



# DRAFT

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## For Review Purposes Only

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These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on [EnagageNY.org](http://EnagageNY.org).





# The Core Knowledge Language Arts Program

Grade 2

## Listening & Learning Strand



# Tell It Again! Read-Aloud Anthology

# Fighting for a Cause

Version 2.0

Published by the Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

Pilot Edition  
Version 2.0

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# Introduction to Fighting for a Cause



This introduction includes the necessary background information to be used in teaching the Fighting for a Cause domain. The *Tell It Again! Read-Aloud Anthology* for Fighting for a Cause contains fourteen 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. The entire lesson will require a total of sixty minutes.

In this domain, we have used actual trade books for all fourteen lessons. We have included page references as well as the end of the applicable sentence from the trade books in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-alouds.

We have included two Pausing Points in this domain, one after Lesson 7 and another after Lesson 14. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. You should spend no more than eighteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Image Cards* for Fighting for a Cause
- *Tell It Again! Workbook* for Fighting for a Cause

The following trade books are used as read-alouds:

1. *Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade (Picture Window Books, 2007) ISBN 1404831045 (Lesson 1)
2. *The Ballot Box Battle*, by Emily Arnold McCully (Alfred A. Knopf, 1996) ISBN 0679893121 (Lesson 2)
3. *A Picture Book of Eleanor Roosevelt*, by David A. Adler (Holiday House, 1991) ISBN 0823411575 (Lesson 3)

4. *When Marian Sang*, by Pam Muñoz Ryan (Scholastic Press, 2002) ISBN 0439269679 (Lessons 4 and 5)
5. *Mary McLeod Bethune*, by Eloise Greenfield (HarperCollins, 1977) ISBN 9780064461689 (Lessons 6 and 7)
6. *The Story of Ruby Bridges*, by Robert Coles (Scholastic Inc., 1995) ISBN 9780439598446 (Lesson 8)
7. *Teammates*, by Peter Golenbock (Voyager Books, 1990) ISBN 9780152842864 (Lesson 9)
8. *A Picture Book of Rosa Parks*, by David A. Adler (Holiday House, 1995) ISBN 082341177X (Lesson 10)
9. *Freedom on the Menu: The Greensboro Sit-Ins*, by Carole Boston Weatherford (Puffin Books, 2005) ISBN 9780142408940 (Lesson 11)
10. *A Picture Book of Martin Luther King, Jr.*, by David A. Adler (Holiday House, 1990) ISBN 0823408477 (Lesson 12)
11. *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull (Harcourt, Inc., 2003) ISBN 9780152014377 (Lessons 13 and 14)

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

## ***Why Fighting for a Cause Is Important***

This domain will introduce your students to several ordinary people who stood up for what they believed in and fought for a cause, even when faced with immeasurable odds. Students will learn how members of more powerful groups have tended to exclude members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as equal rights, woman's rights, and human rights. Each of these individuals struggled for a cause, and their struggles later helped change many laws. These historical figures also impacted 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.

The Fighting for a Cause domain will introduce students to seven historical leaders via trade book read-alouds. They will also hear four other read-alouds not highlighted in the *Core Knowledge Sequence* that reinforce the idea of fighting for a cause. We understand that because you have a great deal of information to cover during the school year and that the content of these lessons—Lessons 2, 4, 5, 8, and 11—is not explicitly highlighted in the sequence, that you may not have time for these lessons. We encourage you to treat these lessons as optional when necessary. We do suggest, however, that you address the Core Vocabulary highlighted in these lessons. Each trade book describes the life and contributions of each leader in helping to achieve equal rights for all. Historical leaders featured in this domain include the following:

- Susan B. Anthony
- Eleanor Roosevelt
- Mary McLeod Bethune
- Jackie Robinson
- Rosa Parks
- Martin Luther King, Jr.
- Cesar Chavez

Students will learn of the dedication and sacrifice of these historical leaders, as well as the significant impact they made in the fight for equal rights. This domain will also lay the foundation for review and extended learning of equal rights in later grades. The content in this domain is reinforced through the friendly letter writing genre.



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

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The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in *Fighting for a Cause*:

- *Plants* (Kindergarten)
- *Presidents and American Symbols* (Kindergarten)
- *The Birth of Our Nation* (Grade 1)

Listed below are the specific content objectives your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Describe the life and scientific achievements of George Washington Carver
- Recognize the White House as the president's home
- Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal . . ." as part of the Declaration of Independence

# Instructional Objectives for Fighting for a Cause

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Fighting for a Cause Overview														
Objectives	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Core Content</b>														
Explain that members of one very powerful group have tended to exclude members of other groups from certain rights	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the causes that Susan B. Anthony fought for during her lifetime	✓													
Describe the life and contributions of Susan B. Anthony	✓													
Explain why fighting for the right to vote was an important cause for many women throughout the United States		✓												
Describe how organizations and movements were created as people fought for equal rights		✓		✓										
Describe the life and contributions of Eleanor Roosevelt			✓											
Identify the causes that Eleanor Roosevelt fought for during her lifetime			✓		✓									
Describe the life and contributions of Mary McLeod Bethune						✓	✓							
Identify the causes that Mary McLeod Bethune fought for during her lifetime						✓	✓							
Identify the cause that Ruby Bridges fought for early in her life								✓						
Describe the life and contributions of Jackie Robinson									✓					
Identify the cause that Jackie Robinson fought for during his lifetime									✓					
Describe the life and contributions of Rosa Parks										✓				
Identify the causes that Rosa Parks fought for during her lifetime										✓				
Explain why fighting for the rights of African Americans has been an important cause for many people throughout the United States											✓			
Describe the life and contributions of Martin Luther King, Jr.												✓		
Identify the causes that Martin Luther King, Jr., fought for during his lifetime												✓		
Describe the life and contributions of Cesar Chavez													✓	✓

Objectives	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Language Arts</b>														
Use agreed-upon rules for group discussions . . . (L.2.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)		✓		✓	✓			✓	✓				✓	
Carry on and participate in a conversation . . . (L.2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.2.4)										✓		✓		
Give oral presentations . . . (L.2.8)										✓				
Learn common sayings and phrases such as “Two heads are better than one” and “Where there’s a will there’s a way” (L.2.9)		✓						✓						
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.2.10)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.2.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.2.12)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe illustrations (orally or in writing) (L.2.13)	✓	✓	✓					✓	✓	✓	✓	✓	✓	
Use pictures accompanying the read-aloud to check and support understanding . . . (L.2.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn synonyms and antonyms (L.2.17)												✓		
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret information (orally or in writing) presented and ask questions to clarify information . . . (L.2.19)										✓				
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.2.23)		✓		✓	✓			✓	✓				✓	✓
Make personal connections (orally or in writing) . . . (L.2.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)	✓		✓		✓		✓	✓	✓	✓	✓			✓
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)	✓			✓							✓		✓	
Share writing with others (L.2.34)					✓									
Generate questions and seek information from multiple sources to answer questions (L.2.40)		✓												

Objectives	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Language Arts</b>														
Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.2.42)													✓	
With assistance, categorize and organize facts and information within a given domain (L.2.43)												✓		
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)	✓		✓		✓			✓	✓			✓		✓

## ***Core Vocabulary for Fighting for a Cause***

The following list contains all of the boldfaced words in *Fighting for a Cause* in the forms in which they appear in the read-alouds. The inclusion of the words on this list *does not* mean that students are expected to immediately 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.

<b>Lesson 1</b>	<b>Lesson 6</b>	<b>Lesson 11</b>
equal rights	decision	booming
movement	disappointment	grumbled
petition	proud	picket
vote	scholarship	sit-ins
women's rights	unpleasant	<b>Lesson 12</b>
<b>Lesson 2</b>	<b>Lesson 7</b>	character
ballot	heritage	marches
courage	programs	minister
mastered	recited	<b>Lesson 13</b>
suffrage	study	coaxing
<b>Lesson 3</b>	<b>Lesson 8</b>	migrants
admired	credit	nonviolence
devotion	experienced	organizer
first lady	gathered	<b>Lesson 14</b>
human rights	mobs	contract
pure	<b>Lesson 9</b>	farmworkers
<b>Lesson 4</b>	challenge	obstacle
harmony	gamble	strike
humiliations	hostility	
prejudice	intimidate	
segregated	teammates	
<b>Lesson 5</b>	<b>Lesson 10</b>	
encores	boycott	
homesickness	discrimination	
multitudes	founded	
protest	oppression	
trepidation	threatening	

## ***Student Choice and Domain-Related Trade Book Extensions***

In the *Tell It Again! Read-Aloud Anthology* for Fighting for a Cause, Student Choice activities and Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***Fighting for a Cause Image Cards***

There are ten Image Cards for Fighting for a Cause. The Image Cards include photographs of the historical leaders featured and are used to illustrate a timeline for students to follow. These cards may be used to prompt responses to comprehension questions and/or review read-aloud content in Pausing Points 1 and 2. In the *Tell It Again! Read-Aloud Anthology* for Fighting for a Cause, Image Cards are referenced in both Pausing Points and in Lessons 1, 3, 5, 7–10, 12, and 14.

## ***Instructional Masters and Parent Take-Home Letters***

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Fighting for a Cause, Instructional Masters are referenced in the Domain Assessment, in Pausing Point 2, and in Lessons 6B, 8B, 9B, and 12B. The Parent Letters are referenced in Lessons 1B and 9B.

## ***Assessments***

In the *Tell It Again! Read-Aloud Anthology* for Fighting for a Cause, Instructional Masters DA-1 and DA-2 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

# Tens Conversion Chart

		Number Correct																																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Number of Questions	1	0	10																																			
	2	0	5	10																																		
	3	0	3	7	10																																	
	4	0	3	5	8	10																																
	5	0	2	4	6	8	10																															
	6	0	2	3	5	7	8	10																														
	7	0	1	3	4	6	7	9	10																													
	8	0	1	3	4	5	6	8	9	10																												
	9	0	1	2	3	4	6	7	8	9	10																											
	10	0	1	2	3	4	5	6	7	8	9	10																										
	11	0	1	2	3	4	5	5	6	7	8	9	10																									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10																								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10																							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																				
	17	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	22	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10														
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10												
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10											
	26	0	0	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10									
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10								
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10							
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10						
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10					

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart at the end of the appendix.

## **Recommended Trade Books for Fighting for a Cause**

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

### **Used as a Domain Read-Aloud**

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1. *The Ballot Box Battle*, by Emily Arnold McCully (Alfred A. Knopf, 1996) ISBN 0679893121
2. *Freedom on the Menu*, by Carole Boston Weatherford (Puffin Books, 2005) ISBN 9780142408940
3. *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull (Harcourt, Inc., 2003) ISBN 9780152014377
4. *Mary McLeod Bethune*, by Eloise Greenfield (HarperCollins, 1977) ISBN 9780064461689
5. *A Picture Book of Eleanor Roosevelt*, by David A. Adler (Holiday House, 1991) ISBN 0823411575
6. *A Picture Book of Martin Luther King, Jr.*, by David A. Adler (Holiday House, 1990) ISBN 0823408474
7. *A Picture Book of Rosa Parks*, by David A. Adler (Holiday House, 1993) ISBN 0823410412
8. *The Story of Ruby Bridges*, by Robert Coles (Scholastic Inc., 1995) ISBN 9780439598446
9. *Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade (Picture Window Books, 2007) ISBN 1404831045
10. *Teammates*, by Peter Golenbock (Voyager Books, 1990) ISBN 9780152842864
11. *When Marian Sang*, by Pam Muñoz Ryan (Scholastic Press, 2002) ISBN 0439269674

### **Trade Book List**

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12. *Amazing Grace*, by Mary Hoffman (Dial Books for Young Readers, 1991) ISBN 0803710402



13. *Amelia and Eleanor Go for a Ride*, by Pam Muñoz Ryan (Scholastic Inc., 1999) ISBN 9780590960755
14. *America: A Patriotic Primer*, by Lynne Cheney (Simon and Schuster Books for Young Readers, 2002) ISBN 0689851928
15. *Cesar Chavez*, by Lucile Davis (Capstone Press, 1998) ISBN 0736884254
16. *Civil Rights Leaders*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050220
17. *Eleanor*, by Barbara Cooney (Puffin; 1st Scholastic edition, 1999) ISBN 9780439137362
18. *Freedom Summer*, by Deborah Wiles (Atheneum Books for Young Readers, 2001) ISBN 0689830165
19. *Heroes for Civil Rights*, by David A. Adler (Holiday House, 2008) ISBN 0823420086
20. *I Am Rosa Parks*, by Rosa Parks (Puffin, 1999) ISBN 0141307102
21. *If You Lived When Women Won Their Rights*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2006) ISBN 0439748690
22. *Jackie Robinson and the Story of All-Black Baseball*, by Jim O'Connor (Random House, 1989) ISBN 0394824563
23. *Learning About Justice from the Life of Cesar Chavez*, by Jeanne Strazzabosco (The Rosen Publishing Group, Inc., 1996) ISBN 0823924173
24. *Martin Luther King, Jr. and His Birthday*, by Jacqueline Woodson (Silver Press, 1990) ISBN 0671691066
25. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport (Jump at the Sun/Hyperion Books for Children, 2001) ISBN 9781423106357
26. *Mary McLeod Bethune*, by Margo McLoone (Capstone Press, 1997) ISBN 0736844716
27. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro and Giulio Maestro (HarperCollins Publishers, 1987) ISBN 9780688101923

28. *My Brother Martin*, by Christine King Farris (Aladdin, 2005) ISBN 0689843887
29. *The Other Side*, by Jacqueline Woodson (J.P. Putnam's Sons, 2001) ISBN 0399231161
30. *Richard Wright and the Library Card*, by William Miller (Lee & Low Books, Inc., 1997) ISBN 9781880000885
31. *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier (Square Fish, 2005) ISBN 0312376022
32. *Rosa Parks (A Trophy Chapter Book)*, by Eloise Greenfield (HarperTrophy, 1995) ISBN 0064420259
33. *Rosa Parks: Don't Give In!*, by Cathy East Dubowski (Bearport Publishing Company, Inc., 2006) ISBN 1597160784
34. *Susan B. Anthony*, by Lucia Raatma (Compass Point Books, 2001) ISBN 0756500699
35. *A Sweet Smell of Roses*, by Angela Johnson (Simon & Schuster Books for Young Readers, 2005) ISBN 0689832524

### **Teacher Resources**

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37. *50 American Heroes Every Kid Should Meet*, by Dennis Denenberg (Millbrook Press, 2006) ISBN 0761395485
38. *The Civil Rights Movement for Kids*, by Mary C. Turck (Chicago Review Press Inc., 2000) ISBN 155652370X

# 1

## *Susan B. Anthony: Fighter for Freedom and Equality*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Describe the life and contributions of Susan B. Anthony
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Susan B. Anthony fought for during her lifetime

#### **Language Arts Objectives**

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

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*Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**equal rights, n. (p. 3)** The same rights for all people, usually guaranteed by law

*Example:* Many people have fought for equal rights throughout the history of the United States.

*Variation(s):* equal right

**movement, n. (p. 13)** An organized effort by supporters of a common goal

*Example:* There is a movement in the community to have the schools stay open year round.

*Variation(s):* movements

**petition, n. (p. 17)** A written request that is signed by many people demanding a specific course of action

*Example:* The petition for new desks was signed by everyone in the school.

*Variation(s):* petitions

**vote, v. (p. 20)** To express a choice or opinion for a candidate or proposed idea


*Example:* The line to vote for the next president stretched the length of the hall.

*Variation(s):* votes, voted, voting

**women’s rights, n. (p. 18)** Rights, equal to the rights held by men, that are claimed for women, e.g., the rights to vote, own property, and receive equal pay for equal work

*Example:* In many countries, the fight for women’s rights is happening still.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>		10
	<b>What Do We Know?</b>		
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Susan B. Anthony: Fighter for Freedom and Equality</b>	<i>Susan B. Anthony: Fighter for Freedom and Equality, by Suzanne Slade</i>	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Petition</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Timeline</b>	Image Cards 1 and 2 chart paper, chalkboard, or whiteboard	20
	<b>Role-Play</b>	chart paper, chalkboard, or whiteboard paper, markers	
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Masters 1B-1 and 1B-2	

# 1A

## *Susan B. Anthony: Fighter for Freedom and Equality*



### **Introducing the Read-Aloud**

**10** minutes

#### **Domain Introduction**

---

Tell students that this domain is titled *Fighting for a Cause*. Ask students what they think this title might mean. You may need to explain that the word *fighting* in this case does not mean using your fists or physically hitting another person. Here the word *fighting* means working hard to accomplish something. You may also need to explain that a cause is a goal. So, fighting for a cause is working hard to achieve a goal. Ask students if they have ever fought for a cause or worked hard to achieve a goal. Tell students that for the next few weeks they will learn about a number of *ordinary* people who helped to make *extraordinary* changes throughout the history of our country because they fought for important causes.

#### **What Do We Know?**

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Ask students if they have already learned about any individuals who fought for causes throughout the history of our country. You may prompt discussion with the following questions:

- What cause did the American colonists fight for when they were a part of England? (freedom from rule by the English king)
- [Ask only if you have already covered *The U.S. Civil War* domain.] What cause did Abraham Lincoln fight for when he was president of the United States? (freeing the slaves/the end of slavery)
- [Ask only if you have already covered *The U.S. Civil War* domain.] What cause did Clara Barton fight for during the Civil War? (providing medical care and supplies for the wounded soldiers)

## **Sharing the Title and Trade Book Cover**

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Read the title, subtitle, and author/illustrator information of the book. Ask students if any of them have heard of Susan B. Anthony. Explain to students that this book is a picture-book biography. Tell students that a biography is a true story of someone's life. This book tells the true story of Susan B. Anthony's life through words and pictures. Ask students who they think is pictured in the cover illustration and what she might be doing. Prompt further discussion with questions, such as, "What do the words *freedom* and *equality* mean?"

## **Making Predictions About the Read-Aloud**

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Ask students to think about the title and the cover illustration to predict what cause(s) Susan B. Anthony fought for during her lifetime.

## **Purpose for Listening**

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Tell the students to listen carefully to find out whether or not their predictions are correct.

### Susan B. Anthony: Fighter for Freedom and Equality

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

The first page of the story begins with Susan B. Anthony's photograph, on page 3. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

#### Page 3

- . . . **have equal rights.** Rights are freedoms due to a person by nature or law. Equal means the same. So, **equal rights** are the same freedoms due to all people by law. Susan believed all people should have the same rights as white men did at the time. Why do you think it was so important to Susan B. Anthony that everyone have equal rights?
- . . . **of all Americans.** How do you think Susan B. Anthony might have changed the lives of all Americans?

#### Page 4

- . . . **everyone was equal.** A Quaker is a person who belongs to the Quaker religion, a Christian religion that believes everyone has the same rights. So, two hundred years ago some people believed that everyone was equal even though men had more rights.

#### Page 7

- . . . **treated the same.** Did Susan find that everyone was treated equally when she went to school? How did she fight for equal treatment as a student?

#### Page 9

- . . . **\$10 a week.** Was Susan treated equally when she started teaching? Why not? How would you feel if you were paid less money for doing the same work?



### Page 11

- . . . **Academy in New York.** A head mistress is the woman in charge of a private school. Do you think Susan treated everyone equally when she was the head mistress of the school?
- . . . **or own property.** Property is something that is owned by a person such as a piece of land or a car.
- . . . **even wear pants.** Can you imagine women not being able to vote or wear pants? Susan continued to think about the unfair treatment women received. Do you think this made Susan want to be a fighter for the equal treatment of women?

### Page 12

- . . . **an important issue.** What important issue or cause do you think Susan started to work on?

### Page 13

- . . . **unkind to women.** A **movement** is an organized effort by supporters of a common cause or goal. When Susan went back home after teaching, did she give up trying to make things better for women?

### Page 14

- . . . **of Susan's speeches.** A speech is a talk given to a public audience. So Susan gave the speeches and Elizabeth helped her write them. Do you think Elizabeth's help made it easier or harder for Susan to fight for freedom and equality?

### Page 17

- . . . **a petition against slavery.** A **petition** is a written request signed by many people demanding a specific course of action—in this case, to end slavery.
- . . . **ended in 1865.** How did Susan help in the fight for slaves' freedom?

## Page 18

- . . . **for women's rights.** Remember, rights are freedoms due to a person by law. So people who fought for **women's rights** believed that the same freedoms given to men by law should be given to women by law, e.g., the ability to vote, the right to own property, and the right to receive equal pay for equal work.
- . . . **Susan kept speaking.** Susan fought with words, not with her fists. Why do you think Susan kept working for women's rights even though it was difficult and tiring?

## Page 20

- . . . **The Revolution.** A revolution is a major change in ideas or practices. Why do you think Susan and Elizabeth named their newspaper *The Revolution*?
- . . . **the right to vote.** To **vote** means to express a choice or opinion for a candidate or proposed idea.
- . . . **died in 1906.** In 1920, after Susan died, the 19<sup>th</sup> Amendment was added to the Constitution, giving women the right to vote by law. Susan B. Anthony did not live to see her dream come true. Was her fight still worthwhile?

### Comprehension Questions

(10 minutes)

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

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. 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 in the Quaker belief that everyone is equal.)
3. 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: Boys got more attention and received instruction in the more important school lessons; only boys could sit up front.)
4. Did Susan find that everyone was treated equally when she started teaching? (no) How were people treated unequally? (She did the same work as the male teacher before her, but was paid much less.)
5. How was Susan B. Anthony's friendship with Elizabeth Cady Stanton important to Susan's fight for women's rights? (Elizabeth helped Susan teach others about equality, and wrote many of her speeches.)
6. The 13<sup>th</sup> Amendment to the U.S. Constitution freed all slaves after the Civil War ended in 1865. Why do you think Susan B. Anthony helped to get this amendment passed? (She wanted everyone to have freedom; she believed that all people should have equal rights.)

7. How did Susan B. Anthony fight for women’s rights? (traveled the country giving speeches, started a newspaper called *The Revolution*, etc.)
8. What causes did Susan B. Anthony fight for in her lifetime? (woman’s right to vote, freedom for all slaves)

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

9. *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 a cause? Why or why not? (Answers may vary.)

