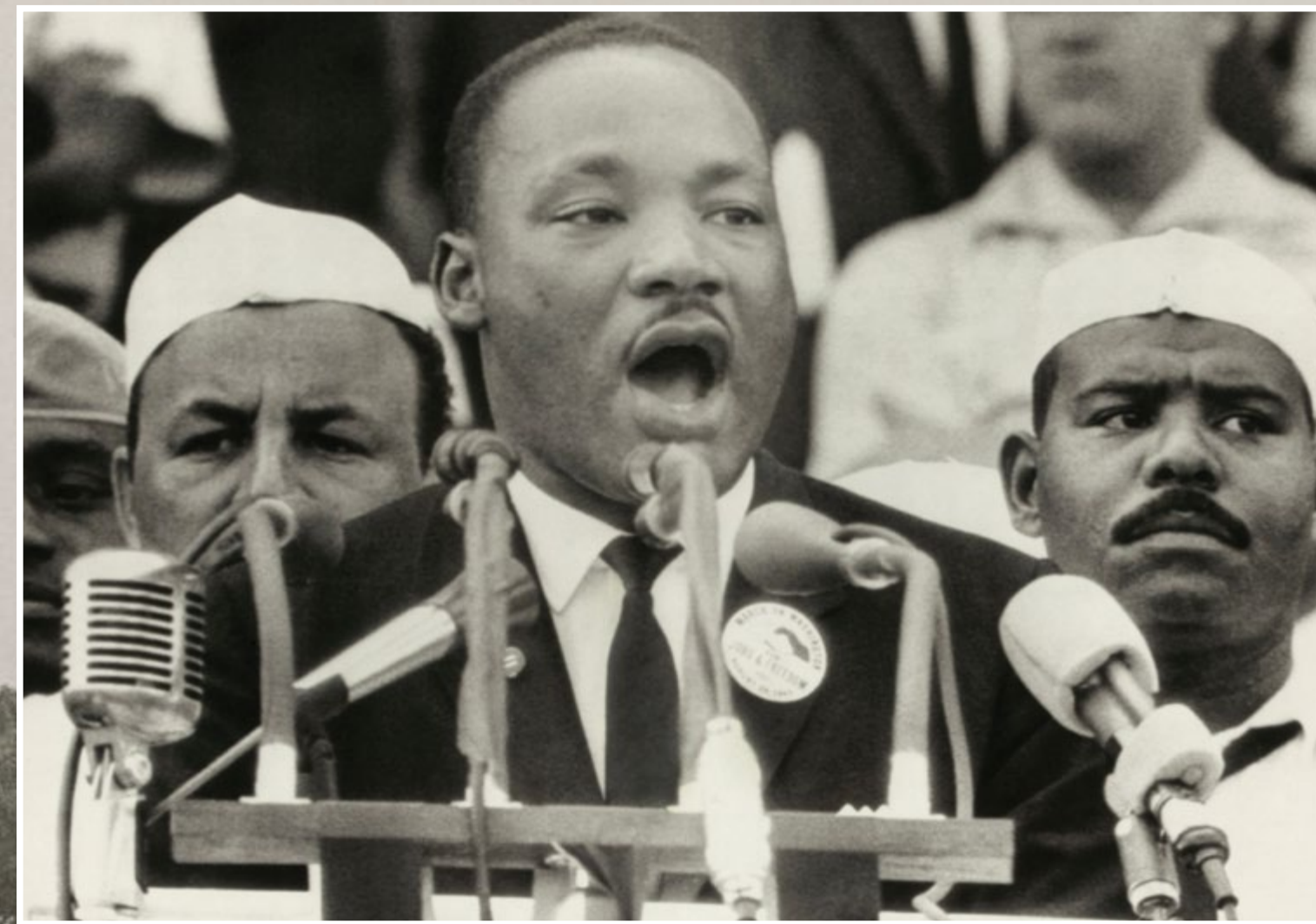


E.A. DRINKARD G
Coca-Cola
SIGN OF GOOD TASTE









7A-11





OUNTAIN OF DESPAIR,
E OF HOPE



8A-1













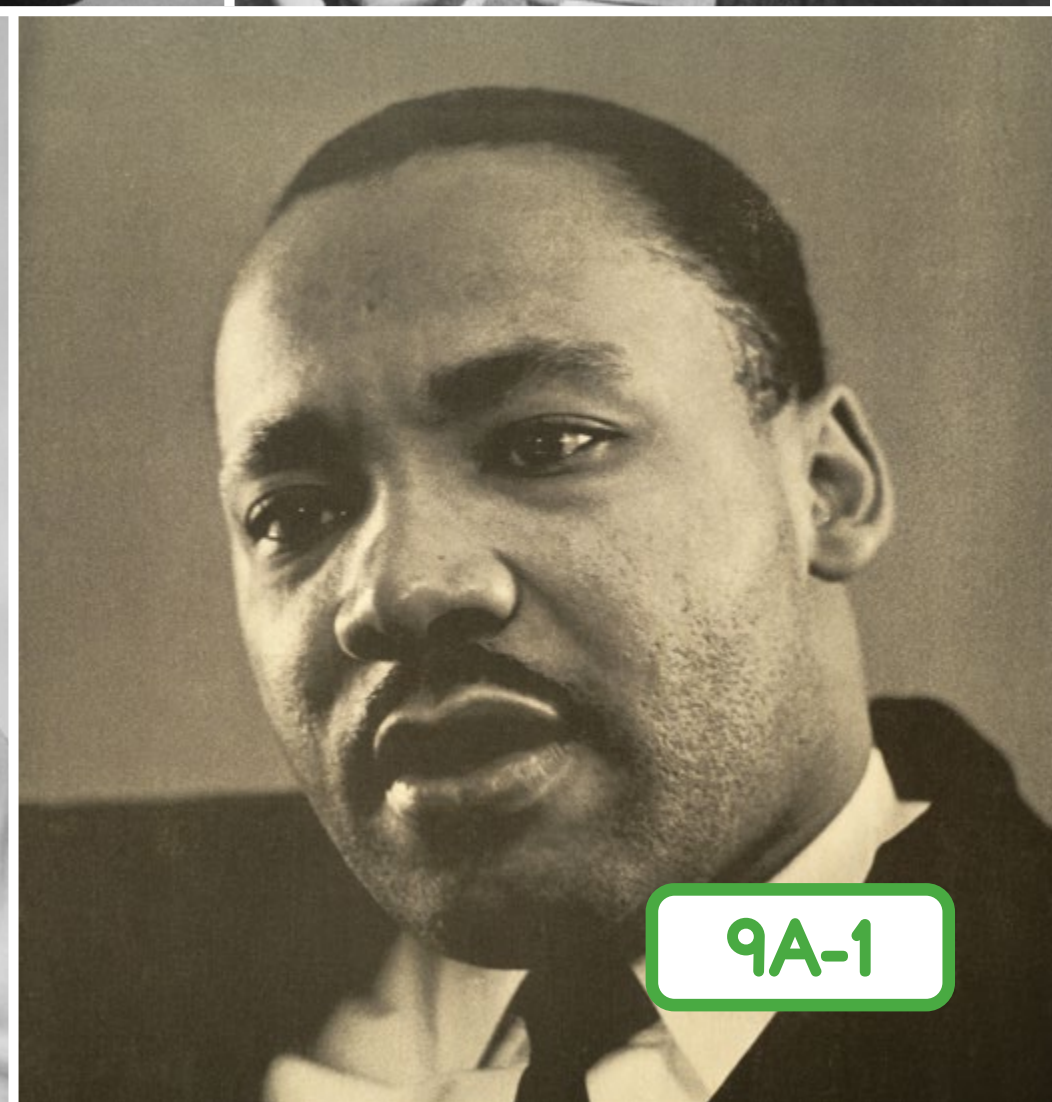






BOYCOTT GRAPES









