



Celebrating Those Who Fought for a Cause

9A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

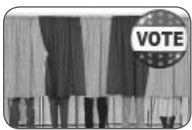
Remind students of all the extraordinary people they have learned about in this domain. Ask students what *extraordinary* means. Using the timeline from previous lessons, and the following questions, review the activists discussed in this domain and their accomplishments.

- For what causes did Susan B. Anthony fight?
- For what important international organization did Eleanor Roosevelt work for?
- What did Mary McLeod Bethune provide for African American girls?
- What did Jackie Robinson achieve in his lifetime?
- Why did Rosa Parks refuse to stand up on the bus she was traveling on?
- Why do we honor Dr. Martin Luther King Jr.?
- How would you describe Cesar Chavez's achievements?

Vocabulary Preview

5 minutes

Democratic



← Show image 9A-3: Voting

1. In today's read-aloud, you will hear that the government of the United States is *democratic*.
2. Say the word *democratic* with me three times.
3. If something is democratic, it means it is based on a form of government that includes giving people the right to vote for their leaders.

4. The United States has a democratic government in which the citizens vote for a new president every four years.
5. I will give several examples. If what I say describes a system that is democratic, say, “That is democratic.” If what I say describes a system that is not democratic, say, “That is not democratic.”
 - All members of a club vote on which member will be their president.
 - The citizens of a state vote for their governor.
 - The monarch, or king or queen, of a country is born into their position.
 - The citizens of a town vote for their mayor.
 - The next leader of an organization is chosen by the last leader.

Disabilities



← **Show image 9A-11: Child in wheelchair getting onto a bus**

1. In today’s read-aloud, you will hear about a law that protects the rights of people with *disabilities*.
2. Say the word *disabilities* with me three times.
3. Disabilities are physical or mental conditions that, without the right support, might limit someone in some way.
4. The front rows of the theater are reserved for people with disabilities because they are easiest to get in and out of.
5. This image shows one way that people with disabilities are supported: a wheelchair lift on a bus. What are some things in our school or community that provide support for people with disabilities? Try to use the word *disabilities* in a complete sentence when you answer. (Possible responses include hospitals, doctors, teachers, wheelchair ramps, elevators, handicap bathrooms, and handicap parking spaces.)

Purpose for Listening

Tell students to listen carefully to learn how the seven people who fought for a cause are remembered today.



Celebrating Those Who Fought For A Cause

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

- 1 What are equal rights? (everybody having the same rights)
- 2 A democratic form of government is one that includes the right of people to vote for their leaders.
- 3 What group of people could not vote during Susan B. Anthony's time? (women)

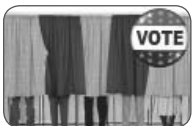
You have listened to the stories of seven extraordinary, or amazing, people who dedicated their lives to making sure that all Americans have equal rights.¹ These great Americans were able to bring about changes that resulted in new, fairer laws. They were able to do this because the United States, since its creation, has had a **democratic** form of government.² This means that the citizens of the United States are involved in the political process. People can vote for political leaders who represent their interests and needs.³



← Show image 9A-2: Naturalization ceremony

- 4 When you studied immigration earlier this year, you heard a term that refers to people who are not born U.S. citizens but who become citizens. What is that term?

It took a while for every American adult to gain the right to vote, but eventually it did happen. In order to vote in the United States, a person must be eighteen years old and a citizen. That means that he or she must have been born in the United States, have parents who are American citizens, or have been granted citizenship.⁴ People who are granted citizenship are called naturalized citizens. Naturalized citizens are people who were born in another country but have chosen to become citizens of the United States.



← Show image 9A-3: Voting

Every two years, and every four years, important elections are held. People go to places called polls in order to vote. As you have learned, the right to vote is called suffrage. Voters can decide who should lead their state and who should lead the nation. They can help decide if **taxes**, or money, should be used by the government to pay for important things communities need such as hospitals, schools, and libraries. These are important choices that affect all Americans. Suffrage is a way of making sure that the government is following the wishes of the people that it serves.

- 5 Obstacles are people or things standing in the way of an action or getting something done.



Today, we take for granted that adult American citizens have the right to vote. We hardly think about it at all. But you have heard about the journey that people long ago went on to make this a reality. You have also heard about the **obstacles** that were placed in their paths along the way.⁵ Let's now review the lives of the brave people you have just learned about.

← **Show image 9A-4: Susan B. Anthony trying to vote**

What is Susan B. Anthony famous for? Susan B. Anthony worked to expand women's rights in America, especially the right to vote. "A woman must not depend upon the protection of a man, but must be taught to protect herself," she once said. Susan was a famous leader of the women's rights movement. Sadly, Susan did not live to see the passage of the 19th Amendment to the U.S. Constitution in 1920, which made it legal for women to vote. Without Susan's efforts, however, the battle for women's rights might have gone on for much longer.⁶

- 6 What is another cause for which Susan B. Anthony fought? (abolition of slavery)



← **Show image 9A-5: Eleanor Roosevelt stamp**

Eleanor Roosevelt worked to improve the civil rights and human rights of many groups of people in the United States.⁷ During the Great Depression, Eleanor worked tirelessly to help those most in need. Eleanor believed that all people should be treated fairly, equally, and with respect. Later in her life, Eleanor worked for the United Nations. She took her message of freedom and equality all over the world.⁸

- 7 What are civil rights? (rights guaranteed by the government to its people) What are human rights? (rights that all people should have)

- 8 What type of right did Eleanor Roosevelt fight for? (human rights)



← **Show image 9A-6: Mary teaching**

Mary McLeod Bethune worked to create educational opportunities for African Americans, especially girls, during the time of segregation.⁹ Mary opened a school that eventually became a four-year college, and she helped many African American men gain the skills they needed to be able to vote. Mary worked closely with Eleanor Roosevelt and a talented team of African American advisors to improve opportunities for all Americans.