### **Word Work: Petition**

(5 minutes)

1. The story states, “She helped get 400,000 people to sign a *petition* against slavery.”
2. Say the word *petition* with me.
3. A petition is a written request that is signed by many people demanding a specific course of action.
4. The petition for new buses was sent to the school board.
5. Tell about something that you would want to write a petition for so that leaders can make a change. Try to use the word *petition* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to write a petition about \_\_\_\_.”)
6. What’s the word we’ve been talking about? What part of speech is the word *petition*?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of a petition, you will say, “That’s a petition.” If what I describe is not an example of a petition, you will say, “That’s not a petition.”

1. writing a letter to your friend (That’s not a petition.)
2. getting people to sign up and agree to help change a law (That’s a petition.)
3. emailing your grandparents about your birthday (That’s not a petition.)
4. presenting a written request to change the amount of time given for lunch at school (That’s a petition.)
5. gathering signatures door to door in support for a new recycling program (That’s a petition.)



**Complete Remainder of the Lesson Later in the Day**

# 1B

## *Susan B. Anthony: Fighter for Freedom and Equality*



### **Extensions**

**20** minutes

#### **Timeline**

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Help students create a timeline to help them remember the important people and the sequence of some important events in this domain. On a piece of chart paper, chalkboard, or whiteboard, make a timeline for students. Draw a long horizontal line for the timeline. On the right side of the timeline, write *Today*. On the left side of the timeline, write the year *1860*. Remind students that Abraham Lincoln was elected president in 1860. Place Image Card 1 (Abraham Lincoln) at the beginning of the timeline. Remind students that in today's read-aloud, they learned that Susan B. Anthony and Elizabeth Cady Stanton worked together on many projects. A few years after Lincoln was elected president and after the Civil War ended, they started a newspaper called *The Revolution*. Ask students if Image Card 2 (Susan B. Anthony and Elizabeth Cady Stanton) should be placed to the left or the right of Lincoln to show when these two women worked together and fought for a woman's right to vote. Place Image Card 2 to the right of Lincoln.

Save the timeline for future lessons.

#### **Role-Play**

---

Ask students what they would like to do for a reward the week of this read-aloud, such as extra recess, reading time, or other activities. List the possibilities on chart paper, a chalkboard, or a whiteboard. Pass out slips of paper and markers only to the boys in the room. Ask the boys to vote on which activity they would like to do. The girls will not be able to vote.

After this, talk with the class about how this situation made them feel. Ask the boys if they felt different being able to vote while the girls could not. Ask the girls if they would or would not have enjoyed

the activity voted for since they were not allowed a choice. Explain the connection to Susan B. Anthony and her fight for women's rights. Have students write about the activity and share their feelings. Give students the opportunity to share their writings with a partner or the class. (You may wish to repeat this activity giving only the girls a chance to vote so that the boys can experience exclusion and be able to reflect on their feelings about this as well.)

To conclude this activity and reinforce the word *petition*, write and sign a petition as a class that insures that all students can vote on such issues in the future.

### **Parent Letter**

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

# 2

## The Ballot Box Battle



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Describe how organizations and movements were created as people fought for equal rights
- Explain why fighting for the right to vote was an important cause for many women throughout the United States

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Learn common sayings and phrases such as “Two heads are better than one” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)



- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- Generate questions and seek information from multiple sources to answer questions (L.2.40)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

## Core Vocabulary

*The Ballot Box Battle*, by Emily Arnold McCully is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**ballot, n. (cover)** A slip of paper used to cast or record a secret vote

*Example:* Only one ballot separated the winner from the loser.

*Variation(s):* ballots

**courage, n. (p. 5)** Bravery when facing difficulty or danger

*Example:* The cowardly lion needed courage against the wicked witch.

*Variation(s):* none

**mastered, v. (p. 10)** Became skilled in; learned


*Example:* Elaine mastered one of Mozart's pieces for piano.

*Variation(s):* master, masters, mastering

**suffrage, n. (p. 1)** The right to vote in public elections

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

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Ballot Box Battle</b>	<i>The Ballot Box Battle</i> , by Emily Arnold McCully	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Ballot</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sayings and Phrases: Two Heads Are Better than One</b>		20
	<b>Research: The Fight for Women's Rights</b>	trade book tub, encyclopedia, dictionary, computer	

# 2A

## *The Ballot Box Battle*



### ***Introducing the Read-Aloud***

**10** minutes

#### **What Have We Already Learned?**

---

Begin with a brief review of the read-aloud from the previous lesson. Ask students if they remember what causes Susan B. Anthony fought for during her lifetime. Ask students to share some of the ways that Anthony fought for her causes. Ask students if they think changing someone's viewpoint or way of thinking is an easy or hard thing to do based on their knowledge of Susan B. Anthony's work.

Tell students that today's read-aloud is about Susan B. Anthony's friend Elizabeth Cady Stanton. Remind students that Susan and Elizabeth worked together, fighting for equal rights for women. Remind students that one of the rights Anthony and Stanton wanted for women was the right to vote. Share with students that today's read-aloud is about Elizabeth Cady Stanton and the right to vote.

#### **Sharing the Title and Trade Book Cover**

---

Read the title and author information of the book. Ask students if they know what a ballot box is. You may need to explain that a ballot is a piece of paper on which votes are cast or recorded. A ballot box is a box that the ballots are put into so that no one else sees how the person voted. Explain that in our country today, voting machines are used more often than ballot boxes, but that in Susan B. Anthony and Elizabeth Cady Stanton's time, paper ballots and ballot boxes were used.

Have students describe who they see in the cover illustration. Tell students that the older woman with the white hair is supposed to be Elizabeth Cady Stanton.

## **Purpose for Listening**

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Tell the students to listen carefully to find out what kind of battle can occur at a ballot box and how Elizabeth Cady Stanton was involved.

## The Ballot Box Battle

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- **. . . a riding lesson.** Is the setting of this story modern-day or long ago? Mrs. Stanton was actually Elizabeth Cady Stanton who worked with Susan B. Anthony on promoting women’s rights and who helped her write speeches to fight her cause. Mrs. Stanton was writing a book about women’s **suffrage**, or the right to vote.
- **. . . she cared about.** A skirmish is a small fight between people who disagree. People like Stanton and Anthony were fighting for women to be allowed to vote. Why do you think Cordelia wasn’t interested in hearing about a skirmish about voting rights?

### Page 3

- **“ . . . a four-foot fence.”** How do you think Cordelia felt when her brother said that she was not yet a true horseman?

### Page 5

- **“ . . . Election Day, Cordelia?”** Election Day in the United States is the day set by law for the election of public officials. Election Day is usually held the first Tuesday in November. Why do you think Mrs. Stanton was thinking about Election Day rather than jumping fences?
- **“ . . . prove my courage.”** **Courage** is bravery when facing difficulty or danger.

### Page 7

- (Point to the girl with the red hair.) This is young Elizabeth Cady Stanton.
- “. . . **was utterly broken.**” Elizabeth’s father was very sad by the loss of his only son.

### Page 8

- . . . **better than girls?** Why do you think Mrs. Stanton’s father said that he wished his daughter was a boy instead of a girl? How do you think this made Mrs. Stanton feel?

### Page 9

- “. . . **would be glad.**” Have you ever done things to try to please an adult? Do you think Elizabeth eventually pleased her father by being learned and courageous?

### Page 10

- “. . . **first Greek lesson.**” The word *mastered* means learned or became skilled at.

### Page 11

- “. . . **tolled and tolled.**” or rang and rang

### Page 12

- “. . . **riding, of course.**” Solace is something that gives comfort in times of sadness.
- “. . . **never said them.**” Why was it so important for young Mrs. Stanton to hear these words?

### Page 13

- “. . . **one of them.**” Why do you think Elizabeth wanted to win so badly? Do you think her courage and hard work will help her win?

### Page 14

- “**And the other went to—**” Do you think the other prize went to young Mrs. Stanton? Do you think her father will say she is as good as a boy now?

### Page 15

- “. . . **those magic words.**” What were the words that young Mrs. Stanton wanted to hear?

### Page 16

- “. . . **you are a girl!**” Did young Mrs. Stanton hear the words she wanted to hear? How did she handle this disappointment?

### Page 17

- “. . . **come and vote.**” The voting wagon had come to collect all the male voters of the house. Why did Mrs. Stanton want to go too?

### Page 18

- “. . . **at his worst.**” Cordelia was uncomfortable with the way Mrs. Stanton was being treated by the men. She thought they were being childish like her brother, Howard.
- “. . . **to the poll.**” A poll is a place where ballots are cast for a political election. Why do you think Cordelia did not want to go to the poll with Mrs. Stanton?
- “. . . **of yourself again?**” or are you going to draw attention to and make a fool of yourself again?

### Page 19

- “. . . **complained about it.**” Mrs. Stanton was proud to pay her taxes as a woman who owned property. Was this unusual for women at that time?

### Page 20

- “. . . **is the same.**” Mrs. Stanton was used to this kind of treatment, but she never let it stop her from trying to vote. She was willing to fight over and over again because she believed in her cause for equal rights, and that women also had the right to vote.

### Page 21

- . . . **with his hand.** Why do you think the man covered the slot of the ballot box?
- . . . **have been invisible.** Why do you think Cordelia wanted to be invisible? Do you think Mrs. Stanton was making a spectacle of herself by trying to vote?

### Page 22

- “. . . **of the United States.**” Mrs. Stanton spoke the words of the Constitution to announce her equal rights as a U.S. citizen to vote. But she was still not allowed to vote.

### Page 23

- . . . **“Hear, hear!”** They were agreeing with Mrs. Stanton. Not all men thought it was ridiculous for women to want to vote or to have the right to do so. But the majority of, or most, men did not favor this idea. Do you think any men helped Anthony and Stanton fight for their cause? (If time allows, research the suffrage movement with students to discover if any men fought for women’s suffrage.)

### Page 24

- . . . **as Mrs. Stanton!** Does Cordelia seem to be as courageous as Mrs. Stanton, or does she look embarrassed?

### Page 26

- **They had to try . . .** Why do you think Cordelia jumped onto old Jule’s back? Do you think Cordelia is being courageous now?

### Page 28

- “. . . **in her yet.**” Cordelia and Jule jumping the four-foot fence was like the fight for women’s suffrage. It took courage and motivation despite jeering and teasing from others, but finally they were successful. Do you think it was important that Cordelia didn’t give up? Why or why not?



### Comprehension Questions

(10 minutes)

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

1. Why was and is Election Day important in the United States? (Election Day is the day set by law for the election of public officials such as the office of the president.) In the story, Cordelia wanted to talk about horses, but Mrs. Stanton wanted to talk about Election Day. Why was Mrs. Stanton's mind on Election Day? (She wanted to vote.)
2. Throughout her life, who did not treat Mrs. Stanton equally or think of her as equal to men? (her father, men at the poll, other men in her community)
3. Why did young Mrs. Stanton try to be all that her brother was and more? (Her only brother died, and she wanted her father to be proud of her even if she was a girl; she had to work harder in school to get her father's approval.)
4. Do you think Mrs. Stanton's courage as a young girl was important to her work as an adult? (yes) Why or why not? (It taught her to be strong and not to give up, no matter how hard she had to work.)
5. Why did Mrs. Stanton recite her Constitutional rights when they turned her away from the ballot box? (She was declaring her equality as a citizen of the United States and her legal right to vote.)
6. Who inspired Cordelia to be courageous and try to jump the fence with old Jule? (her brother, Mrs. Stanton)

7. The story said that Elizabeth Cady Stanton wrote a book titled *The History of Woman Suffrage*. Do you remember what *suffrage* means? (women fighting to be able to vote) What do you think this book was about? Do you think Susan B. Anthony might have helped her with this book? Why or why not? (Answers may vary.) [If time allows you may wish to research this question.]
8. Why do you think the author chose the title *The Ballot Box Battle*? (Mrs. Stanton fought to put her ballot in the box.)
9. *Why? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why did Elizabeth Cady Stanton fight to put her ballot in the box?” Turn to your neighbor and ask your “why” question. Listen to your neighbor’s response. Then your neighbor will ask a new “why” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### **Word Work: Ballot**

(5 minutes)

1. Today you heard the story, *The Ballot Box Battle*.
2. Say the word *ballot* with me.
3. A ballot is a slip of paper used to cast or record a secret vote.
4. John found an extra ballot lying on the floor, which changed the final number of votes.
5. If you could cast a ballot about something, what would it be? Perhaps there is something you would like to vote on as a class. Try to use the word *ballot* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to cast a ballot to have a longer recess.”)
6. What’s the word we’ve been talking about? What part of speech is the word *ballot*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences that describe a situation you could cast a ballot for. If you were to cast a “yes ballot,” say, “My ballot says yes.” If you would cast a “no ballot,” say, “My ballot says no.” Alternatively, you may wish to have students write a check in the air with their fingers for a ‘yes’ ballot or an ‘x’ for a ‘no’ ballot. (Answers may vary.)

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



### **Complete Remainder of the Lesson Later in the Day**

# 2B

## The Ballot Box Battle



### Extensions

20 minutes

#### Sayings and Phrases: Two Heads Are Better than One (5 minutes)

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

Ask students if they have ever heard anyone say, “Two heads are better than one.” Have students repeat the proverb. Ask them what they think this proverb means. (Answers may vary.) Explain that this proverb is another way of saying that two people working together to accomplish the same goal is often better than one person working alone. Tell students that Susan B. Anthony and Elizabeth Cady Stanton were two friends who worked together to help women have the right to vote. Elizabeth Cady Stanton wrote speeches and protested, while Susan B. Anthony traveled and gave the speeches that her friend Elizabeth had written. Together they influenced people’s ideas about women’s rights, including giving women suffrage, or the right to vote.

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

## Research: The Fight for Women's Rights

---

Tell students that they are going to complete some research to find out more about Elizabeth Cady Stanton, Susan B. Anthony, and their fight for women's rights. Tell students that they may also take this time to research answers to questions from today's read-aloud. For example, if they would like to discover whether men helped in the fight for women's rights, they may research that topic instead. Then ask students where they can find information for their research. (books from the book tub about Stanton and Anthony; books from the book tub about women's rights; an encyclopedia or dictionary; the library; the Internet) Ask students which might be better to use and why. (Note: If the Internet is used to conduct research, be sure to preselect websites for students.) Tell students that as they complete their research they should find three facts about Stanton, Anthony, and/or the women's rights movement to share with the class.

In order to complete this extension within the allotted time you may wish to have students vote for one topic to research and report on as a class. Additionally, students' research may be shared orally or in writing.

# 3

## *A Picture Book of Eleanor Roosevelt*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Describe the life and contributions of Eleanor Roosevelt
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Eleanor Roosevelt fought for during her lifetime

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

---

*A Picture Book of Eleanor Roosevelt*, by David A. Adler is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**admired, v. (p. 15)** Looked upon something or someone with great respect or approval

*Example:* People walking through the museum admired the artists’ oil paintings.

*Variation(s):* admire, admires, admiring

**devotion, n. (p. 9)** 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. (p. 17)** The wife of the president of the United States or the governor of a state

*Example:* Martha Washington became the first lady of the United States in 1789 when her husband, George Washington, became president.

*Variation(s):* first ladies


**human rights, n. (p. 25)** The basic privileges and freedoms to which all persons are entitled; i.e., freedom of thought, the right to life and liberty  
*Example:* The international community declared December 10<sup>th</sup> as Human Rights Day.

*Variation(s):* human right

**pure, adj. (p. 5)** Someone or something that has no faults and is innocent; something that is free from contamination

*Example:* The miner searched for a nugget of pure gold.

*Variation(s):* purer, purest

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Picture Book of Eleanor Roosevelt</b>	<i>A Picture Book of Eleanor Roosevelt</i> , by David A. Adler	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Admired</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Timeline</b>	Image Card 3	20
	<b>Radio Program</b>		



# 3A

## *A Picture Book of Eleanor Roosevelt*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Review some of the content studied thus far with the following questions:

- What causes did Susan B. Anthony and Elizabeth Cady Stanton fight for together?
- Why did people like Susan B. Anthony and Elizabeth Cady Stanton feel a need to fight for women's rights?
- How did Susan B. Anthony and Elizabeth Cady Stanton fight for equal rights for women?

#### **Sharing the Title and Trade Book Cover**

---

Share the title and author/illustrator information of the trade book. Explain that this book is a picture biography. Ask students if they remember what a biography is. Point to the image of young Eleanor and ask students who they think this might be and to describe what she is doing. Ask students if they remember hearing about another individual who enjoyed horseback riding. Ask students if any of them have heard of or know anything about Eleanor Roosevelt.

#### **Making Predictions About the Read-Aloud**

---

Have the students think about what they have learned so far in this domain to help them make a prediction as to what causes Eleanor Roosevelt might have fought for during her lifetime.

#### **Purpose for Listening**

---

Tell students to listen carefully to find out whether or not their predictions are correct.

## A Picture Book of Eleanor Roosevelt

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- **Eleanor hated that nickname.** Is the setting for this story modern-day or long ago? (Explain to students that the setting or time period for this story is about the same as *The Ballot Box Battle*.) Why do you think Eleanor hated the nickname *Granny*? Have you ever been given a nickname that you didn't really like?

### Page 4

- **... pulled Eleanor's hair.** Does it sound like Eleanor's childhood was easy or difficult?

### Page 5

- **... school in England.** A boarding school is a school where students live and stay overnight during the school year.
- **... a pure heart.** The word *pure* means to be free of faults. Do you think her teacher's recognition of Eleanor's pure heart encouraged her in any way?
- **... of helping others.** Why is it important to help others? How might Eleanor do this?

### Page 8

- **... Franklin Delano Roosevelt.** Eleanor's family was wealthy, and she was surrounded by famous people and attended fancy parties. Do you think Eleanor was comfortable with this kind of life? Why or why not?

### Page 9

- . . . **to helping the poor.** The word ***devotion*** means the act of regularly giving of your time and energy to a particular person or cause you believe in. The Junior League is an organization that allows women to devote their time to helping others. Who was Eleanor devoted to helping?

### Page 12

- . . . **President Theodore Roosevelt.** Do you think it mattered to Eleanor that her wedding guests were more interested in her uncle?

### Page 14

- . . . **be bossed around.** Why do you think it is important to not let others boss you around? When Eleanor started making more of her own decisions, do you think this change helped her in other ways, too?

### Page 15

- . . . **just like him.** The word ***admired*** means looked upon something or someone with great respect or approval. Franklin looked up to Eleanor's uncle and wanted to be just like him. What job did Franklin Roosevelt want if he wanted to be just like Theodore Roosevelt?

### Page 16

- . . . **stricken with polio.** The word ***stricken*** means to be afflicted with or overwhelmed by something painful. Franklin was stricken with a disease called polio that can damage your nerves and spinal cord.

### Page 17

- . . . **became first lady.** A **first lady** is the wife of the president of the United States or the governor of a state. Do you think Eleanor Roosevelt was able to help fewer people or more people once she became a first lady?

### Page 19

- . . . **the Great Depression.** (Have students look at the illustration.) The Great Depression was a difficult period of time in the history of the United States. The economy was bad and many people lost their jobs and homes during this time. How is Eleanor Roosevelt helping others in this picture?

### Page 20

- . . . **millions of people.** Why do you think it was important to the first lady to inspire hope during the Great Depression? What do you think Eleanor meant when she said, “Tomorrow is now”?

### Page 21

- **Eleanor always did.** By doing what she felt in her heart to be right, what were some causes Eleanor fought for?

### Page 22

- . . . **Lincoln Memorial instead.** Why do you think Eleanor arranged for Marian to sing in front of the Lincoln Memorial? What do you think Eleanor Roosevelt was trying to say when she quit the Daughters of the American Revolution?

### Page 23

- . . . **to their families.** The Second World War was a very difficult time for many people all over the world. There was a great deal of fighting in Europe, in which Americans were involved, and many people were hurt or died. How did Eleanor continue to help others during the Second World War?

### Page 24

- . . . **mourned with Eleanor.** Everyone in the United States was also sad that Eleanor had lost her husband and they had lost their president.
- “. . . **lived,” she said.** Do you think Eleanor Roosevelt continued to help others even after she was no longer the first lady?

### Page 25

- . . . **on Human Rights.** Do you remember what the word *rights* means? **Human rights** are privileges and freedoms which all people should have, regardless of the color of their skin, whether they are young or old, man or woman, rich or poor, or where they live in the world. So did Eleanor Roosevelt work to help just the people of the United States, or the people of the whole world?

### Page 27

- . . . **of the World.”** We know that the first lady is the wife of the president. Why do you think President Truman called Eleanor Roosevelt the “First Lady of the World”?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

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

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. How would you describe Eleanor Roosevelt’s childhood? (Her family was wealthy; she was an awkward child; both of her parents died, and she had to live with her strict grandmother.)
3. Who taught Eleanor the importance of helping others? (the headmistress at her boarding school)
4. How did Eleanor remember what she had been taught about helping others throughout the rest of her life? [Note: You may show the illustrations on pages 9, 16, 19, 20, 22, 23, and 26 as clues.] (She helped the poor, her husband, the hungry, Marian Anderson, soldiers, and people throughout the world via the United Nations.)

5. Eleanor gave many speeches during her lifetime as a way to help others and fight for the causes she believed in. Who are some of the groups of people she tried to help? (women, Native Americans, the homeless, young people, and minorities)
6. One important cause that Eleanor Roosevelt fought for was human rights. What does it mean to fight for human rights? (It means she worked to make sure all people were treated equally and fairly.)
7. What are some adjectives you would use to describe Eleanor Roosevelt? (Answers may vary.)

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

8. *Think Pair Share:* If you had lived in Eleanor Roosevelt's time and met her, what would you have said to her or asked her? (Answers may vary.)