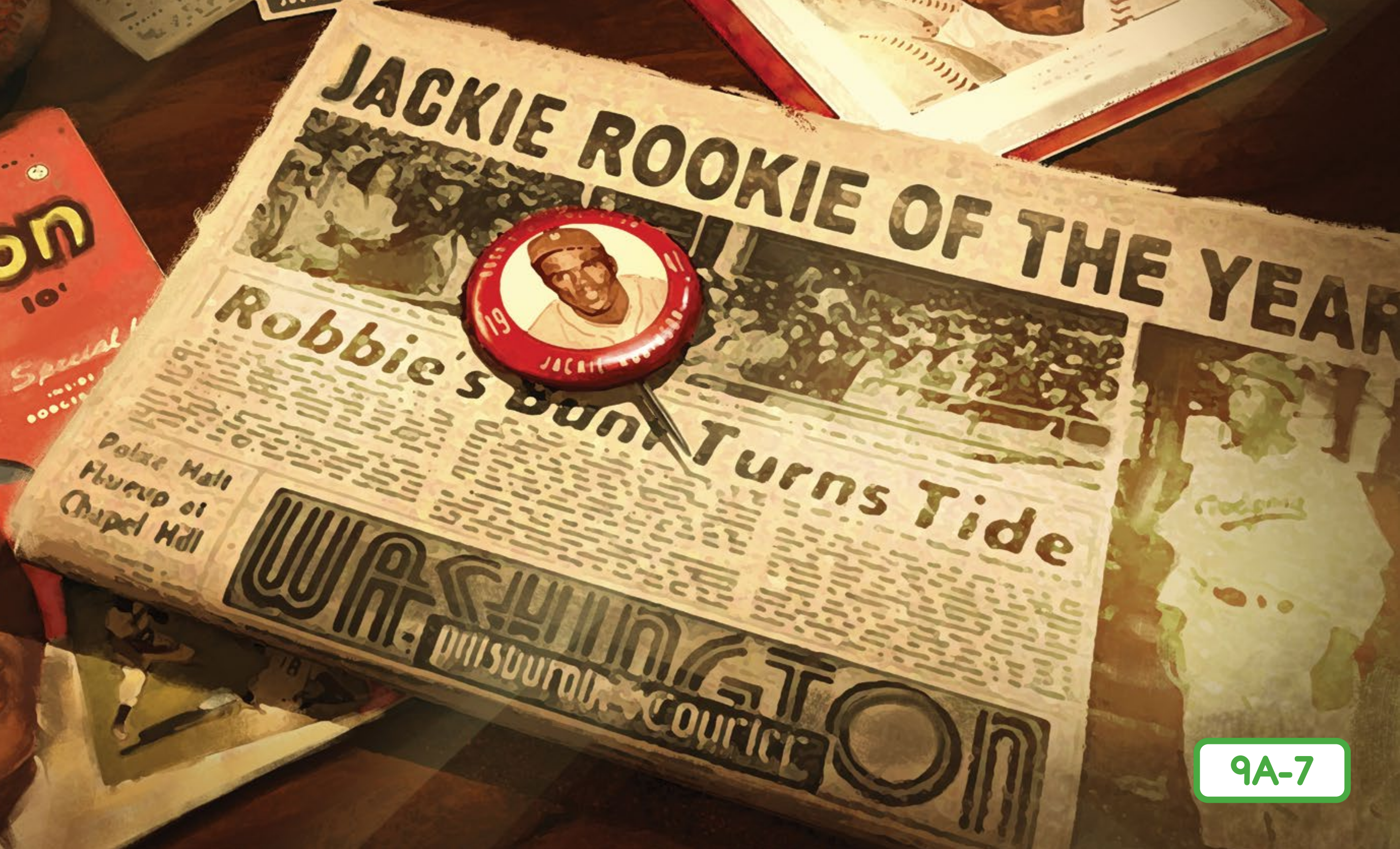
VOTE



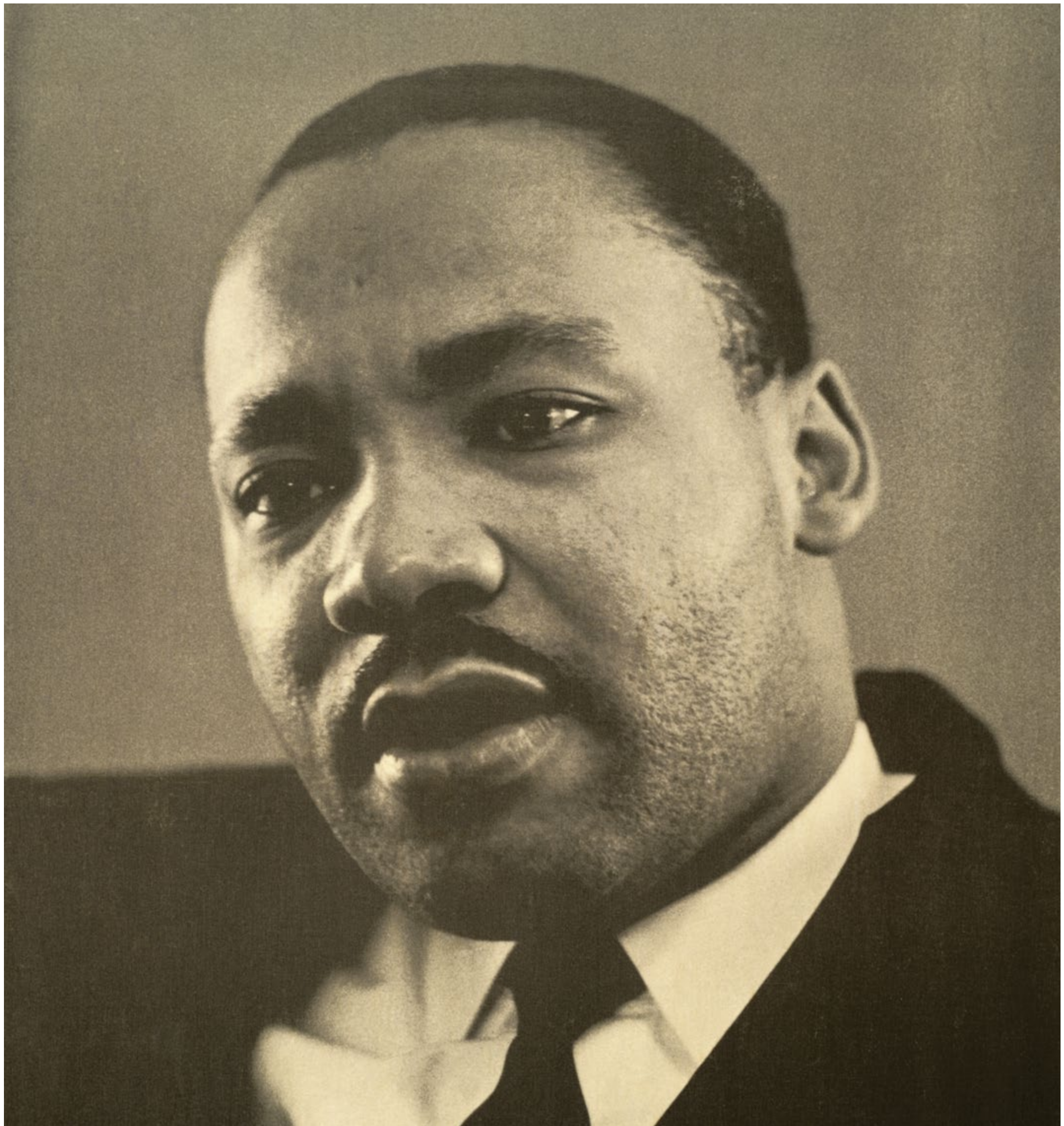




Jackie Robinson
101
Special
100th







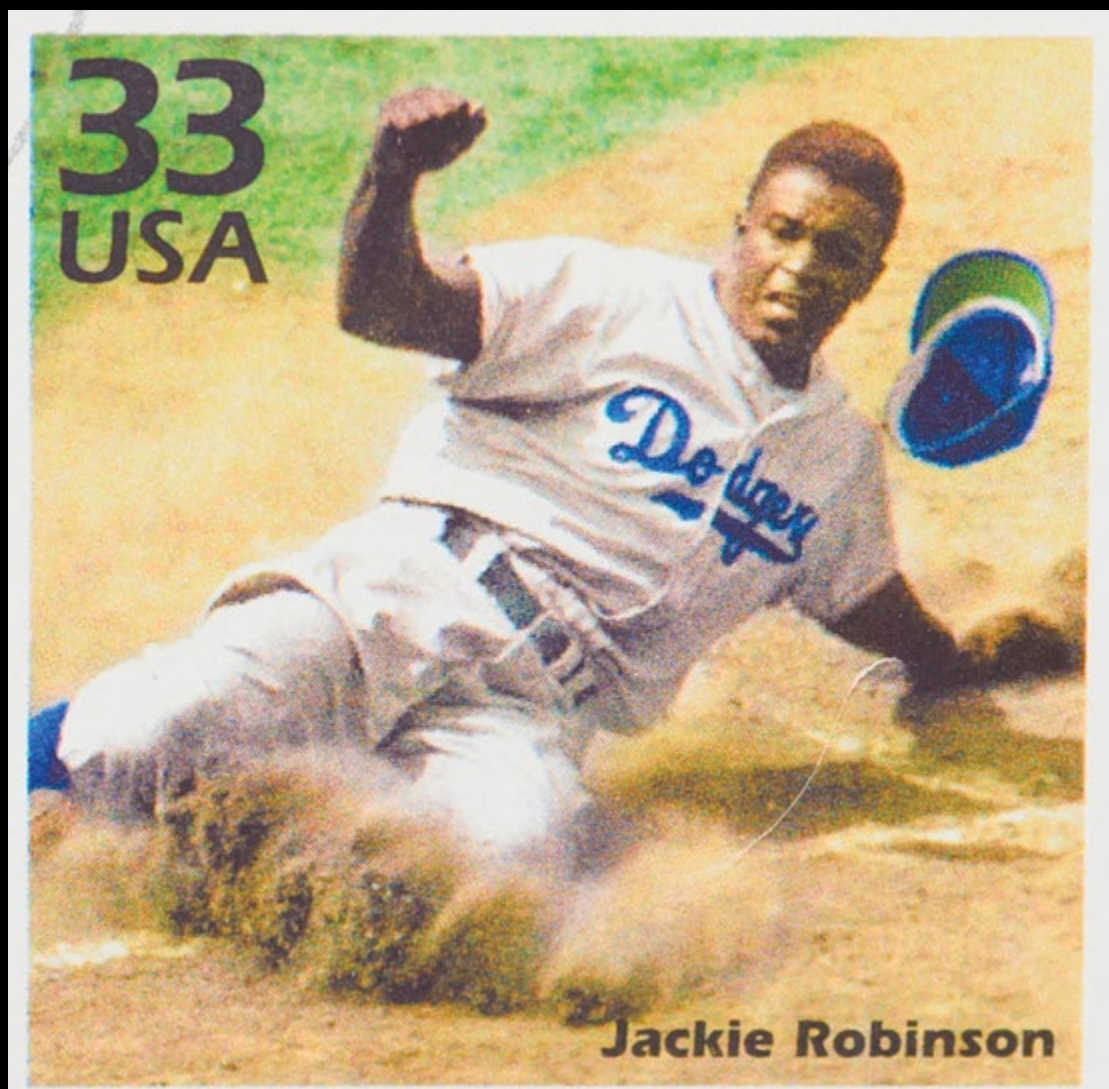


9A-10





USS GEORGE H W BUSH
CVN 77









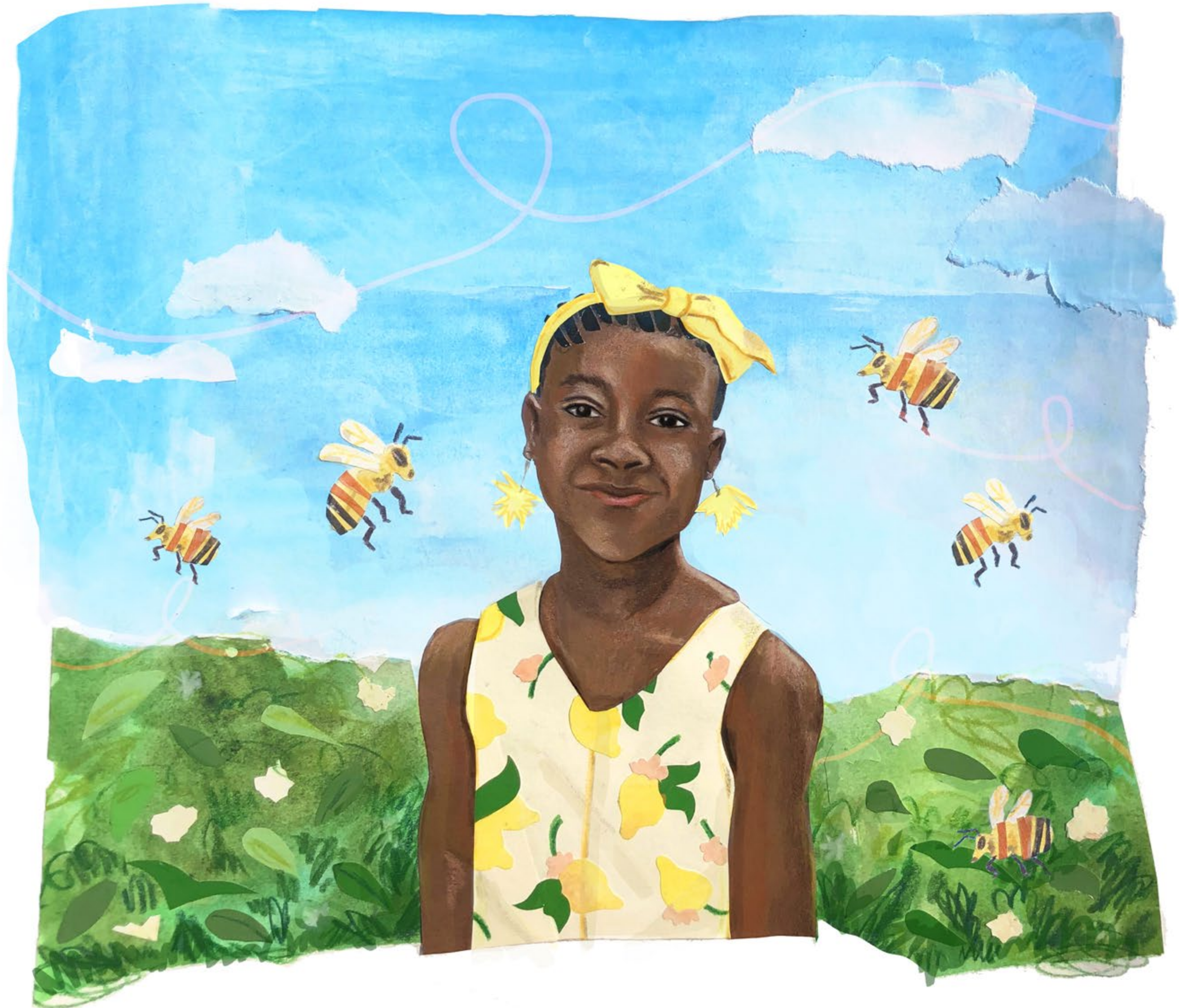




