



# Mary McLeod Bethune: A Dedicated Teacher

4<sub>A</sub>

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

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

**10** minutes

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

**5** minutes

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

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

## Image Preview

5 minutes

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

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



### ← Show image 4A-3: Mary teaching

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

## Vocabulary Preview

5 minutes

### *Privilege*



### ← Show image 4A-3: Mary teaching

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

### *Scholarship*

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

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

### **Purpose for Listening**

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



## Mary McLeod Bethune: A Dedicated Teacher

### ← Show image 4A-1: Mary McLeod Bethune

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

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

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



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

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

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

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

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

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

### ← Show image 4A-3: Mary teaching

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



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

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



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

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

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



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

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

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

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

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

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



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

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

8 What does the word *proud* mean?

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

9 [Point to the image of the school.]



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

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

10 Health care is medical care that people receive.

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

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

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

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



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

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

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



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

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

Mary’s efforts had not gone unnoticed. Three U.S. presidents asked Mary for advice. President Coolidge<sup>14</sup> invited her to attend his Child Welfare Conference. President Hoover<sup>15</sup> asked her to head up the White House Conference on Child Health, and President Roosevelt<sup>16</sup> named her as Special Advisor on Minority Affairs.<sup>17</sup>

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

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

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



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

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



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

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

- 20 What does *discrimination* mean?

### Comprehension Questions

10 minutes

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

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

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



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

### Word Work: Proud

5 minutes

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

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



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



# Mary McLeod Bethune: A Dedicated Teacher

4B

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

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Definition Detective: Pool*

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

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

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

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

10 minutes

### *Sentence Builder*

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

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

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

**Word Work: Determined**

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

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

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

## Timeline

5 minutes

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

### Individual Timelines

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

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

15 minutes

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

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

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

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

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

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

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

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

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

**20 minutes**

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

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

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

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

**15 minutes**

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

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