### **Word Work: Admired**

(5 minutes)

1. The story states, "Franklin *admired* Eleanor's uncle Theodore and wanted to be just like him."
2. Say the word *admired* with me.
3. The word *admired* means looked upon something or someone with great respect.
4. President Lincoln admired General Grant's leadership during the United States Civil War.
5. Tell about something or someone you have admired. Try to use the word *admired* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I admired \_\_\_\_\_ because . . .")
6. What's the word we've been talking about? What part of speech is the word *admired*?

For follow-up, have students talk about why Eleanor Roosevelt was and is admired. If time allows have students talk about teachers, classmates, family members, or people in their community they have admired. Have students explain why these people are admired. You may also ask students if they can think of anyone that they have admired for helping others or for fighting for important causes.



### **Complete Remainder of the Lesson Later in the Day**

# 3B

## *A Picture Book of Eleanor Roosevelt*



### **Extensions**

**20** minutes

#### **Timeline**

---

Review the individuals placed on the timeline thus far. Show students Image Card 3 (Eleanor Roosevelt). Ask the students to describe her important work for social causes before and after she became a first lady. Help students to understand that her work came several years after the important work of Susan B. Anthony and Elizabeth Cady Stanton. Ask students where the image card should be placed on the timeline to show when Eleanor Roosevelt became the first lady of the United States. (before the middle of the timeline and after Susan B. Anthony and Elizabeth Cady Stanton)

#### **Radio Program**

---

Tell students that unlike computers or the Internet today, during Eleanor Roosevelt's lifetime, communication to large groups across the country was done mainly through the radio or newspaper. Remind students that during the Great Depression, Eleanor Roosevelt had a radio program and used her words to offer comfort and hope to thousands of people across the nation.

Tell students that they are going to pretend that they have a radio program just like Eleanor Roosevelt, and on this program they are going to share facts about Eleanor. Divide the class into small groups. Have the groups gather three examples about the work Eleanor Roosevelt did to help others in need—from memory, using today's trade book, and/or using other trade books about Eleanor. Have one person in each group act as the scribe, and write down each example the group discovers.

Allow students ten minutes to gather examples and write them down. Then have one person from each group act as a radio announcer and share with the "listening audience" (the class) what they have discovered about Eleanor Roosevelt.



# 4

## *When Marian Sang, Part I*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Describe how organizations and movements were created as people fought for equal rights
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

## Core Vocabulary

---

*When Marian Sang*, by Pam Muñoz Ryan is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**harmony, n. (p. 3)** A pleasing combination of notes that are played or sung at the same time

*Example:* All of the instruments making up the orchestra played together in harmony.

*Variation(s):* harmonies

**humiliations, n. (p. 14)** Acts that embarrass or shame a person

*Example:* Many groups of people have experienced numerous humiliations throughout history.

*Variation(s):* humiliation

**prejudice, n. (p. 10)** An unfavorable opinion or feeling regarding a particular individual or group based on inaccurate information or without all of the facts


*Example:* Cordelia’s brother had a prejudice against girls; he thought they were pea-brained, couldn’t excel at jumping horses, and shouldn’t vote!

*Variation(s):* prejudices

**segregated, adj. (p. 14)** Restricted or separated by groups (historically used to describe facilities such as schools, water fountains, and neighborhoods)

*Example:* Segregated water fountains could be found throughout the southern United States in the early 1900s.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	<i>A Picture Book of Eleanor Roosevelt</i> , by David A. Adler	10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>When Marian Sang, Part I</b>	<i>When Marian Sang</i> , by Pam Muñoz Ryan, pp. 1–14 U.S. map	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Segregated</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	20

# 4A

## *When Marian Sang, Part I*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Reread page 22 of the read-aloud *A Picture Book of Eleanor Roosevelt* from Lesson 3. Review some of the content studied thus far with the following questions:

- Why do you think Eleanor chose to help Marian Anderson?
- What does this tell us about the kind of person Eleanor Roosevelt was?
- What causes did Eleanor Roosevelt fight for and why?
- How did Eleanor Roosevelt work to help others throughout her life?

#### **Sharing the Title and Trade Book Cover**

---

Share the title and author/illustrator information of the trade book. Explain that this book is about the life of Marian Anderson, the woman Eleanor Roosevelt helped. Ask students to share what they already know about Marian Anderson. Show students the cover and point to the award that this book received. Tell students that this book is an honor book winner of The Robert F. Sibert award. Explain to students that this is a very important award for authors of nonfiction books.

#### **Purpose for Listening**

---

Read page 22 of the Eleanor trade book again. Tell students to listen carefully to find out how Marian became a great and famous singer.

## When Marian Sang, Part I

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. Pages 1–14 are used in this lesson. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

(Note: You may wish to seek the involvement of your music teacher with presenting this lesson or singing the included songs if they are unfamiliar to you.)

### Page 1

- . . . **loved to sing.** How many of you love to sing?
- . . . **hear Marian sing.** Marian’s voice could climb more than twenty-four notes. That means she could sing really high notes and sing really low notes. Everyone wanted to hear her voice.

### Page 3

- . . . **a silk braid.** So when Marian sang the low part and her friend Viola sang the high part of the song at the same time, it sounded very good together. That’s called singing in **harmony.**
- . . . **Marian’s remarkable gift.** What was her remarkable gift?
- **And people came.** The term *contralto* refers to the deepest female singing voice. Marian was only ten years old but had a naturally amazing singing voice that people wanted to hear.

### Page 5

- **. . . of South Philadelphia.** Why do you think people called Marian “the pride of South Philadelphia”? (Note: You may want to point out Philadelphia on a map.)
- **. . . sometimes her songs.** The loss of her father affected Marian very deeply, and her sadness came out in her singing. Do you ever sing when you are feeling sad?

### Page 7

- **. . . do it well.** Do you think this is good advice for all of us? Why or why not?
- **. . . if she was accepted.** Music was very important to Marian, and she hoped to learn more by going to music school. Do you think she will find a way to go to music school? Why or why not?

### Page 8

- **. . . door clanking shut.** The term *colored* was one way people used to describe African Americans. The girl behind the application counter did not help Marian because she was African American. Do you think Marian Anderson gave up her dream of music school, or fought to attend music school one day?

### Page 10

- **Marian knew about prejudice.** The word ***prejudice*** means an unfavorable opinion or feeling toward a particular individual or group based on inaccurate information or without all of the facts. Marian experienced prejudice at the music school when she was turned away because she happened to be African American.
- **. . . be so narrow-minded.** To be narrow-minded means to have a very strong view of things and an unwillingness to recognize another viewpoint. How were the people at the music school narrow-minded?
- **. . . was a Negro?** The term *Negro* was another way people used to describe those of African American descent.

- . . . **churches and colleges.** Did Marian give up when she was not allowed to attend music school? How did she continue to work toward her goal?

#### Page 12

- . . . **away to reach.** Although Marian continued to work hard, singing on a grand stage was still only a dream because she did not have a formal music education at a college or university. (Students who used the Core Knowledge Language Arts program in Grade 1 learned about opera in the *Mozart and Music* domain. You may wish to ask what they recall about opera.) Do you think Marian gave up? Do you think Marian’s love of singing gave her the courage to fight for her cause?

#### Page 14

- . . . **reserved for Negroes.** An accompanist is a person who plays an instrument (usually a piano) while a singer performs. Marian and her accompanist were not allowed to sit wherever they wanted on the train. African Americans had to sit in certain seats.
- . . . **in the balcony.** The word **segregated** means restricted or separated by groups. Marian had to sing the program twice because blacks and whites were not allowed to sit together when she performed. How do you think Marian felt about having to perform for segregated groups?
- . . . **heart with dignity. Humiliations** are acts that embarrass or shame a person. What kinds of humiliations did Marian endure? Why do you think Marian always sang with dignity even after enduring humiliations?
- . . . **my people go.** Do you think Marian was fighting for a cause with her voice? Why or why not?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

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

1. What special talent did Marian Anderson have as a young child? (a beautiful singing voice)
2. Who inspired and encouraged Marian to sing for others? (her family, the choir director, members of her church, various churches)
3. Why did the girl behind the application counter prevent Marian Anderson from applying to music school? (because Marian was African American)
4. Why was Marian surprised by the prejudice she experienced related to music? (Marian's family had always known prejudice, but she was surprised that it touched something as beautiful as her love for music.)
5. In what ways did Marian experience segregation? (separate cars on trains, holding separate performances, denied rooms at hotels, etc.)
6. *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 does it mean that Marian and her friend sang in harmony?" 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.



## Word Work: Segregated

(5 minutes)

1. The story states, “. . . she often sang the same program twice, to separate audiences—one white and one black—or to *segregated* groups . . . ”
2. Say the word *segregated* with me.
3. *Segregated* means restricted or separated by groups.
4. By law, public schools could no longer be segregated after 1954.
5. What kinds of facilities and places were segregated in Marian Anderson’s time? Try to use the word *segregated* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ were segregated in Marian Anderson’s time.”)
6. What’s the word we’ve been talking about? What part of speech is the word *segregated*?

Use a *Making Choices* activity for follow-up. Directions: I will read several sentences. If what I say describes something that is segregated, say, “segregated.” If what I say describes something that is not segregated, say, “not segregated.”

1. separate water fountains for different groups of people (segregated)
2. a school for white children and a different school for black children (segregated)
3. everyone sitting together listening to a concert (not segregated)
4. everyone sitting at the same table to eat lunch (not segregated)
5. separate restrooms for different groups of people (segregated)
6. people allowed to sit anywhere they want on the bus (not segregated)



**Complete Remainder of the Lesson Later in the Day**

# 4B

## *When Marian Sang, Part I*



### **Extensions**

**20** minutes

#### **Drawing the Read-Aloud**

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Ask students to think about the read-aloud they listened to earlier in the day. Give each student a piece of paper and have them draw three details they remember about the read-aloud, allowing no more than six to eight minutes for the drawing. Explain that the drawing does not have to recreate a scene from the read-aloud or represent a coherent, integrated drawing of the read-aloud; the students may draw any three things they remember about the read-aloud. Direct each student to write a sentence to label each of their drawings. Have students talk about their drawings and why they chose those selections. As students share and talk about their drawings, encourage them to use richer and more complex language, including, if possible, any read-aloud vocabulary.

Be sure to make it clear to students that they have not heard the end of the story yet. Have students predict whether they think Marian Anderson will realize her dream of getting a formal music education and singing opera on a grand stage.

# 5

## *When Marian Sang, Part II*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Eleanor Roosevelt fought for during her lifetime

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Share writing with others (L.2.34)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

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*When Marian Sang*, by Pam Muñoz Ryan is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**encores, n. (p. 21)** Requests by a pleased audience that a performance continue or a musician perform more pieces

*Example:* After the last song in the concert, the pleased audience stood up and wouldn't stop clapping until the singer came out for several encores.

*Variation(s):* encore

**homesickness, n. (p. 18)** A feeling of sadness because you are far away from home or family for a long period of time

*Example:* Eddie knew his homesickness would go away once he returned home.

*Variation(s):* none

**multitudes, n. (p. 26)** Great numbers of people or things gathered together

*Example:* Multitudes of friends attended the couple's wedding party.

*Variation(s):* multitude

**protest, n. (p. 24)** An act of objection or disapproval


*Example:* The neighborhood held a protest to show their disapproval about building a new highway.

*Variation(s):* protests

**trepidation, n. (p. 18)** A feeling of fear or apprehension

*Example:* Nancy was full of trepidation when she went on her first airplane ride.

*Variation(s):* trepidations

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>When Marian Sang, Part II</b>	<i>When Marian Sang</i> , by Pam Muñoz Ryan, pp. 15–32 world map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Protest</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Timeline</b>	Image Card 4	20
	<b>Song: “America”</b>	drawing paper, drawing tools (optional)	

# 5A

## When Marian Sang, Part II



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Show students illustrations from pages 1–14 of *When Marian Sang*. Have students retell the first part of the story in the correct sequence of events. Remind students of the important content studied thus far with the following questions:

- What special talent did Marian Anderson have when she was a child?
- Why was Marian Anderson unable to enroll in music school?
- Why did Marian Anderson sometimes have to sing to two separate audiences?

Be sure to review the meanings of the following words with students relative to Marian Anderson's life: *prejudice* and *segregated*.

#### Making Predictions About the Read-Aloud

---

Ask students to think about what has happened so far and predict what will happen in the second part of the story.

#### Purpose for Listening

---

Tell students to listen carefully to find out whether or not their predictions are correct.

## When Marian Sang, Part II

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. Pages used in this lesson are pages 15–32. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

(Note: You may wish to seek the involvement of your music teacher with presenting this lesson or singing the included songs if they are unfamiliar to you.)

### Page 16

- “. . . **sing for anybody.**” Why do you think Mr. Boghetti changed his mind? Do you think Marian will be able to go anywhere and sing for anybody? Why or why not?
- “. . . **for her lessons.**” Why do you think Marian’s church community raised the money for her lessons?

### Page 18

- “. . . **and the fields!**” A good singer sings with emotion and makes the words of a song come alive. Why do you think Marian Anderson wanted to understand other languages? Do you think her singing will change if she learns foreign languages? Will she sing better?
- “. . . **people in America.**” Why do you think Marian could sing to mixed audiences in Europe and not in America? What restrictions did Marian experience in the United States that she would not have to in Europe?
- “. . . **in October 1927.**” The word **trepidation** means a feeling of fear or apprehension. Why do you think Marian was feeling both trepidation and excitement? (Note: You may want to point out France on a map. Remind students that Marian’s family lived in Philadelphia.) Is France a long distance away from Philadelphia?



- . . . **twinges of homesickness.** The word **homesickness** means a feeling of sadness because you are far away from home or family for a long period of time. Have you ever experienced homesickness?

#### Page 20

- . . . **ways from home.** What do you think inspired Marian to sing this song?

#### Page 21

- . . . **it “Marian Fever.”** Did the European audiences like Marian Anderson’s singing? How do you know? (Note: You may want to point out the places mentioned on this page on a map.)
- . . . **encores in Russia.** *Encore* was originally a French word that means “once more” or “again.” So **encores** are requests by an audience for additional performances. Usually at the end of a concert, an audience will keep clapping until the singer comes back on stage to perform again. Why do you think the audiences wanted encores?

#### Page 22

- . . . **achieved some success.** What gave Marian the feeling of success? Why did she have to go to Europe to achieve success?

#### Page 23

- . . . **to the United States.** What do you think happened when Marian came home to the United States? Do you think there was still segregation in the United States?
- . . . **white performers only policy.** Why was it impossible for Marian Anderson to sing at Constitution Hall in Washington, D.C.? (Note: Try to illicit the word *prejudice* in the students’ responses.)

#### Page 24

- **Enraged fans . . .** or very angry fans

- . . . **sponsored Constitution Hall.** The word **protest** means an act of objection or disapproval. If Eleanor Roosevelt resigned, did she agree with the decision made by the Constitution Hall manager? What message do you think the first lady wanted to send by resigning?
- . . . **to spill over.** What do you think it means to say that Washington, D.C., was a boiling pot about to spill over?

#### Page 25

- **Would anyone come?** Do you think anyone came? Do you think Eleanor Roosevelt influenced President Roosevelt's (her husband's) decision to help Marian Anderson sing in Washington, D.C.? Do you think the Lincoln Memorial was a special place for Marian to sing? Why or why not?
- **She said yes.** Why do you think it was such a hard decision for Marian Anderson? Marian was not like many of the fighters you have heard about. She was uncomfortable making such public statements about injustice. Do you think she made the right decision? Why or why not?

#### Page 26

- . . . **utter one note?** So, did anyone come to hear Marian sing? Would you feel trepidation if you had to perform in front of that many people? Would you be able to utter or produce even one note?
- . . . **surge toward her.** Goodwill is an attitude of friendliness and kindness. The audience's goodwill showed Marian the support they had for her, and helped her to sing.
- . . . **on the multitudes.** The word **multitudes** means great numbers of people gathered together. Marian's singing voice was so strong and beautiful, she was able to silence a crowd with thousands of people in it.

#### Page 29

- . . . **a dream came true.** Where do you think Marian will sing next?

- . . . and Marian sang. Marian Anderson became the first African American to perform at the Metropolitan Opera. Why do you think it took sixteen more years after singing at the Lincoln Memorial for Marian's dream to come true? How do you think Marian felt when she sang at the Metropolitan Opera? So, did Marian win the fight for her cause? Why or why not?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

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

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Why could Marian Anderson sing to mixed audiences in Europe and not in America? (because the audiences in America were segregated)
3. What type of feeling did Marian experience when she was far away from her family and friends? (homesickness)
4. Why was Marian not allowed to sing at Constitution Hall? (Marian was African American, and the hall only allowed white performers to sing.)
5. What did first lady Eleanor Roosevelt do to show her support for Marian Anderson's cause? (In protest, she resigned from the organization that sponsored Constitution Hall.)
6. Where was Marian finally allowed to sing in Washington, D.C.? (on the steps of the Lincoln Memorial) Did anyone come to hear her perform? (yes, a multitude)

7. At the end of the story, what dream finally came true for Marian Anderson and why was it so special? (She became the first African American to sing at the Metropolitan Opera House.)
8. What are some adjectives you can use to describe Marian Anderson? (determined, hard-working, talented, etc.)
9. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who felt trepidation when s/he traveled to Europe for the first time?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question and you will get a chance to respond. I will call on several of you to share your questions with the class.

---

**Word Work: Protest****(5 minutes)**

1. The story states, “In *protest*, Eleanor Roosevelt, the first lady of the United States, resigned from the organization that sponsored Constitution Hall.”
2. Say the word *protest* with me.
3. A protest is a formal action that shows displeasure and disapproval of something.
4. The townspeople held a protest against the closing of the park.
5. Have you ever felt like holding a protest? Try to use the word *protest* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would hold a protest against \_\_\_\_\_ because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *protest*?

Use a *Brainstorming* activity for follow-up. Write the word *protest* on the board in an oval. Have students say words that come to mind when they think of reasons why people might hold a protest. Write the students' words on spokes coming out from the oval. If necessary, guide students with words like *vote* and *segregation*. Tell them that they will learn more about other things that caused people to hold protests, but for now the most important thing for them to know is that many people, from all walks of life, stood up for something they believed in and fought for their cause.



### **Complete Remainder of the Lesson Later in the Day**

# 5B

## When Marian Sang, Part II



### Extensions

20 minutes

#### Timeline

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Show students Image Card 4 (Marian Anderson and Eleanor Roosevelt together). Remind students that in the read-aloud, they learned that, with the help of First Lady Eleanor Roosevelt, Marian Anderson sang at the Lincoln Memorial. Ask students where the card should be placed on the timeline. (The image card should be placed to the right of Eleanor Roosevelt, showing the students that she helped Marian Anderson after she had become the first lady.)

#### Song: "America"

---

Share with students the first stanza of the song "America" (also known as "My Country 'Tis of Thee"). Remind students that in 1939, Marian Anderson sang this song at the Lincoln Memorial in Washington, D.C. Tell them to think about how Marian Anderson must have felt while she was singing this song to 75,000 people, as well as how the people in the crowd must have felt. (You may wish to show students pages 26–28 as you read or sing these lyrics.)

*My country 'tis of thee  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountainside,  
Let freedom ring.*

After reading or singing the lyrics, ask students to think about the last line and what they think these words meant to the cause that Marian Anderson was fighting for. Have students write three sentences describing how Marian Anderson must have felt to sing these same words at the Lincoln Memorial. You may wish to have students draw a picture to accompany their sentences.

You may also wish to search for a digital recording of Marian singing this song. If time allows, conduct this research with your students.

# 6

## Mary McLeod Bethune, Part I



### Lesson Objectives

#### Core Content Objectives

---

Students will:

- Describe the life and contributions of Mary McLeod Bethune
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Mary McLeod Bethune fought for during her lifetime

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)



- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

## Core Vocabulary

---

*Mary McLeod Bethune*, by Eloise Greenfield is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**decision, n. (p. 16)** A judgment or choice that someone makes

*Example:* Abraham Lincoln made a difficult decision when he chose to speak out against slavery.

*Variation(s):* decisions

**disappointment, n. (p. 16)** A feeling of sadness and of being let down

*Example:* Many women in the U.S. shared a feeling of disappointment when they were denied the right to vote time and time again.

*Variation(s):* disappointments

**proud, adj. (p. 12)** Feeling great honor and satisfaction

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

*Variation(s):* prouder, proudest

**scholarship, n. (p. 9)** Money or opportunity given to a student, so s/he can study without cost


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

*Variation(s):* scholarships

**unpleasant, *adj.* (p. 15)** Not pleasing or agreeable

*Example:* Tim forgot to take out the trash, so there was an unpleasant smell in the kitchen.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Mary McLeod Bethune, Part I</b>	<i>Mary McLeod Bethune</i> , by Eloise Greenfield, pp. 1–17 U.S. map, world map or globe	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Decision</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Somebody Wanted But So Then</b>	Instructional Master 6B-1 chart paper	20

# 6A

## Mary McLeod Bethune, Part I



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Remind students how, when faced with injustice, ordinary people can make extraordinary changes for the good of all citizens. Review some of the content studied thus far with the following questions:

- What causes did Susan B. Anthony and Elizabeth Cady Stanton fight for during their lifetimes?
- What causes did Eleanor Roosevelt fight for during her adult life and as first lady of the United States?

#### Sharing the Title and Trade Book Cover

---

Share the trade book title and author/illustrator information. Point to the woman on the trade book cover and share with students that this is Mary McLeod Bethune. Ask students if any of them have heard of Mary McLeod Bethune. Explain that she was born a few years after the Civil War ended, and after the 13<sup>th</sup> Amendment to the U.S. Constitution freed all slaves. Despite these events, many African Americans still faced many struggles and were not yet given equal rights. Then ask students to describe what they see on the trade book cover.

#### Making Predictions About the Read-Aloud

---

Ask students to look at the trade book cover again and predict what particular cause Mary McLeod Bethune fought for.

#### Purpose for Listening

---

Tell students to listen carefully to find out whether or not their predictions are correct.

## Mary McLeod Bethune, Part I

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. The prompts below are listed by page number. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- . . . **cotton to sell.** Mary and her family are African American. If the farm belonged to Mary's family, does this story take place before or after the U.S. Civil War?