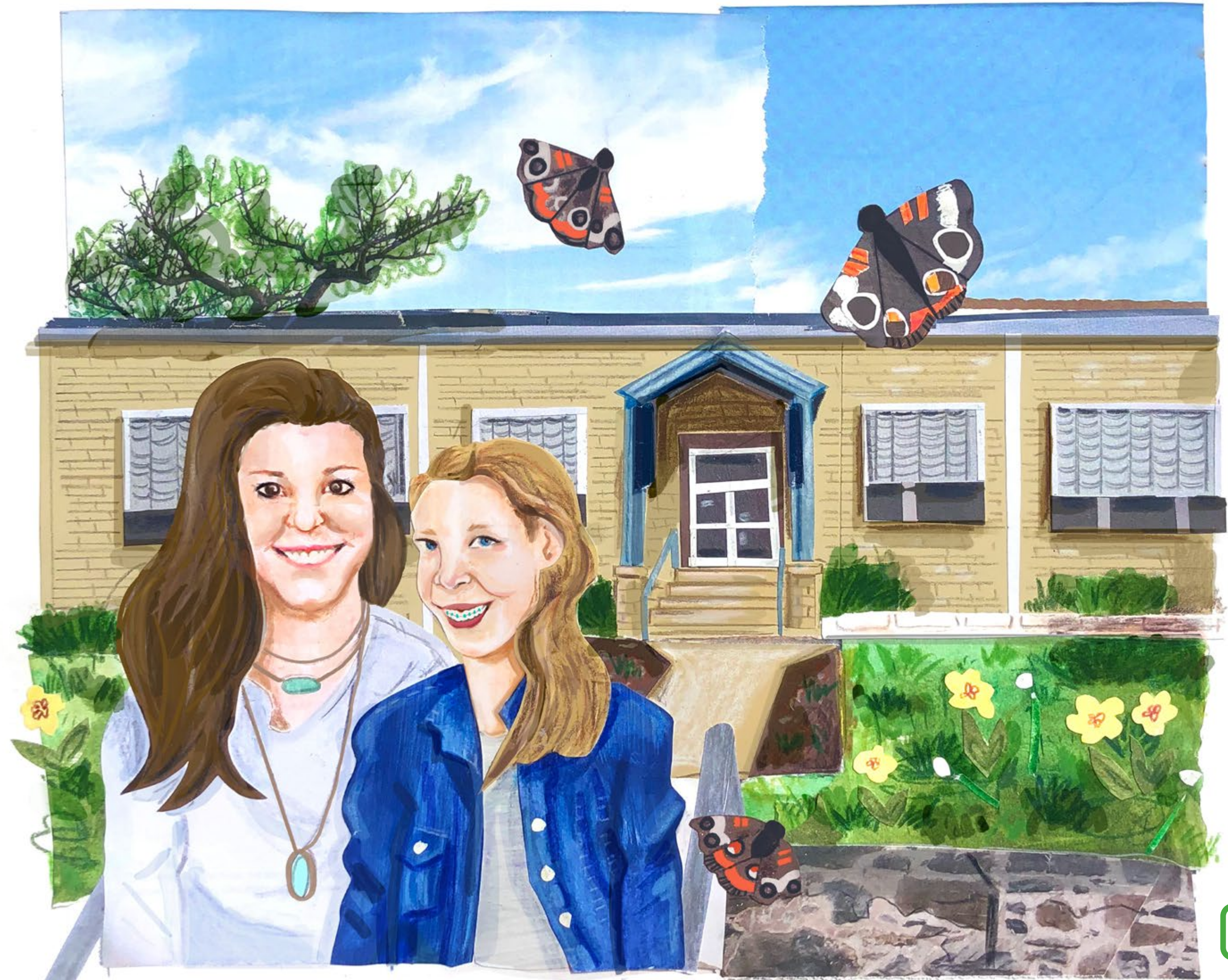
















Grade 2

Knowledge 11

Fighting for a Cause

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2





Cast (Poster 1M)

1. to make a vote (*verb*)
