



# People Who Fought for a Cause

1A

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

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

**10** minutes

### **Domain Introduction**

**5** minutes

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

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

### **Image Preview**

**10** minutes

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



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

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



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

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



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

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



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

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



← **Show image 1A-11: Rosa Parks**

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



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

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



← **Show image 1A-13: Cesar Chavez**

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



### *Civil Rights*

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

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

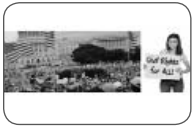
### *Discrimination*

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

## Purpose for Listening

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



## People Who Fought for a Cause

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

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

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



### ← Show image 1A-2: Civil rights

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

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



### ← Show image 1A-3: Monarchs

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

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

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

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



← **Show image 1A-4: Women's rights**

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

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



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

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

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

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

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

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



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

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

11 What does *protest* mean?

12 *Achievements* are things gained through hard work.



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

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

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

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

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

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



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

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



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

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



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

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

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



← **Show image 1A-11 Rosa Parks**

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

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

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



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

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

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





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

← **Show image 1A-13: Cesar Chavez**

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

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

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

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

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

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

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

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

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

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

## Word Work: Courage

5 minutes

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

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

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



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



# People Who Fought for a Cause

1B

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

## Extensions

20 minutes

### ↔ Vocabulary Instructional Activity

5 minutes

#### *Word Work: Achievements*

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

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

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

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

### **Sayings and Phrases: Don't Cry Over Spilled Milk**

*5 minutes*

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

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

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

## Writing Free Verse

15 minutes

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

chalkboard, or a whiteboard as a model for students.

Here is an example:

*No more worries, or tears,*

*Or sighs,*

*When we say—CHANGE is coming NOW.*

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

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1–3.