### Page 2

- . . . **going to school.** Can you imagine not being able to go to school or not having the opportunity to learn how to read? Do you think Mary's dream will ever come true?
- . . . **for black children.** (Point to South Carolina on a U.S. map.) Do you remember from *The U.S. Civil War* domain where the Mason-Dixon Line is? South Carolina is below the Mason-Dixon Line and that was why there were no schools for black children near where Mary lived.
- . . . **slaves were freed.** So was Mary born free or was she born a slave?
- . . . **to earn enough.** Do you think it's unusual that Mr. McLeod had to buy his bride?

### Page 4

- . . . **for the family.** The McLeod's worked hard to build a house and start their farm because it was important to them.
- . . . **July 10, 1875.** So, the story of Mary McLeod Bethune begins long ago, ten years after the end of the Civil War and more than one hundred years ago today.

- . . . **and picked cotton.** Remember, cotton was a very important crop in southern states like South Carolina in the late 1800s.

#### Page 7

- . . . **about the Bible.** (Point to Africa on a world map or globe.) How do you think Mary's mother heard about true stories from Africa?
- . . . **learn to read.** How do you think it might be possible for Mary to learn how to read?
- . . . **would be Mary.** Do you think it was a hard decision for Mary's parents to choose to send only one child to school? How do you think Mary felt when she heard they had chosen her?

#### Page 9

- . . . **walk each mile.** Would you be willing to walk ten miles a day just to go back and forth to school? That would be like walking from here to \_\_\_\_\_ and back.
- . . . **selling their cotton.** So, was Mary's education beneficial only to her or also to others? How do you know?
- . . . **in Concord, North Carolina.** (Point to North Carolina on the U.S. map.) The word ***scholarship*** contains the word *scholar* which names a person with education. Why do you think Mary was given a scholarship to continue her education?
- . . . **have to pay.** How do you think Mary's parents felt to see her graduate and get a scholarship?

#### Page 10

- . . . **its little chapel.** A chapel is a small place of worship and prayer.
- . . . **oceans and mountains.** Are these some of the things you learn about in school?

## Page 12

- . . . **gave her solos.** Solos are performances that are done by one person. So, Mary was not only a good student, but also a good singer.
- . . . **happy for her.** The word **proud** means to feel great honor and satisfaction. Why was Mary's family proud of her?
- . . . **in Chicago, Illinois.** (Point to Chicago on the U.S. map.) So how many scholarships has Mary now received? What do you think Mary will study at her new school?
- . . . **or without money.** So Mary devoted herself to helping those in need, similar to \_\_\_\_\_. (Have students finish your sentence with the name *Eleanor Roosevelt*.)

## Page 15

- . . . **very unpleasant surprise.** The word **unpleasant** means that something is not pleasing. What unpleasant surprise do you think Mary faced?
- . . . **black missionary in Africa.** How do you think Mary felt when she discovered that she would not be going to Africa?
- . . . **in Augusta, Georgia.** (Point to the U.S. states of South Carolina and Georgia on a U.S. map, and the continent of Africa on a world map.) Which was closer to Mary's home in South Carolina, Georgia or Africa?

## Page 16

- . . . **she could be.** **Disappointment** is a feeling of sadness or of being let down. How did Miss Laney's example soften Mary's disappointment?
- . . . **a big decision.** A **decision** is a choice that someone makes. What big decision do you think Mary Bethune made? Do you think it has to do with teaching?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Why was going to school and learning to read only a dream for young Mary? (There were few or no schools for African American children where she lived in South Carolina, below the Mason-Dixon Line; no one in her family could read and they could not teach her.)
3. How was young Mary given the opportunity to attend school? (A young black teacher started a one-room school for African American children, and Mary's parents made the decision to let Mary attend.)
4. How did young Mary use her education to help others? (She would read the mail for her neighbors; she taught her family what she learned in school; she would help neighbors figure out how much money they should get from selling their cotton.)
5. What kind of student was Mary? (She was an outstanding student who received scholarships because of her hard work.)
6. After graduating from college, what unpleasant surprise did Mary receive? (She could not use her college training in Africa because there were no missionary openings for African Americans.)
7. How did Mary put aside her disappointment when she was told she could not teach in Africa? (She made the decision to be the best teacher she could be wherever she was located.)
8. *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 dream did Mary have as a child?" 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.

## Word Work: Decision

(5 minutes)

1. The story states, “When Albert was five years old, Mary Bethune made a big *decision*.”
2. Say the word *decision* with me.
3. The word *decision* means a judgment or choice that someone makes.
4. Susan B. Anthony made a decision to fight for women’s right to vote.
5. Have you ever had to make an important decision? Try to use the word *decision* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The most important decision I have ever made was to . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *decision*?

You have heard that the word *decision* means a judgment or choice that someone makes. For follow-up have the students talk about how the world can be made a better place by people making decisions such as the one made by Mrs. Bethune in the read-aloud.



**Complete Remainder of the Lesson Later in the Day**



# 6B

## Mary McLeod Bethune, Part I



### Extensions

20 minutes

#### Somebody Wanted But So Then (Instructional Master 6B-1)

Put the following blank summary chart on a piece of chart paper:

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

Explain to the students that they are going to recount what they have learned so far about Mary McLeod Bethune, first individually, and then together as a class. Tell students that they are going to retell the part of Mrs. Bethune's story they have heard using Instructional Master 6B-1, a Somebody Wanted But So Then worksheet. Students who used the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally fill in the chart together, while one person acts as the scribe. If you have any students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through the exercise.

If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to the trade book. As students retell the read-aloud, be sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should follow these lines:

<b>Somebody</b>	Mary McLeod
<b>Wanted</b>	Wanted to learn how to read, have her own book, and go to school.
<b>But</b>	But there were no schools where she lived for black children.
<b>So</b>	So she continued to dream about learning to read.
<b>Then</b>	Then when Mary was eleven years old, a black teacher started a one-room school in Mary's hometown and Mary was able to attend and to learn how to read.

# 7

## Mary McLeod Bethune, Part II



### Lesson Objectives

#### Core Content Objectives

---

Students will:

- Describe the life and contributions of Mary McLeod Bethune
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Mary McLeod Bethune fought for during her lifetime

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Learn common sayings and phrases such as “Where there’s a will there’s a way” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

## Core Vocabulary

*Mary McLeod Bethune*, by Eloise Greenfield is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**heritage, n. (p. 26)** A person’s or group’s background, ancestry, or history

*Example:* The Trail of Tears is part of the Cherokee heritage.

*Variation(s):* none

**programs, n. (p. 20)** Public presentations, such as plays or musical performances

*Example:* Mr. Grey’s fourth grade class planned several programs to perform for the younger students at their school.

*Variation(s):* program

**recited, v. (p. 20)** Said or spoke out loud from memory


*Example:* Lola and Chloe recited the Preamble to the Constitution for the class.

*Variation(s):* recite, recites, reciting

**study, n. (p. 31)** A room set aside for studying and/or reading

*Example:* The Cannon family had to leave behind all of the books in their study as they prepared to travel west.

*Variation(s):* studies

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	U.S. map	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Mary McLeod Bethune, Part II</b>	<i>Mary McLeod Bethune</i> , by Eloise Greenfield, pp. 18–32 U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Heritage</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Timeline</b>	Image Card 5	20
	<b>Sayings and Phrases: Where There’s a Will There’s a Way</b>	drawing paper, drawing tools	

# 7A

## Mary McLeod Bethune, Part II



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Remind students that in the previous lesson they heard about the childhood and young adult life of Mary McLeod Bethune. Tell students that today they will hear more about Mary, but before they do, they are going to review what they have already learned about her. Ask students the following questions to help them review:

- Who can locate the state where Mary was born on the U.S. map? (South Carolina)
- During what time in the history of our country did Mary live and how did this affect her life? (Mary lived in the time after the Civil War when there were few schools for black children. As a result, Mary was not able to go to school and learn to read for some time.)
- How was Mary finally able to go to school and fulfill her dream of learning to read? (A young black teacher started a school near Mary's home.)
- Did Mary continue her education after attending this first school? (yes) Where and how? (North Carolina; she got a scholarship)
- After Mary discovered that she could not be a missionary in Africa, what did she decide to do? (be a teacher, start her own school)

#### Making Predictions About the Read-Aloud

---

Remind students that at the end of the previous read-aloud, Mary had made the big decision to start a school of her own. Ask students to predict whether Mary was successful or not.

#### Purpose for Listening

---

Tell students to listen carefully to find out if their predictions are correct.

## Mary McLeod Bethune, Part II

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. The prompts below are listed by page number. Be sure to discuss what students see in each picture as you read each page.

### Page 18

- . . . **would go there.** (Point to Florida on the U.S. map.) Do you think Mrs. Bethune’s dream for a school in Florida was a cause worth fighting for? Why or why not?
- . . . **first month’s rent.** Eleven dollars probably doesn’t seem like a lot of money today, but back in 1904 it was a large amount of money.

### Page 20

- . . . **he was older.** (Show students the entire trade book cover, as the illustration extends onto the back.) Can you tell me now what is happening in this illustration on the trade book cover? Do you think this is an illustration of Bethune, her son, and her first students at the Daytona Normal school?
- . . . **juice as ink.** Does it sound like the school has many resources or only a few?
- . . . **and in churches. Programs** are public performances.
- . . . **sang and recited.** The word **recited** means said out loud something memorized like a poem or a speech.

### Page 22

- **“Enter to learn.”** What happened because Mrs. Bethune didn’t give up on her dream? Why do you think the number of students grew so quickly?
- . . . **had to solve.** Do you think Mrs. Bethune let everyday problems stop her from teaching? Or do you think she enjoyed solving the problems that came up?

### Page 24

- . . . **many black lives.** How do you think Mrs. Bethune was able to start one school, build a new one, and also build a new hospital?

### Page 26

- . . . **became well known.** What does *devotion* mean? Mrs. Bethune wrote articles and made speeches to fight for her cause and was successful. Do you think Mrs. Bethune's success in education encouraged her to fight for other causes? Would being successful at something encourage you to try new things, too?

### Page 28

- . . . **heritage, and hers.** If Mary remembered their African **heritage** she remembered their African ancestry and history.
- . . . **going to school.** This time in American history was called the Great Depression. We heard about the Great Depression when we listened to the biography of Eleanor Roosevelt.
- . . . **this special job.** Why do you think President Roosevelt, Eleanor Roosevelt's husband, chose Mrs. Bethune for this special job? Do you think Mrs. Bethune's success in education, and other causes influenced the president's decision?

### Page 31

- . . . **presented to her.** A **study** is a room that has been set aside just for reading or studying.

### Page 32

- . . . **a better world.** How did Mrs. Bethune help to build a better world?
- . . . **the first time.** Have any of you seen this statue?
- . . . **and a boy.** A **will** is a document that states what should happen to a person's things after s/he dies.
- . . . **leave you love."** What do you think Mrs. Bethune meant by these words?



## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What cause was important to Mrs. Bethune? (education for African Americans; she wanted to give other African American children who had no opportunity to learn, the chance to do so)
3. Was starting a school in Florida an easy or difficult task for Mrs. Bethune? (It was difficult.) How do you know? (She didn't have a lot of money; she used wooden boxes as desks and chairs, charcoal from burnt logs as pencils, and the juice from mashed berries as ink.)
4. How was Mrs. Bethune able to start her school in Florida and to make it bigger when she had more students? (Community members helped her to build and fix the school; the students made baked goods to sell; they gave programs at hotels and churches; etc.)
5. Why did Mrs. Bethune start McLeod Hospital in Daytona Beach? (There was not a nearby hospital for blacks in Daytona Beach, and she believed that there should be so that African Americans who became sick could be cared for as well.)
6. What are some reasons why Mrs. Bethune's family was proud of her? (She created an elementary school for African American girls that became a high school and then a college; she started a hospital for African Americans; she wrote equal rights articles for newspapers and magazines, and worked for President Roosevelt's National Youth Administration.)
7. How did Mrs. Bethune help others outside of her school? (She created a hospital for African Americans; joined groups of people working for the rights of black men, women, and children; traveled across the United States making speeches; moved to Washington and worked with the National Youth Administration; etc.)
8. What motivated Mrs. Bethune to help others? (her and others' African heritage; her own history; etc.)

9. In Mrs. Bethune’s will, her last words were “I leave you faith, I leave you hope, I leave you love.” What do you think people feel and think about when they read these words? What do you feel and think of when you hear them? (Answers may vary.)

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

10. *Think Pair Share:* In the read-aloud, you heard that Mrs. Bethune believed children must never want to stop building a better world. What do you think you can do to help build a better world? (Answers may vary.)

### **Word Work: Heritage**

(5 minutes)

1. The read-aloud says, “[Mary McLeod Bethune] remembered their African *heritage*, and hers.”
2. Say the word *heritage* with me.
3. The word *heritage* refers to a person’s or group’s background, ancestry, or history.
4. The Great Wall of China is part of China’s heritage.
5. Can you think of any examples of your heritage? Try to use the word *heritage* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is part of my heritage.”)
6. What’s the word we’ve been talking about? What part of speech is the word *heritage*?

For follow-up, ask students to share with a partner or the class something from their heritage of which they are proud. It could be an important holiday, historical event, or person. Make sure students use the word *heritage* as they share.



### **Complete Remainder of the Lesson Later in the Day**

# 7B

## Mary McLeod Bethune, Part II



### Extensions

20 minutes

#### Timeline

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Review the events that have already been depicted on the timeline. Show student's Image Card 5 (Mary McLeod Bethune). Ask students to describe the contributions that Mrs. Bethune made for education. Remind students that she built her first school for African American children in Daytona Beach, Florida with \$1.50, wooden boxes for desks, charcoal as pencils and berry juice as ink. Help students to understand that Mrs. Bethune's work helped African American children go to school during a time when schools for children were segregated. Ask students to share a few of Mrs. Bethune's other achievements. (She worked with President Roosevelt and First Lady Eleanor Roosevelt in Washington, D.C.; she started the first hospital for blacks in Daytona; etc.) Tell students that Bethune opened her first school *before* Eleanor Roosevelt became first lady. Ask students where the card should be placed on the timeline. (The card should be placed before the image of Eleanor Roosevelt and after Susan B. Anthony and Elizabeth Cady Stanton.)

#### Sayings and Phrases: Where There's a Will There's a Way (5 minutes)

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

Ask students if they have ever heard anyone say, "Where there's a will there's a way." Have students repeat the proverb. Ask them

what they think this proverb means. Explain that this proverb is another way of saying that no matter how difficult a task may seem at first, if you have the determination to do it, you can always find a way to make it happen. That is what the word *will* means: a strong desire. Tell students that Mary McLeod Bethune only had \$1.50 when she wanted to start a school in Daytona Beach, Florida. Her task was large and her progress was slow. She rented a small house, used wooden boxes as desks and chairs, charcoal for pencils, and berry juice as ink. Yet she was *still* able to open a school and educate five students. Later on, with the help of donations, and her continued strength and devotion to education, she managed to expand her dream and eventually build a new grade school, high school, and college. Explain that if Mrs. Bethune had been asked how she would start a school with \$1.50 she might have said, “Where there’s a will there’s a way.”

To reinforce this saying, and to review the material from the trade book, have students draw a scene from the trade book that exemplifies this saying and phrase. Have students write a sentence below their drawing explaining why. For example, a student may draw a picture of Mary walking the five miles to school for the first time and may write a sentence below the illustration that references Mary’s desire to learn to read. Have each student follow their sentence with the phrase “Where there’s a will there’s a way.”

If time allows, ask students if they could apply this saying to any personal experiences in their lives. Have they ever accomplished something because they had a strong will to do it? Try to find opportunities to use this saying in the classroom in various situations.

# 8

## *The Story of Ruby Bridges*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the cause that Ruby Bridges fought for early in her life

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

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*The Story of Ruby Bridges*, by Robert Coles is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the foreword as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**credit, n. (p. 7)** A source of honor or pride for doing something important

*Example:* Many books have been written about Mary McLeod Bethune identifying her as a credit to education for all in our country.

*Variation(s):* credits

**experienced, v. (p. 12)** Felt or observed; participated in  
*Example:* Amy experienced a great adventure when she traveled to Peru.


*Variation(s):* experience, experiences, experiencing

**gathered, v. (p. 9)** Brought together in one group or place  
*Example:* Amanda gathered all the toys from her bedroom floor and put them in her toy box.

*Variation(s):* gather, gathers, gathering

**mobs, n. (p. 15)** Large groups of angry people  
*Example:* Mobs gathered outside the courthouse to protest the new law.

*Variation(s):* mob

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Story of Ruby Bridges</b>	<i>The Story of Ruby Bridges</i> , by Robert Coles U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Experienced</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Timeline</b>	<b>Image Card 6</b>	20
	<b>Letter to Ruby Bridges</b>	Instructional Masters 8B-1 and 8B-2 (optional) chart paper, chalkboard, or whiteboard drawing paper, drawing tools envelope (optional)	

# 8A

## The Story of Ruby Bridges



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Review some of the content studied thus far with the following questions:

- What was Mary McLeod Bethune’s dream? Did her dream come true?
- For what causes did Mary fight? How did she help and change the lives of others?

#### Sharing the Title and Trade Book Cover

---

Read the title and author/illustrator information of the book. Ask students if any of them have heard of Ruby Bridges. Explain to students that this is a true-life story of a young girl who lived in the South. Ask students who they think is pictured in the illustration and what she is doing. Prompt further discussion with questions such as:

- Where is Ruby going?
- Is Ruby a child or a grownup?
- Who are the people behind Ruby in the illustration?
- Does the sign in the illustration that says, “Keep this a white school” give you a clue as to what the story is about?

#### Making Predictions About the Read-Aloud

---

Read the foreword, written by Ruby Bridges’s mother. Ask students to predict how Ruby was a fighter and how she helped change our country.

#### Purpose for Listening

---

Tell students to listen carefully to find out whether or not their predictions are correct.



## The Story of Ruby Bridges

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the foreword as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 2

- . . . **near Tylertown, Mississippi.** Do you remember another famous person who became president and lived in a cabin as a young person? (Note: You may want to point out Mississippi on a map.)
- . . . **had to move.** The farm owners brought in machines to do the work people normally did. That's why Ruby's daddy lost his job and they had to move.

### Page 3

- . . . **to New Orleans.** So, Ruby Bridges was born shortly before Mary McLeod Bethune died. (Note: Explain that New Orleans is a city in Louisiana, and point out Louisiana on a U.S. map.)

### Page 5

- . . . **in New Orleans.** Do you remember what it is called when places had separate schools for white children and black children? We use the word *segregation* to describe the practice of separating people of different groups, like black and white children.
- . . . **the nation's law.** Do you think this was a cause people fought for?

## Page 6

- . . . **Frantz Elementary School.** What do you think happened when Ruby Bridges went to her new school? Do you think these schools that had been segregated for so long would have welcomed Ruby?

## Page 7

- . . . **in American history.** Do you remember what the word *proud* means? Why do you think Ruby's parents were proud that she had been chosen? Why was going to a new school such an important event in the history of our country?
- . . . **the American people.** If someone is a **credit**, they are a source of pride for doing something important. Ruby's family was proud of her. They wanted everyone to be proud of her. Why do you think Ruby's mother prayed that the family would be strong and have courage?

## Page 9

- . . . **the Frantz Elementary School.** The word ***gathered*** means came together in one group or place. Why was the crowd of white people gathered at the school angry?
- . . . **the school building.** Marshals are military officers at the federal level who help carry out court orders. Why do you think the president ordered federal marshals to walk with Ruby?

## Page 12

- . . . **of school day.** The word ***experienced*** means felt or observed because you participated in something.
- . . . **say a word.** How do you think Ruby felt when she saw the angry crowd of people day after day? Do you think Ruby was fighting for a cause—the opportunity to have an equal education—even though she didn't say a word?

### Page 13

- . . . **eat lunch with.** Why was Ruby the only child at school?
- . . . **business of learning.** Why do you think Ruby smiled every day? Do you think you would have smiled if you experienced the same kind of school day as Ruby?
- . . . **an empty building.** Do you think it was brave of Ruby to still attend school?

### Page 15

- “. . . **relaxed and comfortable.**” **Mobs** are large groups of angry people. Was Mrs. Henry surprised at how Ruby reacted to the mobs outside the school?
- . . . **go to school.** Do you think Ruby continued her fight for the cause of equal education, or did she stop going to school?

### Page 17

- . . . **talking to them.** Why do you think Ruby stopped to face the mob of people? Do you think Ruby was really talking to the crowd?

### Page 19

- . . . **Ruby wouldn't budge.** Why do you think Ruby refused to move or budge? What do you think Ruby was saying? (Point to the illustration.) Does it look like she is afraid of the crowd?

### Page 22

- **Ruby became irritated.** Ruby became upset. Why do you think Ruby was upset with Mrs. Henry? What do you think she was doing out there in front of the mob?
- . . . **the angry mob.** What was Ruby actually doing in front of the mob? Do you think praying in front of the mob was a brave thing for Ruby to do?

### Page 23

- . . . **and after school.** How long do you think the mobs of people stayed? What cause was Ruby fighting for? Do you think Ruby's fight for her cause was a success?

### Page 25

- (Read the "Afterword" on this page.)

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What did you learn about Ruby's family and early life? (She was born in a small cabin; her family was poor; both parents worked to make ends meet; she moved at the age of four because her father lost his job; etc.)
3. Why did black children and white children attend separate schools in New Orleans? (The school system was segregated; some people didn't want mixed schools.) Who was one of the first children to change this? (Ruby Bridges)
4. Why did the president of the United States order federal marshals to walk with Ruby into the school building? (to protect her from people who did not want to end segregation in New Orleans schools)
5. What was school like for Ruby once she got to her classroom? (She was the only one in the class; there were no other children present; she enjoyed learning; etc.)
6. How did Ruby choose to react to the angry mobs each day? (She walked right by them; she prayed for them; etc.)
7. What are some adjectives that you would use to describe Ruby Bridges? (brave, courageous, determined, etc.)
8. What cause did Ruby Bridges fight for and how did she help change our country? (She persevered in being the first black student at a school in New Orleans and eventually saw that

school become integrated, with white and African American children attending classes together.) Before hearing this read-aloud, did you realize that children can help change our country? (Answers may vary.)