2. a hard covering that is put on a body part so that a broken bone can heal (*noun*)

Fighting for a Cause | Multiple Meaning Word Poster 1 of 4

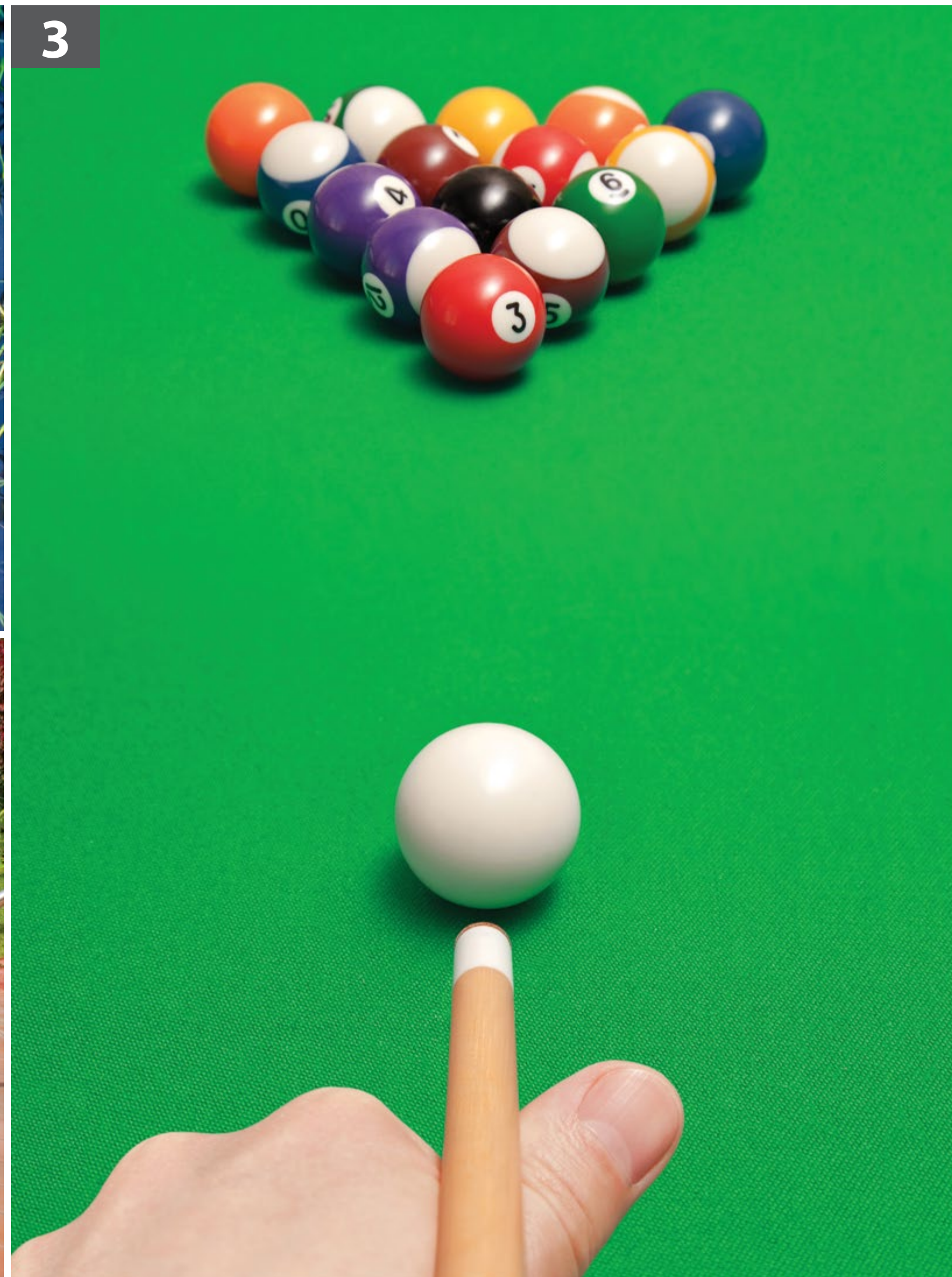
1



2



3





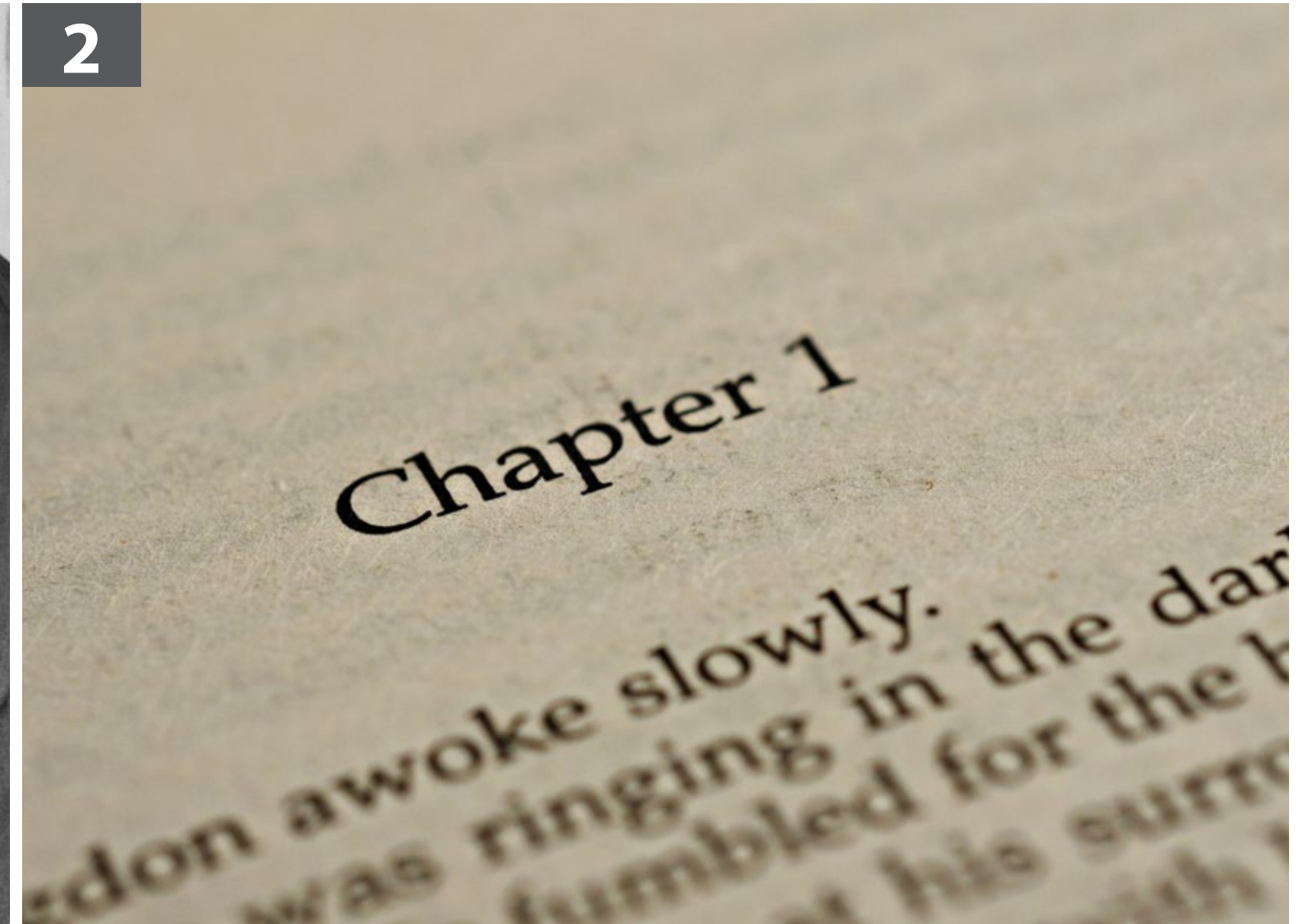
Pool (Poster 2M)

1. a small area of light or liquid (*noun*)
2. a large structure filled with water and used for swimming (*noun*)
3. a game in which players use a long stick and a white ball to hit colored balls into pockets around the table (*noun*)

1



2





Chapter (Poster 3M)

1. the people in a certain area who make up one section of a large organization (*noun*)
2. one of the main sections of a book (*noun*)

Fighting for a Cause | Multiple Meaning Word Poster 3 of 4

1



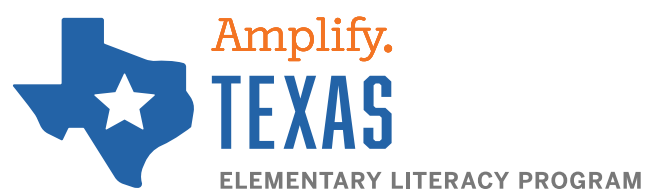
2





Register (Poster 4M)

1. to put your name on an official list (*verb*)
2. a machine used in a store that calculates the amount of cash due for a sale and that has a drawer for holding money (*noun*)



Grade 2 | Knowledge 11 | Flip Book
Fighting for a Cause





Grade 2

Knowledge 11 | Image Cards

Fighting for a Cause

ISBN 9781643838250



9 781643 838250

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021





Fighting for a Cause 1





Fighting for a Cause 2



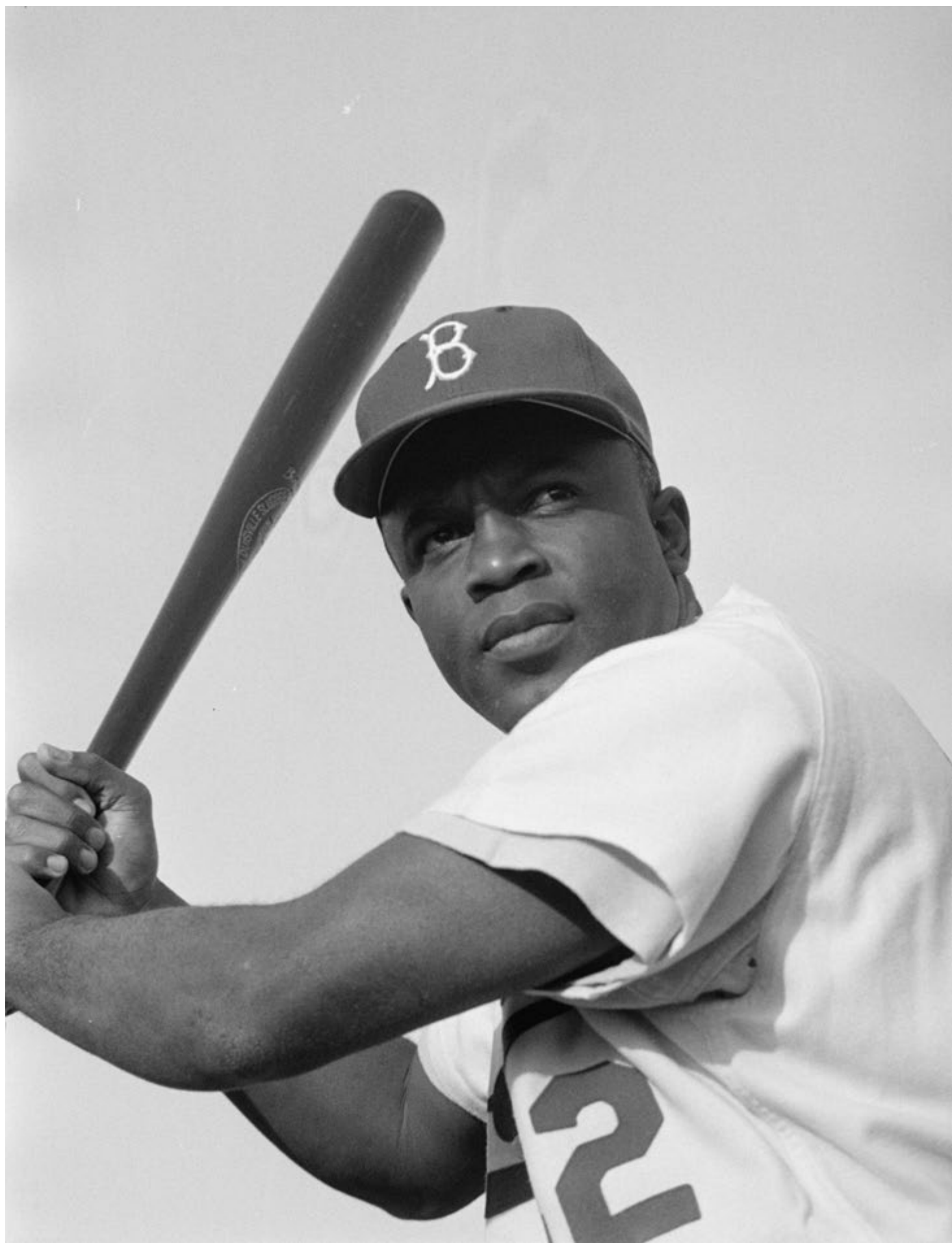


Fighting for a Cause 3





Fighting for a Cause 4



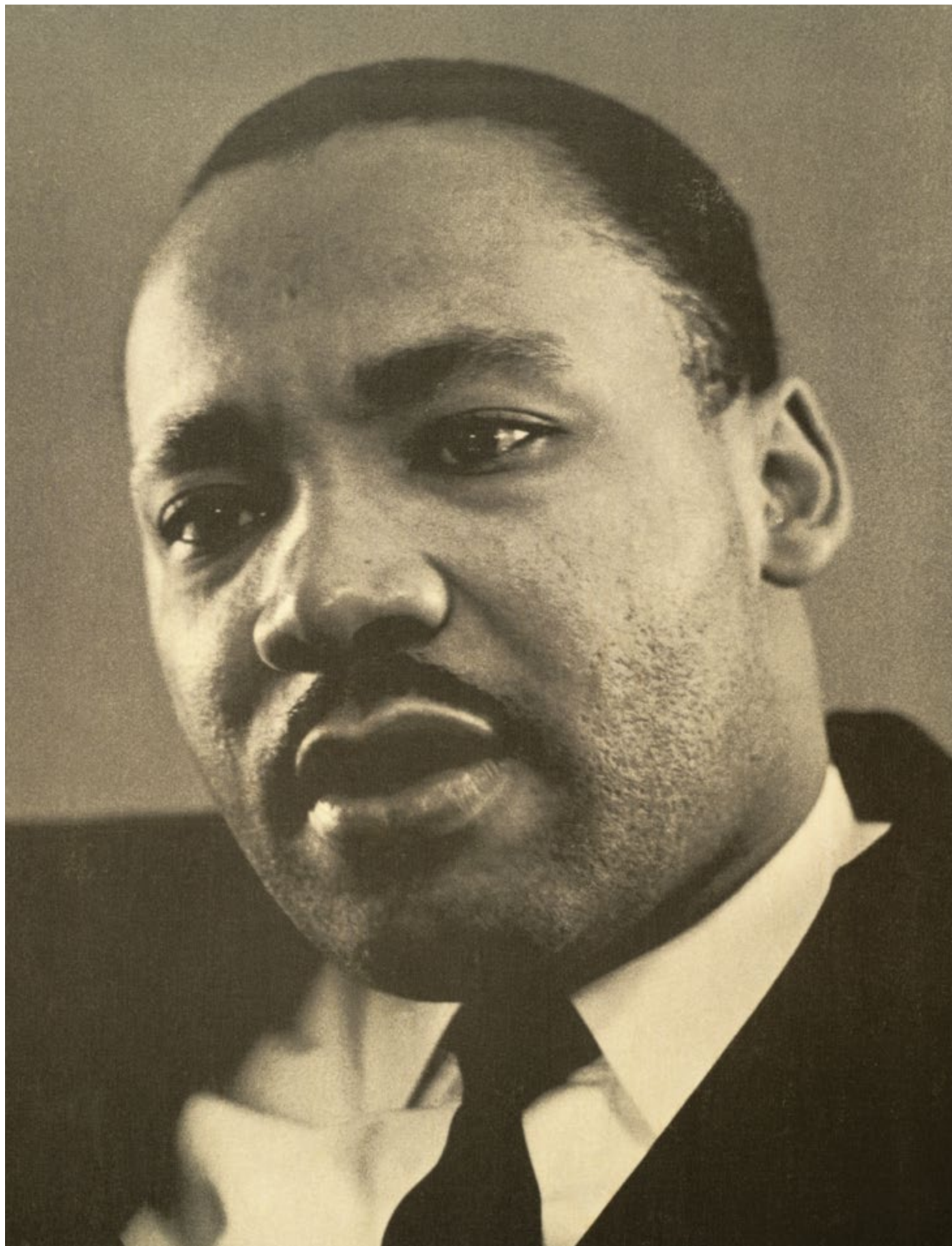


Fighting for a Cause 5





Fighting for a Cause 6





Fighting for a Cause 7





Fighting for a Cause 8

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Domain Icon: Shutterstock; Image Card 1: Library of Congress, Prints and Photographs, LC-USZ62-30742; Image Card 2: Library of Congress, Prints and Photographs Division, LC-USZ62-17840; Image Card 3: FDR Presidential Library and Museum; Image Card 4: Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USW3-014843-C; Image Card 5: Library of Congress, Prints and Photographs, LC-DIG-ppmsc-00048; Image Card 6: Underwood Photo Archives / SuperStock; Image Card 7: Underwood Photo Archives / SuperStock; Image Card 8: Library of Congress, Prints & Photographs Division, NYWT&S Collection, LC-USZ62-111017

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardtsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