9. *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 did Ruby teach us all?” 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.

### Word Work: Experienced

(5 minutes)

1. The story states, “Every day, for weeks that turned into months, Ruby *experienced* that kind of school day.”
2. Say the word *experienced* with me.
3. If someone experienced something, s/he observed or participated in something.
4. Juliet experienced her first blizzard when she moved from Hawaii to Minnesota.
5. What are some things you have experienced in your life? Try to use the word *experienced* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I experienced \_\_\_\_\_ once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *experienced*?

For follow-up, have students name one person they have heard about so far (Susan B. Anthony, Elizabeth Cady Stanton, Mary McLeod Bethune, Eleanor Roosevelt, Marian Anderson, Ruby Bridges) and share something this person experienced in fighting for their cause that students today do not have to experience.



### Complete Remainder of the Lesson Later in the Day

# 8B

## The Story of Ruby Bridges



### Extensions

20 minutes

#### Timeline

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Review the individuals placed on the timeline thus far. Show students Image Card 6 (Ruby Bridges). Ask students to describe the importance of Ruby Bridges. (She became one of the first African American children to attend an all-white elementary school in 1960.) Remind students that until Ruby Bridges' time, the law still let schools separate black children from white children. Help students understand that Ruby Bridges went to an all-white elementary school many years after the work of Mary McLeod Bethune and thanks to many other fighters for the cause of equal rights in education. Ask students where this card should be placed on the timeline. You may need to explain that Ruby Bridges was part of the integration process of an all-white school after the work of Susan B. Anthony, Mary McLeod Bethune, and Eleanor Roosevelt. Ask a student to place the image card on the timeline. (The card should be placed after Eleanor Roosevelt and Marian Anderson.)

#### Letter to Ruby Bridges

##### (Instructional Master 8B-1; Instructional Master 8B-2, optional)

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Remind students that the read-aloud they heard earlier was the true story of a young girl named Ruby Bridges. Tell students that Ruby Bridges is now a grown woman and that as a class they are going to write her a letter.

Tell students that before they begin to write their class letter, they have to plan, or brainstorm, some things they might like to say to Ruby Bridges. Write the words "Fighting for a Cause" in an oval on a piece of chart paper, a chalkboard, or a whiteboard with four spokes that say "school," "teacher," "courage," and "segregation." Students will fill in their own brainstorming chart

using Instructional Master 8B-1. To help students brainstorm, ask, “What are some questions you might like to ask Ruby about her walk to school each day? What are some questions you could ask her about her teacher? What can you ask Ruby about courage? What can you ask Ruby about segregation?” Then tell students that as a class they will use two examples in the body of their letter to create a draft for review.

Ask students to work together with you to develop a letter. Be sure to point out conventions of print as you model writing this friendly letter, such as writing from left to right, capitalization, and punctuation. You may wish to reference Instructional Master 8B-2 as a guide for the five parts of a friendly letter. You may also wish to “share the pen,” allowing student volunteers to come up and write. As you proceed with this extension, remember to rephrase students’ responses and suggestions whenever necessary to include the domain vocabulary learned thus far. When you have completed the letter, ask students if there is anything wrong with the letter or if there is anything they wish to change. Then, hold up the cover of the trade book and read the letter aloud “to” Ruby Bridges.

Instructional Master 8B-2 is optional and has been included if you have students who are ready to write a friendly letter on their own or if you want the students to copy the class letter to Ruby Bridges on their own worksheet.

If you wish, you may also want to show students how to address an envelope, sending this letter to Ruby Bridges at the following address:

Ruby Bridges  
P.O. Box 870248  
New Orleans, LA 70187

# PP1

## *Pausing Point 1*



### **Note to Teacher**

Your students have now heard several read-alouds about some important people who chose to stand up for something they believed in and fought for a cause to bring about important changes in our country. In particular, your students have learned about the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### **Core Content Objectives Up to This Pausing Point**

Students will:

- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Describe the life and contributions of Susan B. Anthony
- Identify the causes that Susan B. Anthony fought for during her lifetime
- Explain why fighting for the right to vote was an important cause for many women throughout the United States
- Describe how organizations and movements were created as people fought for equal rights
- Describe the life and contributions of Eleanor Roosevelt
- Identify the causes that Eleanor Roosevelt fought for during her lifetime



- Describe the life and contributions of Mary McLeod Bethune
- Identify the causes that Mary McLeod Bethune fought for during her lifetime
- Identify the cause that Ruby Bridges fought for in her early life

## Activities

### Key Vocabulary Brainstorming

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#### Materials: Chart paper

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 a piece of chart paper for reference.

### Image Review

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

### Perspectives

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Remind students that all of the extraordinary individuals they have learned about thus far lived many years ago or, in the case of Ruby Bridges, are adults living today. 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. 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 Ruby Bridges were to describe their classroom, she would probably want to know if children from different groups were present, learning together.

Give students time to write their classroom descriptions from the perspective of Susan B. Anthony, Elizabeth Cady Stanton, Eleanor Roosevelt, Marian Anderson, Mary McLeod Bethune, or Ruby Bridges. 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 students' writing and response using richer and more complex language, including, if possible, any read-aloud vocabulary.

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

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

### **You Were There: Fighting for a Cause**

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Have students pretend that they were with one of the individuals in this domain as she fought for a cause. Ask students to describe what they saw and heard. For example, for Eleanor Roosevelt, students may talk about seeing her feed the hungry and the jobless during the Great Depression and hearing her words of encouragement for the poor as they told her about their struggles. Or they may pretend they were with Elizabeth Cady Stanton as she marched to the polling station and attempted to vote. 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 Eleanor's work or Stanton's attempt to vote, and write a group news article describing the event.

### **Riddles for Core Content**

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Ask students riddles such as the following to review core content:

- I was one of the first African American children to attend a white elementary school in New Orleans. Who am I? (Ruby Bridges)
- We traveled together around the country giving speeches and working for women's rights. Who are we? (Susan B. Anthony and Elizabeth Cady Stanton)
- 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 dreamed of starting a school for black children in Daytona Beach, Florida, and with hard work, my dream came true. Who am I? (Mary McLeod Bethune)
- I am known for the historic concert I gave in front of the Lincoln Memorial. Who am I? (Marian Anderson)

## **Class Book: Fighting for a Cause**

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

## **Writing Prompts**

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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 world peace by . . .
- People choose to fight for a cause because . . .
- Human rights and equal rights for all are important because . . .

## **Image Card Review**

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Help students identify all of the individuals on the image cards used for the timeline and share what has been learned about each person. Then pass out all the image cards to various students. Have students share with a partner a cause the individual fought for and a fact from her life. For example, for the image card of Susan B. Anthony, a student might say, “Susan B. Anthony thought men and women should get equal pay; she was born into the Quaker religion.”

# 9

## Teammates



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Describe the life and contributions of Jackie Robinson
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the cause that Jackie Robinson fought for during his lifetime

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

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*Teammates*, by Peter Golenbock is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story with the illustration as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**challenge, v. (p. 5)** 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, n. (p. 11)** Something that involves risk or uncertainty  
*Example:* Planning an outdoor picnic on a cloudy day is a gamble because there's a chance it may rain.

*Variation(s):* gambles

**hostility, n. (p. 17)** An act of ill will or unfriendliness

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

*Variation(s):* hostilities

**intimidate, v. (p. 8)** 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. (cover)** Members of the same side working together for a common goal

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

*Variation(s):* teammate

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Teammates</b>	<i>Teammates</i> , by Peter Golenbock U.S. map	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Challenge</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Timeline</b>	Image Card 7	20
	<b>Baseball Card: Jackie Robinson</b>	chart paper, chalkboard, or whiteboard drawing tools	
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Master 9B-1	

# 9A

## Teammates



### Introducing the Read-Aloud

**10** minutes

#### What Have We Already Learned?

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Review some of the content studied thus far with the following questions:

- What does it mean to be segregated? What examples can you give from the previous read-alouds of segregation?
- How was Ruby Bridges affected by segregation?

#### Sharing the Title and Trade Book Cover

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Read the title and author/illustrator information of the book. Ask students if they know what teammates are. You may need to explain that teammates play on the same team. Teammates work together for a common goal. Point to the picture of Jackie Robinson and identify him. Ask students if any of them have heard of Jackie Robinson. Point to the picture of Pee Wee Reese and identify him. Tell students that Pee Wee Reese was Jackie Robinson's teammate. Ask students if they can tell from the picture what kind of team Robinson and Reese played for together.

#### Making Predictions About the Read-Aloud

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Have students think about what they have learned so far in this domain to help them make a prediction about the cause that Jackie Robinson and Pee Wee Reese fought for.

#### Purpose for Listening

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Tell students to listen carefully to find out about the contributions of Jackie Robinson and to see if their predictions are correct.

## Teammates

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story with the illustration as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- **. . . the Negro Leagues.** Do you think these leagues were segregated? Why or why not? Why do you think these leagues no longer exist? How do you know this story happened long ago?

### Page 2

- **. . . road were hard.** Why do you think life was hard for the African-American players? Why didn't they make much money?

### Page 3

- **. . . in the 1940s.** So this story takes place around the same time that Ruby Bridges went to the all-white school. There were no laws against segregation back then. Who can tell me what segregation is?
- **. . . and carry with them.** What were some examples of segregation in the 1940s when this story is set?

### Page 4

- **. . . over the world.** What was the difference between the Negro Leagues and the Major Leagues? How was life different for players in the Negro Leagues compared to the Major Leagues?



## Page 5

- . . . **way things were.** The word **challenge** means to question whether something is right or wrong. Why do you think few people dared to challenge racial prejudice, or prejudice based on a person's race, such as being African American? Do you think challenging something is the first step in fighting for a cause?
- . . . **about racial problems.** The word *apathetic* means uninterested or unconcerned.
- . . . **blacks were treated.** So there were a number of reasons that segregation continued. Some people were apathetic or uninterested, and others thought it was dangerous to work for equality for all.

## Page 7

- . . . **ballfields across America.** (You may wish to show Brooklyn, NY, on a U.S. map and explain that this is where the Dodgers played back then.) Do you think there were many people in the Major Leagues who thought the way Branch Rickey did?
- . . . **one special man.** Who do you think this one special man was?

## Page 8

- . . . **or hurt him.** The word **intimidate** means to try to make someone do something by making them afraid. You heard in *The Story of Ruby Bridges* how mobs tried to intimidate her outside the school. Branch Rickey, the manager of the Brooklyn Dodgers, a Major League team, wanted to find someone to play from the Negro League who would not be intimidated, or scared by others. He wanted a player who would behave nicely no matter how others treated him.
- . . . **many more years.** Why do you think it was so important for Branch Rickey's new player to behave a certain way?

## Page 9

- . . . **just the man.** Do you think Jackie Robinson will have courage and fight for this cause, or will others be able to intimidate him?

### Page 11

- “. . . **best to perform.**” A **gamble** is something that involves risk or uncertainty. Why was it a gamble or risk to have Jackie Robinson join the Major League team?
- . . . “**the great experiment.**” Why was signing Jackie Robinson to the Major Leagues considered an experiment?

### Page 12

- . . . **Major League team.** When Jackie Robinson was asked to try out for an all-white team, he became the first African American to break what was known as the “color barrier” in major-league baseball.
- . . . **others would follow.** Why were blacks so excited for Jackie? Do you think Jackie Robinson will be successful? Why or why not?

### Page 13

- . . . **the Ku Klux Klan.** Was Jackie Robinson treated fairly when he tried out for the Major League team? Jackie Robinson experienced many humiliations as a new player for Major League baseball, even from his own teammates.

### Page 14

- . . . **the Brooklyn Dodgers team.** Why do you think Jackie Robinson didn’t give up even though things were difficult? Does this mean he was willing to fight for his cause regardless of what happened to him?

### Page 17

- . . . **April through September.** The word **hostility** means an act of ill will and unfriendliness. If someone is hostile or mean to someone else, they are showing hostility. Jackie faced hostility during the entire baseball season.
- . . . **the team played.** What do you think it means if “His worst pain was inside”? Did joining the team mean that Jackie Robinson won his fight, or did he have to continue fighting?

### Page 18

- “. . . **he deserves it.**” Do you think Jackie Robinson took Pee Wee’s spot?

### Page 20

- **... refused to sign.** What is a petition? What message did Pee Wee Reese give his teammates when he refused to sign the petition?
- **“That’s what counts.”** Did Pee Wee Reese treat Jackie Robinson equally? Why do you think Pee Wee Reese had a different perspective on the situation than his teammates? Do you think other players will change their minds and support Jackie?

### Page 24

- **... were on the field.** How do you think Jackie Robinson felt when the fans yelled at him?
- **... to take a stand.** To “take a stand” means to act in a specific way for something you strongly believe in. Why do you think Pee Wee Reese wanted to take a stand? Did this decision mean that Pee Wee Reese was a fighter, too? Does a person need to take a stand when fighting for a cause?

### Page 26

- **... Pee Wee’s ears.** Taunts are unkind remarks. How do you think Pee Wee Reese felt hearing the crowd act this way toward his teammate?
- **... he had to do.** What do you think Pee Wee Reese did next?

### Page 27

- **... as an equal.** Do you think the hostility or unfriendliness toward Jackie Robinson ever went away?
- **Jackie smiled back.** Why do you think Jackie smiled back at Reese? What do you think happened next?

### Page 28

- **Then there was silence.** Why do you think the crowd stopped shouting?
- **“This man is my teammate.”** Do you think Pee Wee Reese’s actions made a difference to Jackie Robinson? to the future of Major League baseball? Why or why not? What cause did Jackie Robinson and Pee Wee Reese fight for?

(Note: You may wish to read the foreword by Pee Wee Reese.)

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What differences were there between the Negro Leagues and the Major League baseball teams in the 1940s? (Negro League players were not well paid; they slept in their cars, and could not eat in most restaurants. Major League players received better pay; they stayed in good hotels, ate in fine restaurants, and were treated like celebrities.)
3. Why did Branch Rickey think segregation in baseball was unfair? (He wanted to give everyone, regardless of race or creed, an equal chance to compete on the ball field.)
4. How did Branch Rickey work to change segregation in baseball? (He found an African American player from the Negro Leagues to play for his Major League team.) What kind of person was Branch Rickey looking for from the Negro Leagues? (He wanted someone with self-control and courage; someone who could not be easily intimidated.) Who was that person? (Jackie Robinson)
5. What cause was Jackie Robinson fighting for by signing on to play for a Major League team? (He was fighting to be the first African American player to play in the all-white league.)
6. What humiliations did Jackie Robinson experience when he joined the Major League? (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 other teammates.)
7. What did Pee Wee Reese, Jackie's teammate, do to help support Jackie Robinson? (He refused to sign a petition against Jackie Robinson; in front of all the players and fans, he encouraged Jackie Robinson during a Cincinnati Reds game.)

8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who had the courage to challenge prejudice and hostility in today’s read-aloud?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Challenge

(5 minutes)

1. The read-aloud says, “Many Americans knew that racial prejudice was wrong, but few dared to *challenge* openly the way things were.”
2. Say the word *challenge* with me.
3. When you challenge something that means you question whether something is right or wrong.
4. The younger students stood together to challenge the older bully.
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? What part of speech is the word *challenge*?

Use a *Sharing* activity for follow-up. Directions: So far you have heard about several individuals who have fought for a cause. The first step in fighting for a cause is having the courage to challenge injustice. Share with your partner how one of the individuals in this domain was able to challenge injustice.



### Complete Remainder of the Lesson Later in the Day

# 9B

## Teammates



### Extensions

20 minutes

#### Timeline

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Review the individuals placed on the timeline thus far. Show students Image Card 7 (Jackie Robinson). Remind students that Jackie Robinson played for two different baseball leagues (the Negro Leagues and the Major Leagues). Ask students which baseball league he played in first. Ask students to describe the significance of his game with the Dodgers against the Cincinnati Reds. Tell students that Jackie Robinson broke the color barrier in Major League baseball after the work of Eleanor Roosevelt but before Ruby Bridges integrated an all-white school. Ask students where the image card should be placed on the timeline. (The image card should be placed before Ruby Bridges and after Eleanor Roosevelt/Marian Anderson.)

#### Baseball Card: Jackie Robinson

---

Remind students that today's trade book was called *Teammates*. Ask students to share what important historical figure this trade book is about. (Jackie Robinson) Then ask students to share why Jackie Robinson is an important historical figure. (He broke the color barrier in Major League baseball; he was the first African American signed to a major league team.) Then ask students if they have ever seen a baseball card. If any students have seen a baseball card, allow them to describe what it looks like and why people have them.

Then tell students that they are going to make their own baseball cards of Jackie Robinson. On a piece of chart paper, a chalkboard, or a whiteboard, note what students will need to write on their cards: Jackie's name, sport, and team; character traits that describe him; one problem he faced that was heard in the read-aloud; and one solution. Provide each student with a sheet of blank paper. Have them draw a picture of Jackie Robinson on

the top half of the paper and write the information about Jackie Robinson beneath the picture. You may wish to pass around the trade book or the image card of Jackie Robinson for students to reference.

### **Parent Letter**

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Send home Instructional Master 9B-2.

# 10

## *A Picture Book of Rosa Parks*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Describe the life and contributions of Rosa Parks
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Rosa Parks fought for during her lifetime

#### **Language Arts Objectives**

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Give oral presentations about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation (L.2.8)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)



- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

## Core Vocabulary

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*A Picture Book of Rosa Parks*, by David A. Adler is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**boycott, n. (p. 18)** When 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

**discrimination, n. (p. 5)** The act of treating some people unfairly

*Example:* Immigrants faced discrimination when they searched for jobs.

*Variation(s):* none

**founded, v. (p. 25)** Began or established something new

*Example:* Thomas Jefferson and George Washington were two of the many colonists who founded the United States of America.

*Variation(s):* found, founds, founding

**oppression, n. (p. 18)** The act of controlling in an unfair and cruel way, so as to prevent others from having opportunities and freedom


*Example:* Many people fought against the oppression of slavery.

*Variation(s):* none

**threatening, adj. (p. 24)** Intending to scare or alarm

*Example:* The bully used a threatening scowl to scare Molly into giving him her lunch money.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>		
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Picture Book of Rosa Parks</b>	<i>A Picture Book of Rosa Parks</i> , by David A. Adler U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Boycott</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Timeline</b>	Image Card 8	20
	<b>Oral Presentation: Rosa Parks</b>	chart paper, chalkboard, or whiteboard	

# 10A *A Picture Book of Rosa Parks*



## **Introducing the Read-Aloud**

**10** minutes

### **What Have We Already Learned?**

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Review some of the content studied thus far with the following questions:

- What are some ways that people experienced unequal treatment?
- What are some ways that people fought for equal rights?
- How did people working together for common causes help make positive changes for others?
- How did Jackie Robinson and Pee Wee Reese fight to end segregation and baseball leagues separated by race?
- How did Eleanor Roosevelt work for the human rights of all people?
- How did Mary McLeod Bethune fight for equal education for African Americans?

### **Essential Background Information or Terms**

---

Ask students if they remember what *rights* are from earlier lessons. (Rights are privileges due to a person by law.) Tell students that civil rights are those rights which guarantee equal treatment to men and women, young and old, who are citizens of a country. Explain to students that even though civil rights are guaranteed by law, many people have been excluded from exercising their civil rights throughout the history of our country. Tell students that the Civil Rights Movement was a period of time in our country's history, from the 1950s to the 1960s, when people from many races and different groups in society helped African Americans fight for their civil rights, which later led to increased rights for people in many other groups.

## **Sharing the Title and Trade Book Cover**

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Share the title, author/illustrator information, and cover illustration of the trade book. Ask students if any of them have heard of Rosa Parks. Ask the students who they think is pictured in the illustration and what they are doing. Ask students what they notice about the people in line to get on the bus in the illustration. Tell students that cover illustrations can often tell you important things about the story. Draw students' attention to the bus in the background and Rosa speaking into the microphones in the foreground. Remind students that many people such as Susan B. Anthony and Mary Bethune have made speeches to fight for a cause. Ask students to predict if Rosa Parks fought for a cause. Ask students to predict why a bus might be important in the story of Rosa Parks.

## **Purpose for Listening**

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

### A Picture Book of Rosa Parks

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Below are the Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

#### Page 2

- . . . **February 4, 1913.** (Point to Alabama on a U.S. map.) If Rosa was born in 1913, she was born almost thirty years after Eleanor Roosevelt.

#### Page 3

- . . . **she picked cotton.** Do you remember anything about cotton? Why was cotton an important crop in the South? Who else did you hear about that spent her childhood working on a farm in the South?

#### Page 5

- . . . **Americans was common. Discrimination** is the act of treating some people unfairly.
- . . . **white people segregated.** What does the word *segregated* mean?

#### Pages 7 and 8

- The content on these pages may be considered inappropriate for second grade students. We strongly recommend you skip these pages.

#### Page 10

- . . . **nine months a year.** Why were there two different schools? What were some differences between the school Rosa Parks attended and the school for white children?

### Page 11

- **... of African Americans.** What rights do you think Raymond was fighting for?

### Page 12

- **... of the association.** Say the name N-double A-C-P with me. For what cause did the NAACP fight?

### Page 13

- **... driver drove away.** Does that seem like a fair practice, or way of doing things?
- **... Rosa got off.** Did Rosa think she should have to get off the bus? Why do you think she did anyway?

### Page 15

- **... James Blake again.** Who was James Blake?
- **... Rosa was sitting.** What do you think will happen next?
- **... Parks was arrested.** Why did the police arrest Rosa Parks? Do you think the law was just or fair?

### Page 17

- **... to a higher court.** If Rosa and her lawyers appealed to a higher court that means they requested that a court with more power hear their case and would give a different decision or ruling. For example, the Supreme Court is the highest court in the United States, higher than local and state courts.
- **... as twelve miles.** What goal do you think African Americans in Montgomery wanted to achieve by protesting? Do you think their protest will be successful? Would you be willing to walk twelve miles instead of taking a bus for something you believed in?

### Page 18

- **... Avenue Baptist Church.** A **boycott** is when a group of people join together and refuse to do business with a certain company or organization as a way of expressing strong disapproval.

- . . . **feet of oppression.** What do you think *oppression* means? **Oppression** is when a group of people is controlled in a cruel and unfair way that prevents them from having certain freedoms.

#### Page 19

- . . . **in Montgomery, Alabama.** So did the boycott last for a long time or a short time? Bringing about change often takes time.
- . . . **a bus again.** Were Rosa and the people of Montgomery successful in their protest or boycott?

#### Page 22

- . . . **against the law.** This was the ruling that made it possible for Ruby to attend a previously all-white school in New Orleans six years later.
- . . . **civil rights marches.** *Demonstrations* is another word for *protests*. Both words describe public displays of how a group of people feels about an issue.

#### Page 24

- . . . **about her safety.** If Rosa received **threatening** phone calls, were they nice phone calls or mean phone calls?
- . . . **brother Sylvester lived.** How did Rosa's life change after the Montgomery Bus Boycott?
- . . . **House of Representatives.** The House of Representatives is a part of Congress which helps to make the laws in the U.S.

#### Page 25

- . . . **complete their education.** If Rosa **founded** this institute that means she started or established it.
- . . . **other public places.** So, the Civil Rights movement helped many different people, not just African Americans.
- . . . **Rosa Parks Boulevard.** Remember, Rosa was on the Cleveland Avenue bus when she refused to give up her seat.



### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. 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 on buses, etc.)
3. What city-wide effort took place to protest the arrest of Rosa Parks and change segregation laws on buses? (the Montgomery Bus Boycott)
4. What was Rosa Parks's life like after the Montgomery Bus Boycott? (She sometimes received threatening phone calls; her family moved to Detroit; she received many honors for starting the Montgomery Bus Boycott.)
5. How did Rosa Parks continue helping others after the Montgomery Bus Boycotts? (She worked in a congressman's office and helped poor people find homes; she founded an institute to help young people complete their education.)
6. Why did Rosa Parks refuse to give up her seat? (She knew the segregation laws were unfair and chose to fight for this cause. She was tired of living a life of oppression.)
7. Was the Montgomery Bus Boycott successful? (yes) How do you know? (Segregation on buses was outlawed.)
8. How is the United States today different than the United States of Rosa Parks' early life? (Answers may vary, but may include no segregation on buses or in schools.)
9. *Why? Pair Share:* Answering questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, "Why did Rosa Parks refuse to give up her seat?" Turn to your neighbor and ask your "why" question. Listen to your neighbor's response. Then your neighbor will ask a new "why" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

## Word Work: Boycott

(5 minutes)

1. The trade book says, “The bus *boycott* was led by Dr. Martin Luther King, Jr., the new minister at the Dexter Avenue Baptist Church.”
2. Say the word *boycott* with me.
3. A boycott happens when a group of people join together 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 the students’ responses: “People might boycott a business because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *boycott*?

For follow-up, have students talk about how a boycott can be a powerful way to create change or about the sacrifices people make when boycotting, e.g., walking twelve miles. Have students talk about the success of the Montgomery Bus Boycott. Remind students to use the word *boycott* when they tell about it.



**Complete Remainder of the Lesson Later in the Day**

# 10B

## *A Picture Book of Rosa Parks*



### **Extensions**

**20** minutes

#### **Timeline**

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Review the individuals placed on the timeline thus far. Show students Image Card 8 (Rosa Parks). Ask students to describe the contributions that Rosa Parks made toward ending segregation. Remind students that Rosa Parks' arrest for refusing to give up her seat on the Cleveland Avenue bus launched the Montgomery Bus Boycott, a protest which changed segregation laws on buses. Remind students that Rosa Parks refused to give up her seat before Ruby Bridges went to an all-white school, but after Jackie Robinson broke the color line in Major League baseball. Ask students where the image card should be placed on the timeline. (The image card should be placed before Ruby Bridges and after Jackie Robinson.)

#### **Oral Presentation: Rosa Parks**

---

Tell students that they are going to give an oral presentation about Rosa Parks. Explain to students that an oral presentation is a presentation you give by speaking rather than writing. Share with students, that while they will be giving their presentations orally, or by speaking, they will have a chance to write down some notes to help them remember important information from this read-aloud.

Write the following prompts on a piece of chart paper, a chalkboard, or a whiteboard. Tell students that in their oral presentation they need to address one of these prompts:

- How did Rosa Parks help to make the world a better place?
- Do you think Rosa Parks was courageous? Why or why not?
- Was the bus boycott a good idea? Why or why not?
- How has Rosa Parks influenced your life?

Give students a few minutes to think about and write down some ideas. Have as many students present as possible. You may wish to have students write their names on their notes and collect the notes in order to have the remaining students present during the Pausing Point or at a later date.

# 11

## *Freedom on the Menu: The Greensboro Sit-Ins*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Explain why fighting for the rights of African Americans has been an important cause for many people throughout the United States

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

## Core Vocabulary

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*Freedom on the Menu: The Greensboro Sit-Ins*, by Carole Boston Weatherford is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**booming, *adj.* (p. 9)** Making a loud deep sound

*Example:* The announcer used a megaphone to create a booming voice for the audience.

*Variation(s):* none

**grumbled, *v.* (p. 3)** Quietly complained about something in an annoyed way

*Example:* The little boy grumbled when his mom wouldn't let him buy candy at the supermarket.

*Variation(s):* grumble, grumbles, grumbling

**picket, *v.* (p. 19)** To gather as a group and protest outside a building to prevent others from going inside


*Example:* The workers decided to picket outside the factory until they were paid more for their hard work.

*Variation(s):* pickets, picketed, picketing

**sit-ins, n. (p. 19)** When a group of people sits somewhere and refuses to leave until a situation they think is unfair is changed

*Example:* Many people took part in the sit-ins to prevent the oldest building in town from being torn down.

*Variation(s):* sit-in

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Freedom on the Menu: The Greensboro Sit-Ins</b>	<i>Freedom on the Menu: The Greensboro Sit-Ins, by Carole Boston Weatherford</i>	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Picket</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Interactive Illustrations</b>	drawing paper, drawing tools	20

# 11A

## ***Freedom on the Menu: The Greensboro Sit-Ins***



### ***Introducing the Read-Aloud***

**10** minutes

#### **What Have We Already Learned?**

---

Review some of the content studied thus far with the following questions:

- What are some examples of segregation?
- How did Rosa Parks take a stand against segregation?
- What was the Montgomery Bus Boycott?
- How did Jackie Robinson take a stand against segregation?
- How did Ruby Bridges take a stand against segregation?
- How did Mary McLeod Bethune take a stand and provide schools for African American children?

#### **Sharing the Title and Trade Book Cover**

---

Share the title and author/illustrator information of the trade book. Ask the following:

- What is happening in the illustration?
- What is a menu?
- Can freedom be on a menu? Why or why not?

#### **Purpose for Listening**

---

Tell students to listen carefully to find out how freedom can be on a menu.



## Freedom on the Menu: The Greensboro Sit-Ins

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- . . . **the lunch counter.** Who is telling this story? Why do you think the little girl and her mama are not allowed to sit at the lunch counter?

### Page 3

- . . . **I grumbled.** The word **grumbled** means quietly complained under one's breath about something in an annoyed way. What is Connie grumbling about?
- . . . **movie theaters, even bathrooms.** What were some places that were segregated? Why do you think these signs were posted?

### Page 5

- . . . **take a sip.** Do you think great-aunt Gertie showed courage when she didn't obey the signs?

### Page 6

- . . . **change anytime soon.** What kind of change is Connie talking about?
- . . . **us one morning.** Dr. King was Dr. Martin Luther King, Jr., a man famous for fighting for equal rights. Do you remember hearing about him in the last story about Rosa Parks?
- “. . . **better for us,**” said **Daddy.** What do you think Dr. King was doing to try to make things better?

- “. . . **other places, too.**” What kind of change does Connie’s family hope for?

#### Page 9

- . . . **his booming voice.** or his loud, deep voice
- . . . **a long time.** Sometimes people say “Amen” to show that they agree with what they have heard. Why do you think people stood and clapped for a long time when Dr. King finished speaking?

#### Page 11

- . . . **N-double A-C-P.** Do you remember hearing about this group in the last story about Rosa Parks? This group formed to fight against segregation.
- . . . **on a cane.** Why do you think she has never voted? Do you think she will vote now?
- . . . **as I left.** Why did the woman say that “times were changing”? What do you think she meant by that comment?

#### Page 12

- “. . . **place?**” **I whispered.** Why does Connie say that the four boys are sitting in the wrong place?
- . . . **Mama whispered back.** Do you know what rules Mama is talking about? Why do those rules need to be broken?
- . . . **wringing her hands.** (Demonstrate wringing your hands for students.)
- . . . **didn’t budge.** Do you remember what the word *budge* means? Why do you think the four boys chose not to budge even after they were told that they wouldn’t be served?
- **“Stop making trouble here.”** Are the boys really making trouble or just standing up for their rights?

#### Page 14

- “. . . **done this sooner.**” Why is she proud of the four boys? Why does she wish someone had done this sooner?
- . . . **a tall policeman.** Why do you think the manager returned with a policeman? What do you think happens next?

- **... in the window.** The word *shooed* means sent away. Why does the manager send Connie and her mother away?

#### Page 16

- **“... store’s lunch counter.”** Why are the four boys sitting at the lunch counter?
- **... over the newspaper.** Would you have sat at the lunch counter and waited for four hours?

#### Page 19

- **... joined the sit-ins.** The word ***sit-ins*** describes when a group of people sit somewhere for a long period of time and refuse to leave until a situation that they think is unfair is changed. Do you think holding a sit-in is a good way to fight for a cause?
- **... I told Daddy.** Protests are objections or complaints against something. Why do you think the number of protests are growing? Do you think the sit-ins and protests will help change things?
- **... said Sister. “Tomorrow.”** The word ***picket*** means to gather as a group and protest outside a building to prevent others from going inside. Where do you think the people will gather to picket?
- **“That’s very important.”** Wasn’t it great that Sister thought of a way for Connie to help? What do you think the picket signs said?

#### Page 21

- **... Mama fretted.** The word *fretted* means felt uneasy or worried. Why do you think Mama felt uneasy and worried?
- **“... the South,” said Daddy.** Why do you think more people across the South joined the sit-ins? In the same way as the boycotts spread after the Montgomery Bus Boycott, the sit-ins spread across the South. What do you think happened next with so many people fighting for the same cause?

#### Page 22

- **“She’s in jail!”** Why do you think Connie’s sister got arrested?

- **“ . . . the other students.”** Why does Connie’s sister want to stay with the other students?
- **. . . hugging me tight.** Why do you think Connie’s sister refused to stop picketing?

**Page 24**

- **. . . the Sears catalog.** Why did Connie’s family refuse to shop downtown? Do you remember what it is called when people join together and refuse to deal with a business as a way of expressing strong disapproval?
- **“ . . . want,” said Mama.** How long do you think it will take for people to get what they want? Do you think they ever will?
- **. . . the lunch counter.** Who do you think is being served at the lunch counter?

**Page 27**

- **. . . eating egg salad!** Why can these women now sit at the lunch counter and eat?
- **. . . shared big grins.** Why are Connie and her father so happy? What do you think happens next?

**Page 29**

- **. . . next to them.** Why did Connie’s family get dressed up to go downtown? What do you think Connie will order?
- **. . . smiled at me.** Why do you think the waitress gave Connie an extra cherry? Do you think the waitress was happy to see Connie’s family at the lunch counter? Why or why not?

### Comprehension Questions

(10 minutes)

1. What cause did Connie and her family fight for? (an end to segregation in their community)
2. How were Connie and her family affected by segregation? (They couldn't sit at the lunch counter; they couldn't go certain places; there were separate fountains, bathrooms, etc.)
3. Why did Connie's family want to hear Dr. King speak? (He was fighting for causes to bring about change; he was inspirational; etc.)
4. Why did four young African American men choose to sit at the lunch counter for four hours even though they were not served lunch? (Their sit-ins were a form of protest to show they objected to segregation; they wanted to be treated fairly and be allowed to eat at the lunch counter.)
5. How did Connie's family work to bring about change? (made signs, participated in pickets and sit-ins, boycotted the downtown stores, etc.)
6. Did the work of people like the four young men at the lunch counter and Connie's family help to bring about change? (Yes, because they were eventually allowed to eat at the lunch counter.)
7. Why do you think the author chose the title *Freedom on the Menu*? (Answers may vary.) How can freedom be on a menu? (Answers may vary.)

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

8. *Think Pair Share:* You have heard about another person who refused to move or leave but instead chose to stay and fight for her rights. Do you remember her name? (Rosa Parks) How was Rosa Parks similar to the four young men who sat at the lunch counter? How was she different? (Answers may vary.)

## Word Work: Picket

(5 minutes)

1. The story states, “‘And I’m going to *picket* downtown,’ said Sister.”
2. Say the word *picket* with me.
3. *Picket* means to gather as a group and protest outside a building with signs so that others cannot get inside.
4. The mob of people who had gathered to picket stretched from one end of the street to the other.
5. In today’s read-aloud, Connie’s sister chose to stand up for her rights and picket downtown. Think about some of the other read-alouds you have heard. Do you remember any other times where people chose to picket (or protest)? Try to use the word *picket* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses: “In *The Story of Ruby Bridges*, the angry crowd chose to picket in front of Ruby’s school.”)
6. What’s the word we’ve been talking about? What part of speech is the word *picket*?

For follow-up, have students discuss what they think makes a person want to picket. Explain that different people may have different ideas about why something is worth protesting, but that part of your guaranteed rights as a U.S. citizen is the right to express your opinion and to gather in a peaceable way to protest or picket.



**Complete Remainder of the Lesson Later in the Day**

# 11B

## *Freedom on the Menu: The Greensboro Sit-Ins*



### **Extensions**

**20** minutes

#### **Interactive Illustrations**

---

Explain to students that they will all get to be authors and illustrators in the next activity. Give every student a sheet of paper folded in half. On one half of the paper, have each student write a sentence about the Greensboro sit-ins.

Pair students with a partner and ask them to read their sentences aloud and then trade papers. Using the second section on their partner's paper, have each student draw a picture that goes with his or her partner's sentence. Then have the students hand the papers back to the original author. Encourage the author to add descriptive words to his or her original sentence using carets (a wedge-shaped mark used to show that a word has been inserted), and hand the papers back to the illustrators to draw more details into the illustration.

Allow several students to share and discuss how their partners' illustrations differed from the pictures they had imagined in their heads when they wrote their sentences. As the students discuss the illustrations, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

# 12

## *A Picture Book of Martin Luther King, Jr.*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Describe the life and contributions of Martin Luther King, Jr.
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Martin Luther King, Jr., fought for during his lifetime

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)



- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)
- With assistance, categorize and organize facts and information within a given domain (L.2.43)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

*A Picture Book of Martin Luther King, Jr.*, by David A. Adler is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story following the dedication page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**character, n. (p. 19)** Qualities or traits a person has; how a person chooses to act

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

*Variation(s):* none

**marches, n. (p. 1)** People walking through public places as a group to express their support for something, or their disapproval of something


*Example:* There have been many marches for equal rights in Washington, D.C.

*Variation(s):* march

**minister, n. (p. 9)** A person whose job it is to perform religious functions in a Christian church

*Example:* The minister at the church leads people in prayer every Sunday.

*Variation(s):* ministers

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>A Picture Book of Martin Luther King, Jr.</b>	<i>A Picture Book of Martin Luther King, Jr.</i> , by David A. Adler U.S. map	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Character</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Timeline</b>	Image Card 9	20
	<b>Three-Column Chart for Equal Rights</b>	Instructional Master 12B-1 (optional) chart paper	

# 12A

## *A Picture Book of Martin Luther King, Jr.*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

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Review some of the content of this domain with the following questions:

- In what ways did Jackie Robinson receive unfair treatment because he was African American?
- How did Jackie Robinson respond to being denied equal rights?
- How did Rosa Parks receive unfair treatment because she was African American?
- How did Rosa Parks respond to being denied equal rights?
- In what ways did Mary McLeod Bethune work for equal rights for all?

Remind students that civil rights are the rights of every citizen in our country. Even though slavery had ended after the U.S. Civil War, many African Americans didn't gain their civil rights. The fight for this cause especially during the time of Rosa Parks and the Greensboro sit-ins is called the Civil Rights Movement.

#### **Sharing the Title and Trade Book Cover**

---

Share the title and author/illustrator information of the trade book. Prompt discussion with the following questions:

- Who do you think is pictured in the illustration? What is he doing?
- Do you enjoy bike riding, also?
- What do you know about Martin Luther King, Jr.?

Explain that this trade book is a biography. Ask the students if they remember what a biography is. Reiterate that this read-aloud will give facts and information about the life of Martin Luther King, Jr.,

from his childhood to adulthood. Share with students that Martin Luther King, Jr., was also a fighter for civil rights during the Civil Rights Movement.

### **Purpose for Listening**

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Tell the students to listen carefully to find out how Martin Luther King, Jr., fought for the cause of civil rights.

## A Picture Book of Martin Luther King, Jr.

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story following the dedication page as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- . . . **for all people.** Do you remember what protests are? **Marches** are another way a group of people can make their opinions known, by walking together to an important place or in front of an important building. So what are two ways Martin Luther King, Jr., worked for equal rights?

### Page 2

- . . . **in Atlanta, Georgia.** So, Rosa Parks was a teenager when Martin Luther King, Jr., was born. (Note: You may want to point out Georgia on a map.)

### Page 3

- . . . **his father's church.** What kinds of things did young Martin enjoy doing?

### Page 4

- . . . **he was black.** How do you think this made young Martin feel?

### Page 5

- . . . **been set free.** Do you remember which president wrote the Emancipation Proclamation that freed the slaves in the United States?

### Page 7

- . . . **of many jobs.** What were some of the ways that African Americans were treated unfairly?

### Page 8

- . . . **about black leaders.** (Note: Point to each leader illustrated.) Do you know how Frederick Douglass was a leader? Do you know how Harriet Tubman was a leader? Do you know how George Washington Carver was a leader? (If you have already covered *The U.S. Civil War* domain, students will already be familiar with Harriet Tubman, as well as the abolitionist Frederick Douglass. Students who used the Core Knowledge Language Arts program in Kindergarten would have already learned about the work of George Washington Carver in the *Plants* domain.)

### Page 9

- . . . **become a minister.** A **minister** is a religious leader in a Christian church. *Pastor* is a synonym for *minister*. Why do you think Martin decided to become a minister or pastor like his father?

### Page 10

- . . . **at Boston University.** A doctorate is the highest academic degree a person can study for. If you finish studying successfully for a doctorate, you get the title of Doctor.

### Page 11

- . . . **section of a bus.** How do you think Martin Luther King, Jr., responded as a pastor to this situation? (Note: You may want to point out Alabama on a map.)

### Page 13

- “. . . **being kicked about.**” Why do you think Martin Luther King, Jr., chose to lead a protest when Rosa Parks was arrested? For what cause was Martin Luther King, Jr., fighting?

### Page 15

- “. . . **hate with love.**” Do you remember a saying that is similar to the words of Martin Luther King, Jr.?

### Page 16

- . . . **sections on buses.** Did the protest that Martin Luther King, Jr., led help change the way African Americans were treated? Was this a victory for the cause of Martin Luther King, Jr.?

### Page 17

- . . . **marches for freedom.** (Discuss with students what they see on the picket signs.) What kind of freedoms did Martin Luther King, Jr., lead marches and protests for? Do you think the protests and marches led by Martin Luther King, Jr., helped to change the way African Americans were treated in Georgia?

### Page 19

- . . . **March on Washington.** Martin Luther King, Jr., was also known as Dr. King because of his college education. He was not the kind of doctor that you go to see when you are sick. Do you remember what the “doctor” stood for?
- “. . . **of their character.**” This was one of Dr. King’s most famous speeches and is called the “I Have a Dream” speech. Dr. King dreamed of the day that his children would not be treated unfairly because they were African Americans. He thought that their **character**, or their qualities and characteristics, such as being respectful, honest, and fair, were what mattered and not the color of their skin.

### Page 20

- . . . **Nobel Peace Prize.** The Nobel Peace Prize is an award given each year to someone who has worked to promote peace. Why do you think Dr. King was awarded the Nobel Peace Prize?

### Page 21

- . . . **against the law.** Remember, Ruby Bridges was one of the first African American children to go to an all-white school in New Orleans. How do you think Dr. King felt as he saw these changes taking place? Do you think these changes were victories for Dr. King’s causes?

**Page 22**

- . . . **and some violence.** Riots and violence usually cause people to get hurt and property to be damaged. Why do you think Dr. King told his followers to protest peacefully?

**Page 24**

- . . . **Dr. King was dead.** Dr. King worked to make sure people were treated equally until the day he died.

**Page 26**

- . . . **“I’m free at last.”** What causes did Dr. King fight for during his lifetime? How did he help to bring about change?

***Discussing the Read-Aloud***

**15** minutes

**Comprehension Questions**

**(10** minutes)

1. What were some of the ways Dr. Martin Luther King, Jr., worked for civil rights? (protests, marches, speeches)
2. What happened when young Martin was a child that made him realize that whites and blacks were not treated equally? (He was told that his white friends would no longer play with him; he saw the “Whites Only” signs.)
3. Who do you think inspired Martin Luther King, Jr., to work for equal rights for all people? (his family, the black leaders he read about, Rosa Parks, etc.)
4. Did Dr. King believe in fighting peacefully for equal rights or by using force or violence? (fighting peacefully)
5. [Reread the quote from Dr. King’s speech on page 19.] How would you explain to your family or friends what these words mean? (Dr. King wanted people to be judged by their character, not the color of their skin.)
6. What are some adjectives that you can use to describe Martin Luther King, Jr.? (fair, peace loving, hardworking, etc.)