Grade 2

Knowledge 11 | Digital Components

Fighting for a Cause

Grade 2

Knowledge 11

Fighting for a Cause

Digital Components

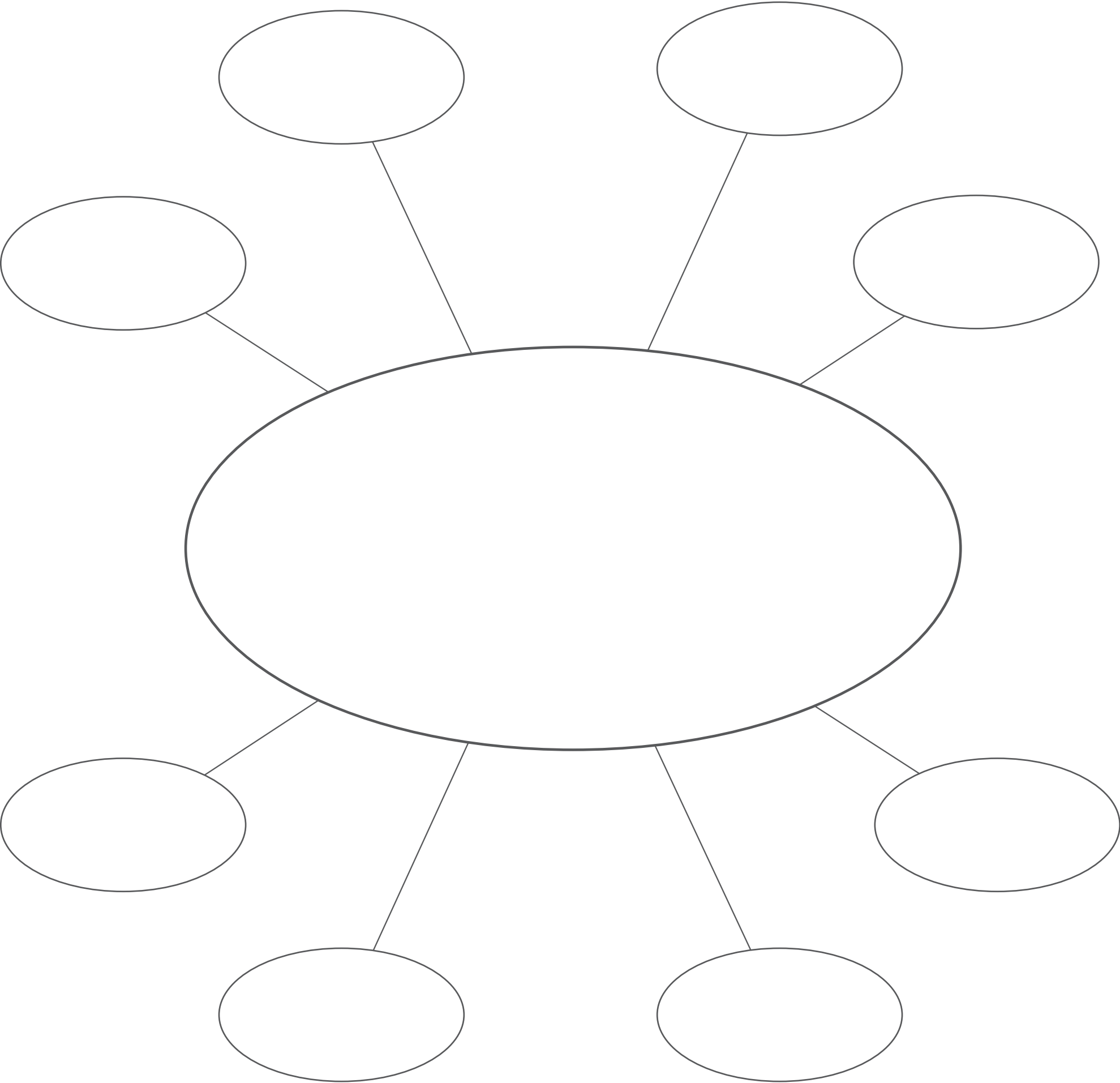
Table of Contents

Lesson 1: Central Idea/Supporting Evidence Web1

Lesson 5: Somebody Wanted But So Then Chart.2

Lesson 10: Venn Diagram “Faith Florez” and “Cesar Chavez”3

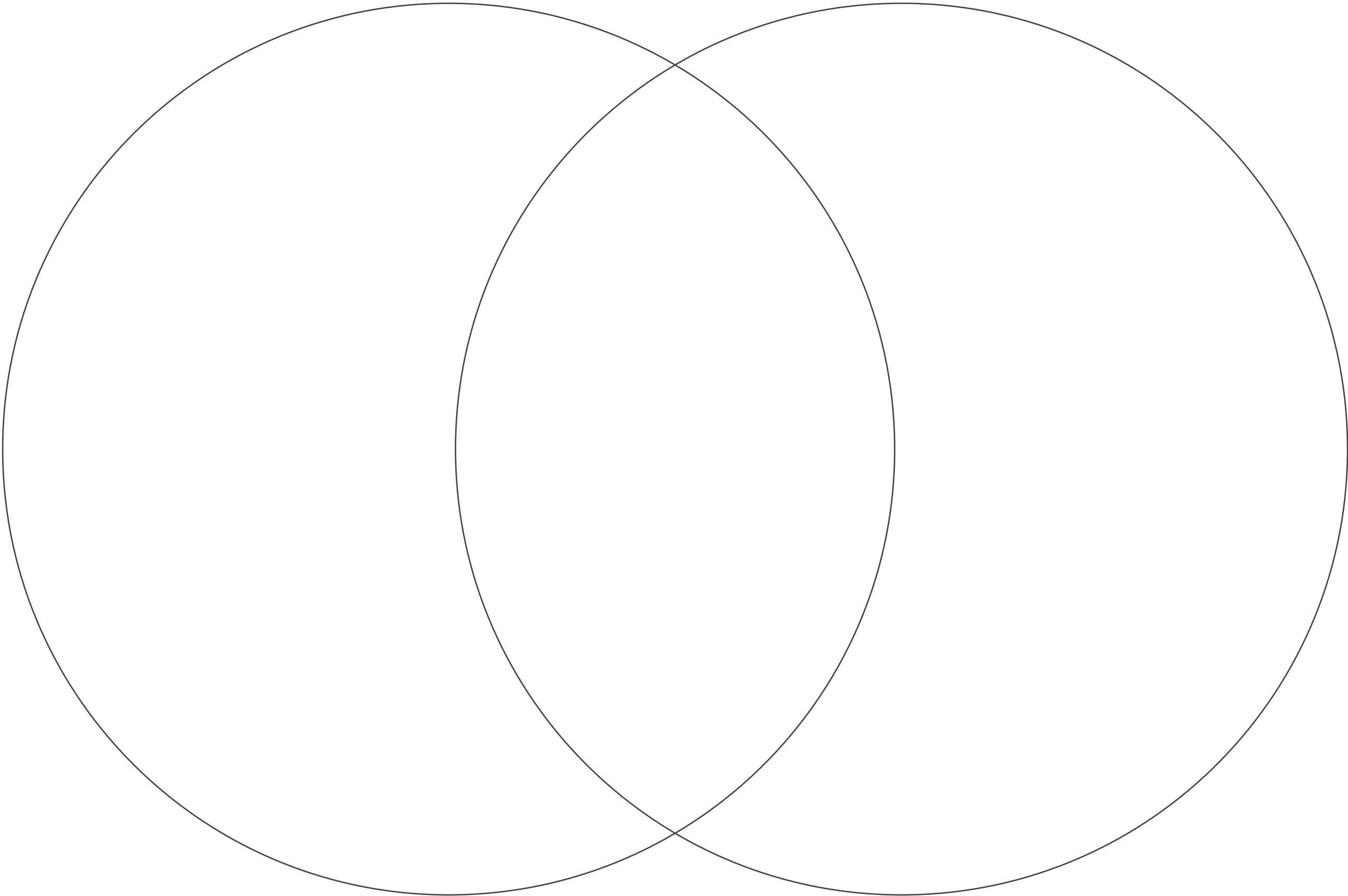
Lesson 12: Community Action Plan Graphic Organizer4

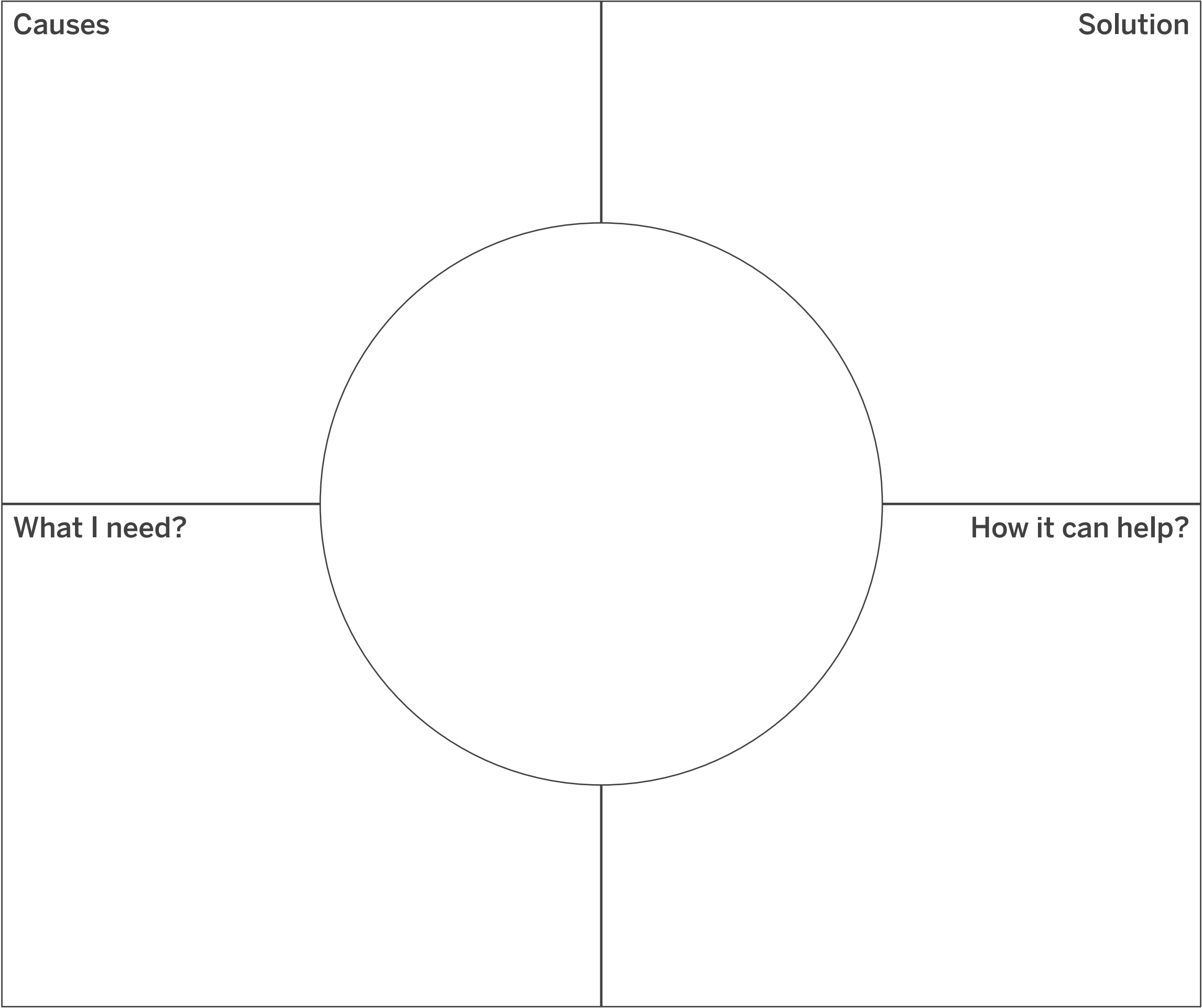


Somebody	
Wanted	
But	
So	
Then	

Faith Florez

Cesar Chavez





Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial
Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

Product and Project Management
Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production
Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors
Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief
E. D. Hirsch Jr.

President
Linda Bevilacqua

Editorial Staff
Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.
And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Texas Contributors

Content and Editorial
Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

Product and Project Management
Stephanie Koleda
Tamara Morris

Art, Design, and Production
Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardtsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

Design and Graphics Staff
Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services
Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

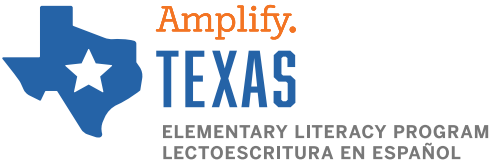
All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

J. Chris Arndt

Writers

Ann Ingalls, Rosie McCormick



Welcome!

Grade 2, Domain 11

Fighting for a Cause

In this unit, students will learn about several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds.

What's the story?

Students 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**. They helped change many laws, and they all practiced **nonviolence**.

What will my student learn?

Students will learn how historical figures, including **Cesar Chavez**, **Eleanor Roosevelt**, and **Jackie Robinson**, impacted the ability of others in the United States to exercise their **individual rights**. They will also learn the terms **civil rights** and **human rights** and what they mean. Students will explore the connection between ideas and actions, and how **ordinary people can do extraordinary things**.

In this domain, students will have the chance to **write free verse poetry** to express their thoughts and opinions and **revise, edit, and publish** one of their poems. They will also **write about an invention** to describe how it helps people and **create a community action plan** to solve a problem.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the civil rights we are guaranteed by the United States?
Follow up: Why were certain groups of people excluded from some of these rights throughout American history? What do you think it means to fight for what you believe in?
2. Who was Susan B. Anthony? (also Eleanor Roosevelt, Martin Luther King Jr., Jackie Robinson, Mary McLeod Bethune, Rosa Parks, and Cesar Chavez)
Follow up: How did he/she help people? What causes did he/she fight for? What did he/she accomplish? What do you admire about him/her?
3. In what ways was Jackie Robinson similar to Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune?
Follow up: How was the way Jackie Robinson fought for civil rights different from the way the others did?
4. Can you think of or share a time you had to fight for something that you believed in?
Follow up: Tell me about it. How did it feel? What did you accomplish?

Grade 2: Domain 11

For the Right to Learn: Malala Yousafzai's Story



by Rebecca
Langston-George
Illustrated by Janna Bock



●●● QT: 720L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the program.