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

7. *Think Pair Share:* Do you think Dr. King’s dream of people being treated by the content of their character rather than the color of their skin has come true? Why or why not? (Answers may vary.)

### **Word Work: Character**

**(5 minutes)**

1. In his most famous speech, Martin Luther King, Jr., said “I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their *character*.”
2. Say the word *character* with me.
3. A person’s character is how s/he chooses to act or behave.
4. Helping other people was an important part of Eleanor Roosevelt’s character.
5. How would you describe Susan B. Anthony’s character? How would you describe your own character? Try to use the word *character* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was a part of Susan B. Anthony’s character.”)
6. What’s the word we’ve been talking about? What part of speech is the word *character*?

Use a *Making Choices* activity for follow-up. Directions: I will name two things. You will decide which one may be a part of a person's character. Be sure to use the word *character* in your answer.

1. having blue eyes or being honest (Being honest is a part of a person's character.)
2. being respectful or having black hair (Being respectful is a part of a person's character.)
3. being a good citizen or having freckles (Being a good citizen is a part of a person's character.)
4. the color of a person's skin or being fair (Being fair is a part of a person's character.)
5. being kind or being tall (Being kind is a part of a person's character.)

If time allows, you may want to talk about the two meanings the students now understand for the word *character*: a character in a story and a person's character.



### **Complete Remainder of the Lesson Later in the Day**

# 12B

## *A Picture Book of Martin Luther King, Jr.*



### **Extensions**

**20** minutes

#### **Timeline**

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Review the individuals placed on the timeline thus far. Show students Image Card 9 (Martin Luther King, Jr.). Ask students to describe the cause of Martin Luther King, Jr., and how his hard work helped everyone have access to more equal rights. Help students understand that before Martin Luther King, Jr., led the March on Washington and gave his “I Have a Dream” speech, he helped organize the bus boycott in which Rosa Parks’ was involved. Tell students that Dr. King gave his “I Have a Dream” speech after Ruby Bridges went to the all-white school in New Orleans. Ask students where the image card should be placed on the timeline. (The image card should be placed after Ruby Bridges.)

#### **Three-Column Chart for Equal Rights (Instructional Master 12B-1, optional)**

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Create a three-column chart on a piece of chart paper. Label the left-hand column “Equal Rights” with a line through that label to represent a lack of equal rights. Label the middle column “Ways to Bring About Change.” Label the right-hand column “Equal Rights.” Have students verbalize all the examples that come to mind from the read-aloud about the ways in which African Americans did not have equal rights. (not being allowed to play with white friends, not allowed in certain places, not being given certain jobs, having to sit in the back of the bus, etc.) Record these in the first column.

Next, have students verbalize the ways that Martin Luther King, Jr. worked to bring about change. (speeches, protests, marches, etc.) Record these in the second column.

Finally, have students verbalize changes that took place to give African Americans equal rights. (no more “Whites Only” sections on buses, no more “Whites Only” signs, desegregation of schools, etc.) Record these in the third column of the chart.

An optional instructional master has been included if you would like to have students fill in their own charts.

If time allows, students may add information to the chart from the read-alouds about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, and Rosa Parks.

# 13

## *Harvesting Hope: The Story of Cesar Chavez, Part I*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Describe the life and contributions of Cesar Chavez
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Cesar Chavez fought for during his lifetime

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.2.42)

## Core Vocabulary

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*Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**coaxing, v. (p. 6)** Gently persuading by pleading or flattery

*Example:* By coaxing the kitten with warm milk, Evan was able to bring the lost kitten home.

*Variation(s):* coax, coaxes, coaxed

**migrants, n. (p. 9)** Groups of people who travel from one area to another, usually in search of work such as harvesting crops

*Example:* Migrants may travel long and far to find hard work during harvest season.

*Variation(s):* migrant

**nonviolence, n. (p. 22)** The practice where a person or group of people refuses to use violence to achieve a goal


*Example:* Many civil rights leaders used nonviolence to encourage changes in our country.

*Variation(s):* none

**organizer, n. (p. 20)** 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

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Harvesting Hope: The Story of Cesar Chavez, Part I</b>	<i>Harvesting Hope: The Story of Cesar Chavez</i> , by Kathleen Krull, pp. 1–22 map of North America	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Migrants</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	20

# 13A

## *Harvesting Hope: The Story of Cesar Chavez, Part I*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Remind students how, when faced with injustice, ordinary people can make extraordinary changes for the good of all citizens. Have students reference the timeline you have created thus far during this domain. Review some of the content studied with the following questions:

- What causes did Susan B. Anthony and Elizabeth Cady Stanton fight for during their lifetimes?
- What causes did Mary McLeod Bethune fight for during her lifetime?
- What causes did Eleanor Roosevelt fight for during her adult life and as the first lady of the United States?
- What roles did Jackie Robinson and Rosa Parks have in changing segregation laws?
- What cause did Dr. Martin Luther King, Jr., fight for during his lifetime?

#### **Sharing the Title and Trade Book Cover**

---

Read the title and author/illustrator information. Ask students if any of them have heard of Cesar Chavez. Tell students that this is a picture book biography. Ask students if they remember what a biography is. You may need to reiterate that this book will tell the true story of Cesar Chavez's life. Point out the Pura Belpré award and explain that this book received an award for being an outstanding picture book that celebrates the Latino cultural experience.

Ask students what they think the title *Harvesting Hope* means. Ask students how they think it would be possible for someone



to harvest hope? Show students the front and back cover illustrations. Point to the image of Cesar Chavez and ask students who they think this might be. If necessary, prompt discussion about the characters, setting, and events.

### **Making Predictions About the Read-Aloud**

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Ask students to predict whether or not Cesar Chavez fought for a cause and what that cause might be.

### **Purpose for Listening**

---

Tell students to listen carefully to find out whether or not their predictions are correct.

## Harvesting Hope: The Story of Cesar Chavez, Part I

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. Pages 1–22 are used in this lesson. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- . . . **like a fiesta.** or a grand party or celebration
- . . . **back in Mexico?** Where did Cesar’s relatives emigrate from? (Point out Mexico on a map of the Americas.)
- . . . **all their own.** A ranch is a very large farm. (Point out Arizona on a map.) Their ranch was in this state. Do you think young Cesar’s childhood was a happy one? Why or why not?

### Page 3

- . . . **eighteen inches thick.** An adobe home is made of sun-dried bricks of clay and straw. Its thick walls keep the house cool during the day and warm at night.
- . . . **they could want.** How did Cesar’s family get most of their food?

### Page 6

- . . . **other first graders.** Convincing someone to do something by gently persuading and pleading is called **coaxing**. So it took three days of coaxing for Cesar to return to school. Why do you think young Cesar needed to be persuaded? Have you ever needed coaxing to do something?
- . . . **work out conflicts.** How did Cesar’s mother encourage her children to stand up for themselves and work out disagreements?

## Page 8

- . . . **pay its bills.** Who remembers what a drought is? (You may need to explain that a drought is a long period of time with little or no rainfall.) What do you think happened to the ranch?
- . . . **look for work.** Why did Cesar’s family leave Arizona and head to California? (Note: You may want to point out Arizona and California on a map.)

## Page 9

- . . . **were in season.** Groups of people who travel from place to place, usually in search of work, are called **migrants**.
- . . . **along the road.** Was life the same for young Cesar and his family as migrants? Was their new home in California the same as their old ranch in Arizona?

## Page 11

- . . . **alongside his family.** Homesickness is when you are sad because you have been away from home for a long time. Do you think Cesar ever returned to his ranch in Arizona?
- . . . **form of slavery.** Was Cesar’s job as a migrant worker easy or hard? Why do you think he would say his work felt like a form of slavery?
- . . . **less and less.** Did Cesar’s family make a lot of money as migrant workers? Do you think they ever saved enough money to buy back their family’s ranch?

## Page 14

- . . . **stores and restaurants.** Do you remember why WHITE TRADE ONLY signs were posted? Could everyone buy store items or eat in these restaurants? Why or why not? So African Americans weren’t the only people not allowed in certain places. Hispanics, like Cesar, weren’t either.
- **I SPEAK SPANISH.** Should someone be treated unfairly because they speak a different language?

### Page 16

- . . . **try to help.** Do you remember who migrants are? Migrant workers are people who travel from one farm to another to find work.
- . . . **battle such odds?** Was anyone fighting for equal rights for migrant workers?

### Page 17

- . . . **turned upside down.** A jolt is a sudden disturbance or shock. Why did leaving Arizona and becoming a migrant cause such a jolt?
- . . . **be this miserable.** How did Cesar know that farmwork did not have to be miserable?
- . . . **fighting for change.** What kind of change did Cesar Chavez decide to fight for?
- . . . **how he started.** How did Cesar fight for change? How did he start? Did Cesar have much support at first?

### Page 20

- . . . **would show up.** An **organizer** is a person who brings people and ideas together to accomplish a particular goal.
- . . . **out of pity.** Why were the women confused about who organized the meeting? Do you think Cesar Chavez got their support?
- . . . **be a fighter.** How did Cesar work to solve problems?

### Page 22

- “. . . **takes more guts.**” The opposite of violence is **nonviolence**, or practicing peace to achieve your goals. Can you think of other civil rights leaders who believed in nonviolence to create change?
- . . . **the Aztec Indians.** Why do you think this symbol was chosen by Cesar Chavez?

- . . . **The Cause—was born.** Do you remember what the word *cause* means? What cause or goal was Cesar Chavez fighting for? Do you think changes will take place because of his fight? Tell students they will hear the rest of the story the next time you meet.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What was young Cesar's life like on the ranch in Arizona? (His family owned the ranch and worked together for their food; the whole family also played games and told stories; it was a happy time.)
3. How did Cesar's mother teach him to solve his problems or conflicts? (with his mind and his words)
4. What happened to Cesar's family after the drought devastated their ranch? (The Chavez family lost their ranch, so they went to California and became migrant workers.)
5. Was life as a migrant worker easy or hard for Cesar and his family? (Life was very hard. Their home was cold and dirty; there wasn't enough food; the work was physically demanding.)
6. Why did Cesar Chavez decide to fight for the cause of migrant workers? (He felt migrant workers deserved better treatment; he remembered working on his family's ranch and that farmwork didn't have to be miserable; his own family struggled with the poor living conditions and hard work.)
7. So far in the read-aloud, what has Cesar Chavez done to create change for migrant workers? (He became an organizer and united people in joining his fight.)

8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who came to the first meeting Cesar organized?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### **Word Work: Migrants**

(5 minutes)

1. The story states that after the drought, “Cesar’s old life had vanished. Now he and his family were *migrants* . . .”
2. Say the word *migrants* with me.
3. Migrants are people who move from place to place working, most often harvesting crops on other people’s large farms.
4. The migrants labored for many long hours in the hot sun harvesting grapes.
5. Can you describe what the life of migrants might be like? Try to use the word *migrants* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I imagine the life of migrants . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *migrants*?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of how a migrant's life might be, based on the read-aloud you heard, say, "migrants." If what I describe is not an example of how a migrant's life might be, say, "not migrants."

1. moving around from farm to farm to find work (migrants)
2. working for little pay on someone else's farm (migrants)
3. working inside an office building in a comfy chair (not migrants)
4. working without bathroom breaks, rest periods, or clean drinking water (migrants)
5. working permanently for a lot of pay on someone else's farm (not migrants)



### **Complete Remainder of the Lesson Later in the Day**

# 13B

## *Harvesting Hope: The Story of Cesar Chavez, Part I*



### **Extensions**

**20** minutes

#### **Drawing the Read-Aloud**

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Ask students to think about the read-aloud that they listened to earlier in the day. Give each student a piece of paper and ask each to draw a picture of one part of the story he or she remembers. It might be a favorite part, or a part with an interesting character, or a part in which something important happens. Direct each student to write a sentence to label their drawing. As you circulate, be sure each student is representing an idea from the day's trade book, and encourage students to represent the sounds they hear as words on their paper. You may also want to take dictation for any student who is unable to use plausible spelling to represent his or her ideas.

When the students have completed their drawings and sentences, tell them that they are going to put their drawings in the correct sequence—in the order that they occurred in the day's story. Have students form groups of four to six people. Explain to students that reading goes from left to right, so the students will stand from left to right to retell the read-aloud with their pictures. Have one student from a group come up to the front of the room and read his or her sentence aloud. Then have another student from the same group come up and read his or her sentence. Have students decide if their drawing occurred before or after the first student's drawing, and reflect that sequence by standing either to the left of or to the right of the first student. Repeat this procedure until all the students in the group are standing at the front of the room, holding pictures of events in sequence. As the students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary. Be sure to make it clear to the students that they have not heard the end of the story yet. Have students predict whether or not Cesar Chavez will be successful in his fight for the rights of migrant workers.



# 14

## *Harvesting Hope: The Story of Cesar Chavez, Part II*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Describe the life and contributions of Cesar Chavez
- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Identify the causes that Cesar Chavez fought for during his lifetime

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.2.24)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.2.28)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

## Core Vocabulary

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*Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**contract, n. (p. 36)** A signed agreement between two or more people

*Example:* The salesman had the couple sign the contract in order to start their cell phone service.

*Variation(s):* contracts

**farmworkers, n. (p. 30)** People hired to work on farms of all sizes  
*Example:* The farmworkers celebrated after working long hours to harvest the crops.

*Variation(s):* farmworker

**obstacle, n. (p. 27)** Someone or something that stands in the way of forward movement or holds up progress


*Example:* Rainy weather can be an obstacle to harvesting crops.

*Variation(s):* obstacles

**strike, n. (p. 23)** A stoppage of work until an employer grants certain demands, such as higher pay or better working conditions for workers

*Example:* The strike lasted more than a month, but the company finally agreed to the workers' demands for shorter hours.

*Variation(s):* strikes

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Harvesting Hope: The Story of Cesar Chavez, Part II</b>	<i>Harvesting Hope: The Story of Cesar Chavez</i> , by Kathleen Krull, pp. 23–42 U.S. map	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Obstacle</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Timeline</b>	Image Card 10	20
	<b>Venn Diagram</b>	chart paper, chalkboard, or whiteboard	

# 14A

## *Harvesting Hope: The Story of Cesar Chavez, Part II*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

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Begin with a review of the first half of today's trade book by asking students the following questions:

- Who remembers the name of the person we have been reading about? (Cesar Chavez)
- Were the members of Cesar Chavez's family always migrant workers? (No, they had their own ranch in Arizona until a drought forced them to move.)
- What was life as a migrant worker like for Cesar and his family? (They worked long hours for little pay; the work was physically demanding; they had poor housing and little food.)
- Did Cesar use violence to get his way? (No, Cesar's mother taught him to use nonviolence, to use his words instead of his fists.)
- Why did Cesar Chavez decide to fight for the cause of migrant workers? (He felt they deserved better treatment; his own family struggled with the poor living conditions and hard work.)
- What did Cesar Chavez do so far in the read-aloud to create change for migrant workers? (He became an organizer and united people in joining his fight.)

Show students the picture on page 22 and remind them how Cesar Chavez became a leader of the National Farm Workers Association, a group or team that formed to try to improve conditions for migrant workers.

## **Making Predictions About the Read-Aloud**

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Ask students: Now that Cesar has created the National Farm Workers Association, what kind of changes do you think will be made?

## **Purpose for Listening**

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Tell students to listen carefully to find out whether or not their predictions are correct.

## Harvesting Hope: The Story of Cesar Chavez, Part II

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. Pages 23–42 are used in this lesson. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 23

- . . . **place was Delano.** To *rebel* means to fight against those in control.
- . . . **a strike, or *huelga*.** A **strike** is a stoppage of work until an employer grants certain demands such as higher pay or better working conditions for workers. The Spanish word for strike is *huelga* [wel-GA]. Why did the farmworkers strike? What do you think happened to the grapes?

### Page 26

- . . . **respond with violence.** Why did Cesar refuse to fight for his cause with his fists?
- . . . **three hundred miles.** Do you remember what a march is? Do you remember another leader who organized a march? (Note: You may wish to show Delano and Sacramento, California, on a map.)

### Page 27

- . . . **crossing the street.** An **obstacle** is someone or something that blocks forward movement or holds up progress. How was the Delano police force an obstacle?
- “. . . **Can Be Done.**” Do you think getting past this obstacle was a victory for their cause? Why or why not?

- . . . **would welcome them.** Why do you think only one person welcomed the marchers?

### Page 30

- . . . **white with mold.** Why were the grapes rotting? What do you think will happen if the grapes are never picked?
- . . . **marchers passed by.** People hired to work on farms are called **farmworkers.** Why do you think the farmworkers were willing to help the marchers? Do you think the cause that Cesar Chavez is fighting for will help both migrant workers and other farmworkers?

### Page 31

- . . . **in the lead.** The line of marchers swelled or grew larger. Why do you think more people joined the march? Do you think the march would have happened if Cesar Chavez wasn't the organizer? Do you think his ideas of nonviolence were helpful in getting support?

### Page 33

- . . . **was becoming unbearable.** The grape company was very upset that the march was letting everyone know that they were not treating the farmworkers fairly. Do you think the publicity helped Cesar fight for his cause?
- . . . **continued to rot.** Do you think the grapes will ever get harvested?

### Page 36

- . . . **and better conditions.** A **contract** is a signed agreement between two or more people. Why did the grape company finally agree to a contract for better pay and working conditions for the farmworkers? Do you think Cesar has won the fight for his cause?

### Page 37

- . . . **in American history.** How was Chavez able to get this contract? Do you think life will be better for the migrant workers?

### Page 40

- **... in mariachi outfits.** Mariachi [mahr-ee-<sup>AH</sup>-chee] is a form of traditional Mexican dance music, usually played by small bands dressed in native costumes.
- **... the entire journey.** Why did these marchers receive such an honor? Do you think Cesar would have won the fight for his cause without the support of the other marchers?

### Page 42

- **“... there must be humility.”** To have humility means to not brag about the important things you have done. Why do you think this was important to Cesar Chavez?
- **... be powerless again.** Do you think Cesar’s mother would have been proud of him? Why or why not? Can you name other people who fought their causes without violence?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Why did the migrant workers go on strike against the grape company? (to get better pay and working conditions)
3. Why did Cesar Chavez organize a march of more than three hundred miles to the state capitol? (It was a nonviolent or peaceful way to seek the changes he and other workers desired.)
4. What obstacles did the marchers face? (the police, the sizzling sun, injured feet, etc.)
5. Did the marchers have many supporters? (Not at first, but as the number of marchers grew, so did support for their cause.)
6. How did the grape owners feel about the strike and the march? (They were upset because the grapes were rotting, and people were finding out that they didn’t treat the farmworkers well.)



7. Did the nonviolent strike and the march bring about positive change? (Yes, the grape company was embarrassed about the bad publicity; the workers got a contract for better pay along with better working and living conditions.)

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

8. *Think Pair Share:* Think about the success of the march led by organizer Cesar Chavez. How are leaders and teams important in fighting for a cause? (Answers may vary.)

### Word Work: Obstacle

(5 minutes)

1. The story states, “Their first *obstacle* was the Delano police force . . . .”
2. Say the word *obstacle* with me.
3. An obstacle is someone or something that stands in the way of forward movement or holds up progress, either temporarily or permanently.
4. All individuals who fight for a cause have to overcome at least one obstacle.
5. Can you think of a time when an obstacle stopped or prevented you from doing something or going somewhere? What happened, and what did you do? Try to use the word *obstacle* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was an obstacle that kept me from . . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *obstacle*?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of an obstacle, say, “That’s an obstacle.” If what I describe is not an example of an obstacle, say, “That’s not an obstacle.”

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



**Complete Remainder of the Lesson Later in the Day**

# 14B

## *Harvesting Hope: The Story of Cesar Chavez, Part II*



### **Extensions**

**20** minutes

#### **Timeline**

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Review the individuals placed on the timeline thus far. Show students Image Card 10 (Cesar Chavez). Ask students to describe the significance of his work to help migrant workers. Help students understand that his strike against the grape company happened after Martin Luther King, Jr., gave his “I Have a Dream” speech. Ask a student to place the image card on the timeline. (The image card should be placed after Martin Luther King, Jr.)

#### **Venn Diagram**

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On a piece of chart paper, a chalkboard, or a whiteboard, create a Venn diagram to compare/contrast Martin Luther King, Jr., and Cesar Chavez. Ask students to think about what they have learned about the two men. Ask: “How were Martin Luther King, Jr., and Cesar Chavez alike?” Write their answers on the overlapping part of the Venn diagram. Tell students that you are going to write down what they say, but that they are not expected to be able to read everything you write because they are still mastering their decoding skills. Emphasize that you are writing down what they say so that you don’t forget, and tell them that you will read the words to them.

Then ask: “How was Martin Luther King, Jr., different from Cesar Chavez?” Write this information in the circle for King. Ask students: “How was Chavez different from King?” Write this information in the circle for Chavez.

Read the completed Venn diagram to the class.

If time allows, you may wish to extend this activity by using the chart as a prewriting tool and have students who are able write two paragraphs, one describing similarities and the other describing differences between the two men.

# PP2

## *Pausing Point 2*



### **Note to Teacher**

Your students have now heard the remaining read-alouds about important people who chose to stand up for something they believed in and who fought for a cause to bring about important changes in our country. In the last half of the domain, your students have learned about the lives and contributions of Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### **Core Content Objectives Up to This Pausing Point**

Students will:

- Explain that members of one very powerful group have tended to exclude members of other groups from certain rights
- Describe the life and contributions of Jackie Robinson
- Identify the cause that Jackie Robinson fought for during his lifetime
- Describe the life and contributions of Rosa Parks
- Identify the causes that Rosa Parks fought for during her lifetime
- Explain why fighting for the rights of African Americans has been an important cause for many people throughout the United States
- Describe the life and contributions of Martin Luther King, Jr.
- Identify the causes that Martin Luther King, Jr., fought for during his lifetime

- Describe the life and contributions of Cesar Chavez
- Identify the causes that Cesar Chavez fought for during his lifetime

## Activities

### Key Vocabulary Brainstorming

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#### Materials: Chart paper

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 a piece of chart paper for reference.