Summary: Malala grew up in a world that believed girls were supposed to be silent and their education was not important. But she refused to stay silent and fought for equal educational rights. She defied the Taliban's rules, spoke out for education for every girl, and was almost killed for her beliefs. This powerful true story of how a courageous girl changes the world demonstrates that one person really can make a difference.

Essential Question

How can one person make a difference?

Introduce students to the story by reading page 2. Tell students that this book is the first story in the *Fighting for a Cause* unit, where they will learn about people who courageously stood up for something important. Courageous people face danger or difficult situations with brave actions. Ask students to listen for Malala's actions that demonstrate her courage.

After reading, ask students to recall some of Malala's courageous actions and make a list on the board. As students provide examples, encourage them to explain why each example represents a courageous action.

Vocabulary Routine

Tier 2 Vocabulary Words

courage
equal
native
intimidate
preach
blog
activist

Tier 3 Vocabulary Words

burqas

Performance Task

Reread pages 16–18 and have students list Malala’s brave actions from the text.

Students should be able to

- list one courageous action specifically from the pages read.

Writing Prompt

Have students write a short paragraph using the following prompt. Encourage students to write in complete sentences and use specific examples from the text.

- How did Malala display courage?

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Author’s Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to tell a story and/or give information. Students will gain a better understanding of text purposes over time.
- Author’s Craft
 - Explain that authors choose words carefully to make what they write more interesting. Ask students what they noticed about the text, especially about the words or structure. Students are just starting to learn about text, so there is no expectation that they learn or use text terminology at this time.
 - » Answers will vary but could include descriptive words and phrases, dramatic words and scenes, direct quotes, etc.
- Identifying Information
 - Show students the glossary, index, and the page titled “More About Malala’s Story” in the back of the book. Discuss the purpose of each section and then ask students which section would be the most helpful in finding a specific piece of information (e.g., definition of the word *ban* [glossary] or awards Malala has won [index]).

Vocabulary

Grade 2 Domain 11: Fighting for a Cause



Print and Digital References

Introduction: Print and Digital References



We can use **print and digital glossaries and dictionaries** to determine the meaning of words and phrases.

Print and digital glossaries and dictionaries provide the information needed to understand the *meaning* of words.

Let's look at the entry for the following vocabulary word:

activists

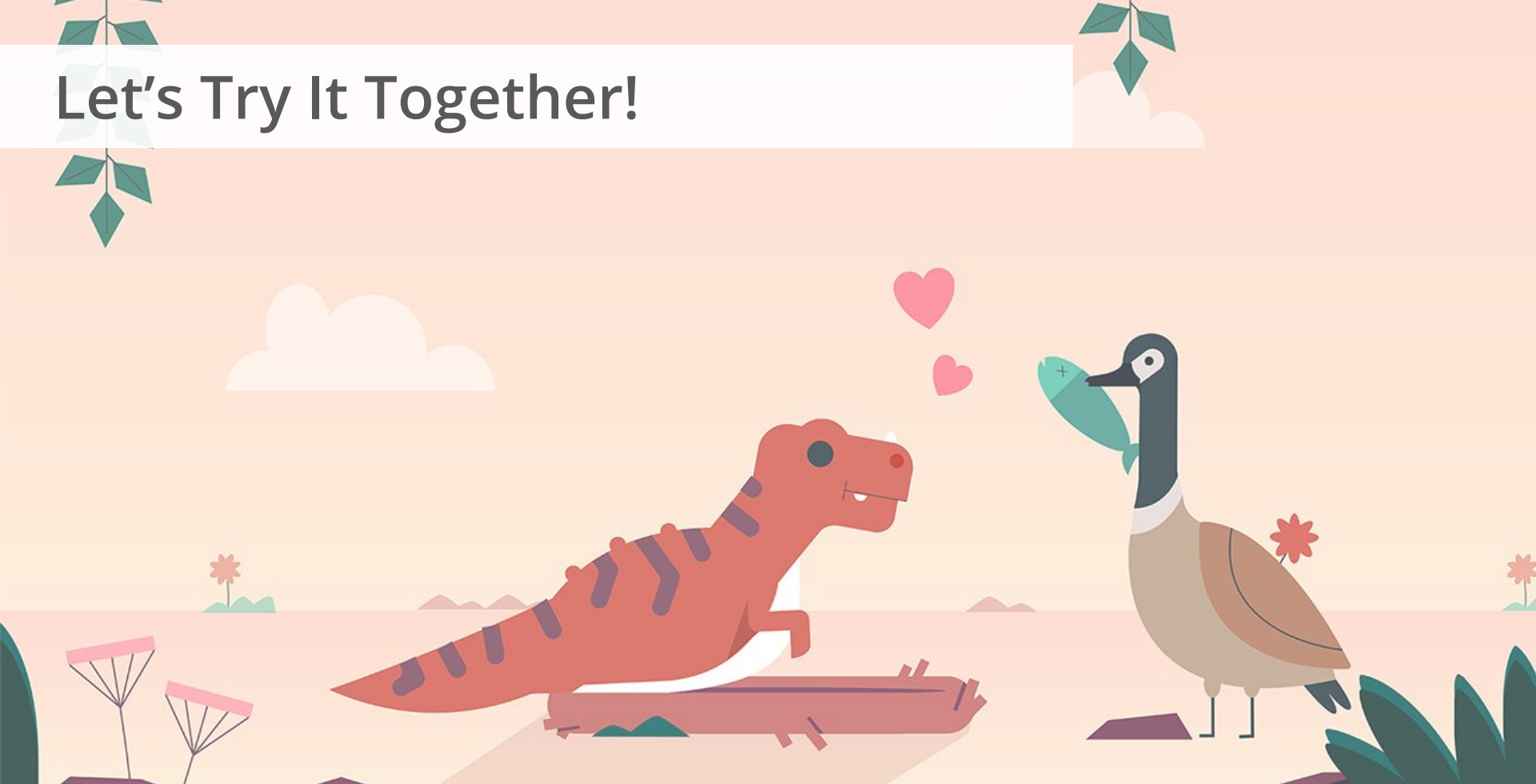
activists (n.): people who take some kind of action to achieve a goal

Example: Susan B. Anthony led a determined group of Women's Rights **activists**.

Variation(s): **activist**

This entry provides the definition, part of speech, and an example. By reading the definition of the word **activists** we are able to understand the meaning and ways to use it correctly.

Let's Try It Together!



Look at the entry for the following vocabulary word:

teammates

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**

Based on the entry for the word **teammates**, turn to a partner and discuss a new sentence you can make.

Raise your hand to share the new sentence you and your partner came up with!

Let's try one more together. Look at the entry for the following vocabulary word:

inequality

inequality (n.): a situation in which different groups are given certain rights or privileges not given to other groups

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

Variation(s): **inequalities**

Based on the entry for the word **inequality**, turn to a partner and discuss a new sentence you can make.

Raise your hand to share the new sentence you and your partner came up with!

Now Try One by Yourself



Read the following glossary entry:

jury (n.): a group of people selected to listen to evidence in a trial and decide the result

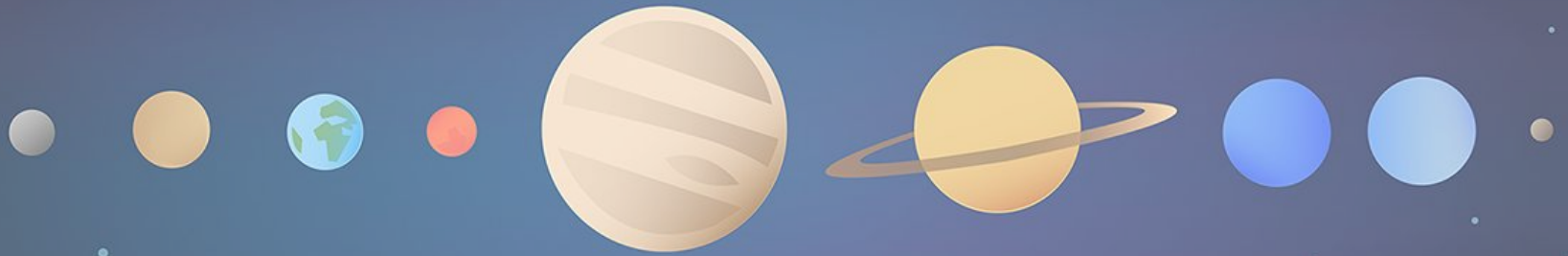
Example: The **jury** was unanimous in its decision that the defendant was not guilty.

Variation(s): **juries**

Write down the word and part of speech from the glossary entry.

Use the word in a new sentence.

Answer



jury, noun

The **jury** decided that the man was not guilty.