### Image Review

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

### Perspectives

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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 using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

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

## You Were There: Voices of Fighters for a Cause

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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, with *Harvesting Hope*, 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 workers. Or with *Freedom on the Menu*, they may talk about seeing the four young men sitting at the lunch counter in the five-and-dime or hearing the waitress say that they cannot be served. 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.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I was the first African American baseball player in the 20th century to play on a Major League team. Who am I? (Jackie Robinson)
- I refused to give up my seat on a bus to a white man 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 signed the first contract for farmworkers in American history. Who am I? (Cesar Chavez)

## **Class Book: Fighting for a Cause**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about fighting for a cause and the ordinary people who chose to take a stand for the betterment of others. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Living History (Instructional Masters PP2-1 and PP2-2)**

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Remind students that they have learned about several important people in this domain. Have them name the people that come to mind and describe their accomplishments. (Anthony, Stanton, Roosevelt, Anderson, Bethune, Bridges, Robinson, Parks, King, Chavez) You may need to prompt students with questions if some of these leaders are not mentioned.

Tell students that they will each give an oral presentation about one of these important people. Have the each student choose a person to portray. (You will need to come up with a way to ensure that all of the historical people covered in this domain are portrayed.) Each student will then decide on three of the chosen individual's accomplishments to share with the rest of the class. Students who are portraying the same person may work together as a group to remind each other of the person's accomplishments. Because students will need time to write and practice what they are going to say, part of this activity may be given as homework. Students may also choose to wear something that represents their chosen historical figure. For example, for Jackie Robinson, a baseball hat could be worn, or a feathered hat could be made and worn for Eleanor Roosevelt.

You will also want to take the time to remind students of important oral presentation skills such as looking at the audience, speaking in a loud clear voice, etc.

Find a time for each student to give his/her presentation. The presentations may be shared with other classes or parents.

## Image Card Review

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Help students identify all the image cards used for the timeline and brainstorm what has been learned about each person. Then pass out all 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?”

## Sayings and Phrases

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### **Materials: Instructional Master PP2-3**

Have students use Instructional Master PP2-3. Remind students that they have learned two sayings and phrases throughout the course of this domain. Point to each saying and read each aloud as a class. Then draw students’ attention to the images below each saying. Ask students to identify each person under the saying, “Two heads are better than one.” Then ask students to identify each person under the saying, “Where there’s a will there’s a way.” Tell students to choose the two individuals who worked together under the first saying, and on the lines beneath the images, have them write a sentence explaining how the persons and saying are related. Tell students to choose one person under the second saying, and on the lines beneath the images, have them write a sentence explaining how the person and saying are related.



# DA

## Domain Assessment



This domain assessment evaluates each student's retention of the core content targeted in *Fighting for a Cause*.



### Domain Assessment

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Note: You may wish to have students do the two parts of the assessment in two sittings. For Part II, you may have students answer three questions in one sitting and two in another sitting. Some students may need help reading the questions for Part II.

#### ***Part I (Instructional Master DA-1)***

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. You will circle the name of the person I am describing.

1. I wanted women to have the right to vote. (Susan B. Anthony)
2. I was the first African American to play baseball in the Major Leagues. (Jackie Robinson)
3. I was called "the mother of the Civil Rights Movement." (Rosa Parks)
4. I was called "First Lady of the World" and helped allow Marian Anderson to sing at the Lincoln Memorial. (Eleanor Roosevelt)
5. I started a school for African American children in Daytona, Florida. (Mary McLeod Bethune)
6. I worked with Elizabeth Cady Stanton and traveled the country giving speeches on women's rights. (Susan B. Anthony)
7. I gave my "I Have a Dream" speech from the steps of the Lincoln Memorial. (Martin Luther King, Jr.)
8. I refused to move and give up my seat on a bus to a white man. (Rosa Parks)
9. I fought for migrant workers to receive better pay and working conditions. (Cesar Chavez)

10. I worked with Rosa Parks to lead the Montgomery Bus Boycott. (Martin Luther King, Jr.)

***Part II (Instructional Master DA-2)***

Directions: Write a complete sentence to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

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

**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*







Dear Parent or Guardian,

During the next several days, your child will learn about the significance of the phrase *fighting for a cause*. S/he will learn about people who fought for equal rights, women's rights, and human rights and how the work of these people had a profound impact on the ability of others to exercise their rights. S/he will also understand the connection between ideas and actions, and how ordinary people can have an extraordinary impact on changing the awareness of individual people, as well as the history of an entire nation.

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

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

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

### **1. Draw and Write**

Have your child draw and/or write about what s/he has learned regarding the different causes people fought for (equal rights, women's rights, human rights) and the contributions made by the historical figures noted above. Ask questions to help your child use the vocabulary learned at school.

### **2. Rights and Responsibilities**

Talk with your child about some of the rights you have as a citizen. Have your child share some of the rights s/he has learned about in class, and together talk about the responsibilities you have as a citizen to properly exercise those rights. For example, you have the right to vote, but you also have a responsibility to learn about the candidates.

### **3. Sayings and Phrases: Two Heads Are Better Than One/Where There's a Will There's a Way**

Your child will talk about these sayings and their meaning in school in relation to the work of Susan B. Anthony and Mary McLeod Bethune. Talk with your child about the meanings of and the situations in which you can use either of these sayings. Have your child share with you who Susan B. Anthony and Mary McLeod Bethune were and how these sayings relate to their lives.

### **4. Words to Use**

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

- *equal rights*—Many people have fought for equal rights throughout the history of the United States.
- *vote*—The line to vote for the next president stretched the length of the hall.
- *segregated*—Segregated water fountains could be found throughout the southern United States in the early 1900s.
- *credit*—Many books have been written about Mary McLeod Bethune being a credit to education for all in our country.
- *admired*—Many people admired former first lady Eleanor Roosevelt and her work for human rights.

### **5. Read Aloud Each Day**

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to *Fighting for a Cause* that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.



## **Recommended Trade Books for Fighting for a Cause**

### **Used as a Domain Read-Aloud**

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1. *The Ballot Box Battle*, by Emily Arnold McCully (Alfred A. Knopf, 1996) ISBN 0679893121
2. *Freedom on the Menu*, by Carole Boston Weatherford (Puffin Books, 2005) ISBN 9780142408940
3. *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull (Harcourt, Inc., 2003) ISBN 9780152014377
4. *Mary McLeod Bethune*, by Eloise Greenfield (HarperCollins, 1977) ISBN 9780064461689
5. *A Picture Book of Eleanor Roosevelt*, by David A. Adler (Holiday House, 1991) ISBN 0823411575
6. *A Picture Book of Martin Luther King, Jr.*, by David A. Adler (Holiday House, 1990) ISBN 0823408474
7. *A Picture Book of Rosa Parks*, by David A. Adler (Holiday House, 1993) ISBN 0823410412
8. *The Story of Ruby Bridges*, by Robert Coles (Scholastic Inc., 1995) ISBN 9780439598446
9. *Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade (Picture Window Books, 2007) ISBN 1404831045
10. *Teammates*, by Peter Golenbock (Voyager Books, 1990) ISBN 9780152842864
11. *When Marian Sang*, by Pam Muñoz Ryan (Scholastic Press, 2002) ISBN 0439269674

### **Trade Book List**

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12. *Amazing Grace*, by Mary Hoffman (Dial Books for Young Readers, 1991) ISBN 0803710402

13. *Amelia and Eleanor Go for a Ride*, by Pam Muñoz Ryan (Scholastic Inc., 1999) ISBN 9780590960755
14. *America: A Patriotic Primer*, by Lynne Cheney (Simon and Schuster Books for Young Readers, 2002) ISBN 0689851928
15. *Cesar Chavez*, by Lucile Davis (Capstone Press, 1998) ISBN 0736884254
16. *Civil Rights Leaders*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050220
17. *Eleanor*, by Barbara Cooney (Puffin; 1st Scholastic edition, 1999) ISBN 9780439137362
18. *Freedom Summer*, by Deborah Wiles (Atheneum Books for Young Readers, 2001) ISBN 0689830165
19. *Heroes for Civil Rights*, by David A. Adler (Holiday House, 2008) ISBN 0823420086
20. *I Am Rosa Parks*, by Rosa Parks (Puffin, 1999) ISBN 0141307102
21. *If You Lived When Women Won Their Rights*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2006) ISBN 0439748690
22. *Jackie Robinson and the Story of All-Black Baseball*, by Jim O'Connor (Random House, 1989) ISBN 0394824563
23. *Learning About Justice from the Life of Cesar Chavez*, by Jueanne Strazzabosco (The Rosen Publishing Group, Inc., 1996) ISBN 0823924173
24. *Martin Luther King, Jr. and His Birthday*, by Jacqueline Woodson (Silver Press, 1990) ISBN 0671691066
25. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport (Jump at the Sun/Hyperion Books for Children, 2001) ISBN 9781423106357
26. *Mary McLeod Bethune*, by Margo McLoone (Capstone Press, 1997) ISBN 0736844716



27. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro and Guilio Maestro (HarperCollins Publishers, 1987) ISBN 9780688101923
28. *My Brother Martin*, by Christine King Farris (Aladdin, 2005) ISBN 0689843887
29. *The Other Side*, by Jacqueline Woodson (J.P. Putnam's Sons, 2001) ISBN 0399231161
30. *Richard Wright and the Library Card*, by William Miller (Lee & Low Books, Inc., 1997) ISBN 9781880000885
31. *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier (Square Fish, 2005) ISBN 0312376022
32. *Rosa Parks (A Trophy Chapter Book)*, by Eloise Greenfield (HarperTrophy, 1995) ISBN 0064420259
33. *Rosa Parks: Don't Give In!*, by Cathy East Dubowski (Bearport Publishing Company, Inc., 2006) ISBN 1597160784
34. *Susan B. Anthony*, by Lucia Raatma (Compass Point Books, 2001) ISBN 0756500699
35. *A Sweet Smell of Roses*, by Angela Johnson (Simon & Schuster Books for Young Readers, 2005) ISBN 0689832524

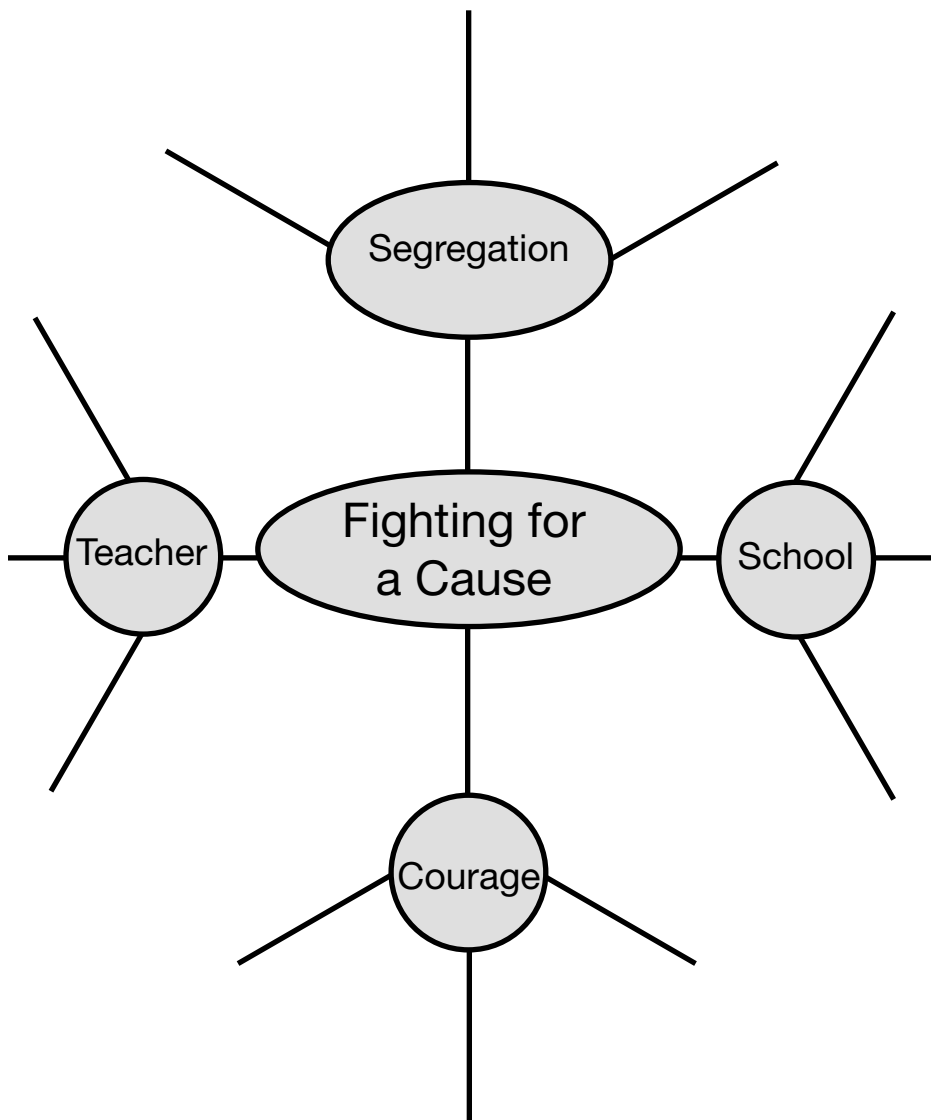


Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	



Directions: Listen to the questions posed by the teacher to brainstorm a letter to Ruby Bridges.





Name \_\_\_\_\_  
Month Day Year

1. Date \_\_\_\_\_, \_\_\_\_\_

2. Greeting Dear \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Body \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Closing Your Friend,

5. Signature \_\_\_\_\_

*Directions: Pretend you are an immigrant in the U.S. Write a friendly letter to your friends and/or family in your homeland. Remember to follow the five steps of the friendly letter.*







Dear Parent or Guardian,

I hope your child has enjoyed learning about some famous people who fought for a cause and helped to bring about changes in our country. Over the next several days, your child will become familiar with the following historical figures, whose sacrifice and dedication also advanced the rights of certain groups and promoted the common good:

- Jackie Robinson
- Rosa Parks
- Martin Luther King, Jr.
- Cesar Chavez

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

### 1. Draw and Write

Have your child draw and/or write about what s/he has learned about the fight for equal rights for African Americans and farmworkers, and the contributions made by the historical figures noted above. Ask questions to help your child use the vocabulary learned at school.

### 2. Compare and Contrast

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

### 3. Words to Use

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

- *challenge*—Knowing it was not up for discussion, my sister did not want to challenge my parents' decision to not get a pet.
- *boycott*—Rosa Parks started the Montgomery Bus Boycott.

- *picket*—People would picket outside of restaurants during the lunch counter sit-ins.
- *character*—Martin Luther King, Jr., wanted people to be judged, not by the color of their skin, but by the content of their character.
- *obstacle*—The Delano police force was an obstacle to Cesar Chavez and the other workers marching for farmworkers' rights.

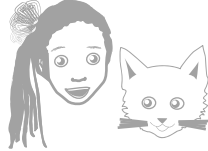
#### **4. Read Aloud Each Day**

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Remember to use the recommended trade book list sent with the first parent letter.


Be sure to praise your child whenever s/he shares what has been learned at school.

Title

Character(s)



Setting(s)



Directions: Use this story map to describe the character(s), setting(s), and plot of the story.

Plot	Beginning
	Middle
	End



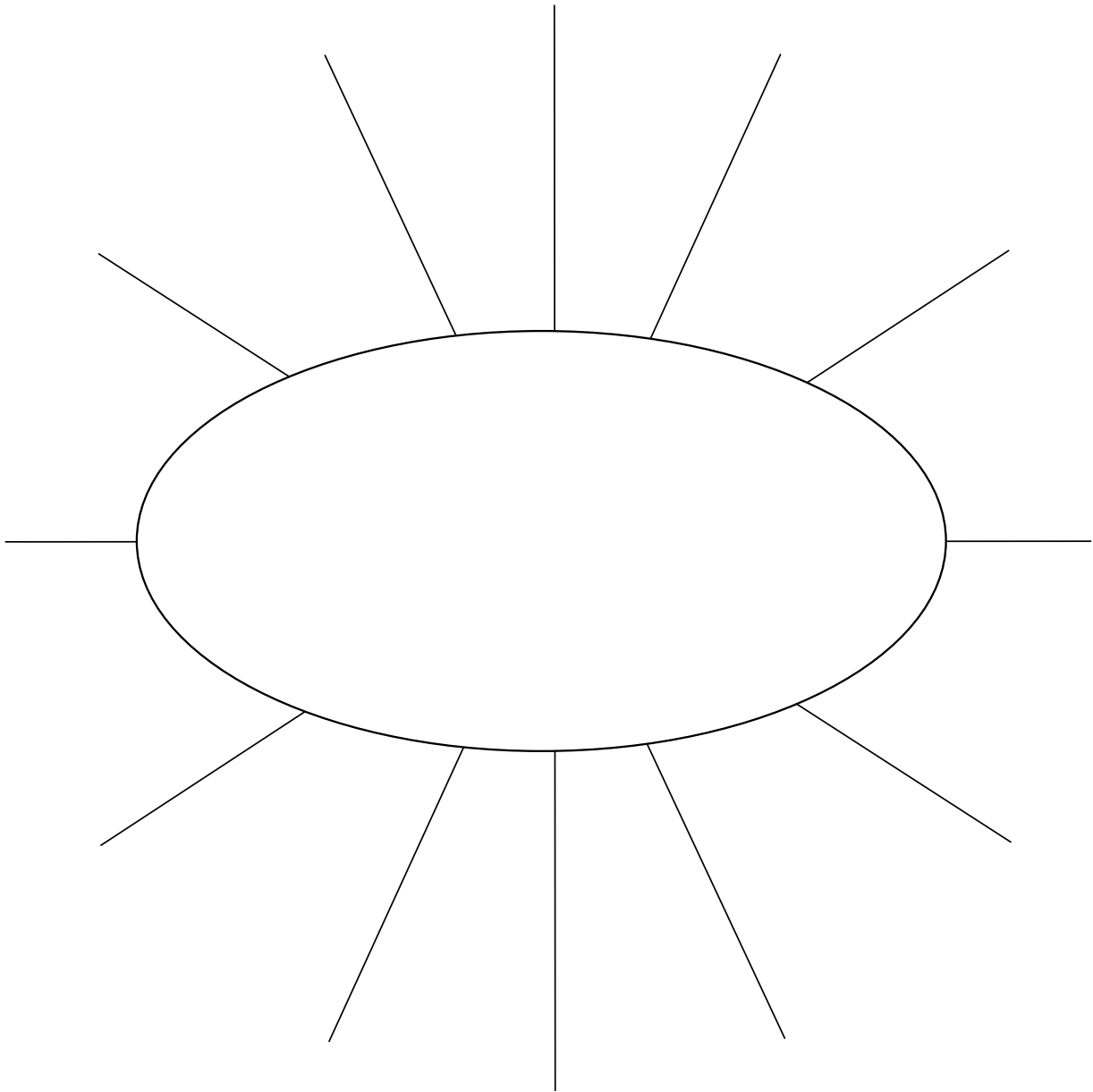
*Directions: In the first column, write examples of African Americans not being treated fairly. In the second column, write examples of how Martin Luther King, Jr., worked to bring about change. In the last column, write examples of changes that did take place to give African Americans equal rights.*

<del>EQUAL RIGHTS</del>	WAYS TO BRING ABOUT CHANGE	EQUAL RIGHTS



Name \_\_\_\_\_

*Directions: Write the important person's name in the center oval. Write everything that comes to mind about that person on the spokes coming out of the oval.*







*Directions: Use this sheet to help you plan your oral presentation. Write the introductory sentence for your paragraph in the first rectangle. Write the three supporting details in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.*




*Directions: These pictures show important people who stood up for what they believed in and fought for a cause. Select a pair of related individuals under the first Saying and Phrase and write a sentence as to how that specific phrase applies to the persons you have selected. Select one person under the second Saying and Phrase and write a sentence as to how that specific phrase applies to the person you have selected.*

### Two Heads Are Better Than One!



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### Where There's a Will There's a Way!



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Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Susan B. Anthony Rosa Parks Mary Bethune

2. Martin Luther King, Jr. Jackie Robinson Cesar Chavez

3. Mary Bethune Rosa Parks Eleanor Roosevelt

4. Eleanor Roosevelt Susan B. Anthony Rosa Parks

5. Rosa Parks Mary Bethune Susan B. Anthony

6. Eleanor Roosevelt Susan B. Anthony Mary Bethune

7. Cesar Chavez Martin Luther King, Jr. Jackie Robinson

8. Mary Bethune Eleanor Roosevelt Rosa Parks

9. Jackie Robinson Martin Luther King, Jr. Cesar Chavez

10. Martin Luther King, Jr. Cesar Chavez Jackie Robinson



Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

- |     |                         |                         |                   |
|-----|-------------------------|-------------------------|-------------------|
| 1.  | Susan B. Anthony        | Rosa Parks              | Mary Bethune      |
| 2.  | Martin Luther King, Jr. | Jackie Robinson         | Cesar Chavez      |
| 3.  | Mary Bethune            | Rosa Parks              | Eleanor Roosevelt |
| 4.  | Eleanor Roosevelt       | Susan B. Anthony        | Rosa Parks        |
| 5.  | Rosa Parks              | Mary Bethune            | Susan B. Anthony  |
| 6.  | Eleanor Roosevelt       | Susan B. Anthony        | Mary Bethune      |
| 7.  | Cesar Chavez            | Martin Luther King, Jr. | Jackie Robinson   |
| 8.  | Mary Bethune            | Eleanor Roosevelt       | Rosa Parks        |
| 9.  | Jackie Robinson         | Martin Luther King, Jr. | Cesar Chavez      |
| 10. | Martin Luther King, Jr. | Cesar Chavez            | Jackie Robinson   |





Directions: Read each sentence. Think about the answer to the question. Write a complete sentence to answer each question.

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

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

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

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

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

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