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



10 What does the phrase *broke the color barrier* mean? (ended segregation in professional sports)

← **Show image 9A-7: Jackie Robinson named Rookie of the Year**

It is said that Jackie Robinson “broke the color barrier.”¹⁰ He became the first African American to play Major League Baseball. When Branch Rickey, the president of the Brooklyn Dodgers, invited Jackie to play for his team, they both knew that they were attempting to change people’s attitudes and end discrimination in American sports. In 1947, when Jackie played in his first major league game at Ebbets Field, he proved that he was not only an incredible baseball player, he was also a man who had great courage.¹¹ At the end of Jackie’s first season with the Brooklyn Dodgers, he was chosen as Rookie of the Year. Baseball was finally integrated so that people of any race could play together.

11 What does *courage* mean? (bravery when facing difficulty or danger)



← **Show image 9A-8: Rosa Parks sitting on bus**

On that cold December night in 1955, when Rosa Parks refused to give up her bus seat, the world changed. Rosa’s actions led to the Montgomery Bus Boycott.¹² The power of so many people coming together to end unfair laws ultimately led to the end of legal segregation in the South. Today many people feel that the civil rights movement really began in that moment when Rosa said “no.” That is why Rosa is called the mother of the civil rights movement.

12 What is a boycott? (an action in which people refuse to buy or use something in order to protest or bring about change)



← **Show image 9A-9: Dr. Martin Luther King Jr.**

Dr. Martin Luther King Jr. was the peaceful leader of the civil rights movement. He led the bus boycott in Montgomery, Alabama. Martin promoted change and the achievement of equal rights through nonviolence.¹³ Martin’s powerful speeches changed people’s hearts and minds. He led the way to change unfair laws that were a hundred years old. We honor Martin’s work each year on the third Monday in the month of January.

13 What is nonviolence? (the practice of using peaceful or non-physical ways to respond to unfairness)



← **Show image 9A-10: Cesar Chavez**

Cesar Chavez was once a migrant worker.¹⁴ Members of his family were migrant workers, too. During those years, Cesar

14 What is a migrant worker? (people who travel from place to place in search of work, such as harvesting crops)

became very aware of how hard life could be for people without any rights or protections. Migrant workers worked long hours for little pay. They often lived in overcrowded camps. Migrant workers could rarely afford health care. Cesar fought to change all of this. He dedicated his life to making sure that all farmworkers, including migrant workers, had certain basic rights. Cesar brought people together and created a labor union for farmworkers. Eventually, through his efforts, Cesar succeeded in getting better pay and working conditions for all migrant workers.



← **Show image 9A-11: Child in wheelchair getting onto a bus**

Today there are many people who work to make sure everyone in the United States is treated fairly, and that their rights are respected. As just one example, it is important that people who have **disabilities** and who are challenged physically or mentally are treated fairly and equally, too.¹⁵ People with disabilities might have trouble seeing or hearing or walking. They might need to use wheelchairs, walkers, hearing aids, or service dogs. They may have special devices to help them talk on a telephone, or they may use service dogs to guide them along sidewalks and into buildings.

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



← **Show image 9A-12: President George H. W. Bush**

On July 26, 1990, President George H. W. Bush signed a new law called the Americans with Disabilities Act. This law gives protection to people with disabilities. For one thing, this law states that all people should be allowed easier access to all the places people enjoy going to, such as restaurants, movie theaters, libraries, and other buildings and public places.

The law also states that public transportation, such as buses and trains, must have paths and entries that are easy to manage such as ramps, lifts, or elevators. This law also offers help to those people who have diseases that are not curable, and diseases that make it hard for people to take care of themselves.



← Show image 9A-13 Collage of stamps

16 What does *inequality* mean? (different people or different groups not being treated the same, so that one group is treated unfairly)

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

18 Which important document in U.S. history were these words taken from? (the Declaration of Independence)

And so, you see, it is important that we stand up and speak out against inequality.¹⁶ We have just one world that we all share together. No person because of the color of their skin, no cultural group, or religious group, should ever be treated unfairly. We have a responsibility to treat all human beings with **dignity** and respect.¹⁷ As Dr. Martin Luther King Jr. once said, “I have a dream that one day this nation will rise up [and] live out the true meaning of its [belief]: ‘We hold these truths to be self-evident, that all men are created equal.’”¹⁸

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What sort of government does the United States have? (The United States has a democratic form of government.)
2. *Evaluative* In the read-aloud you heard, “These great Americans were able to bring about changes that resulted in new, fairer laws” or helped to make America a better and fairer country. What facts does the author give to show that Susan B. Anthony brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Susan B. Anthony helped to abolish slavery and to get women the right to vote.)
3. What facts does the author give to show that Eleanor Roosevelt brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Eleanor Roosevelt helped expand human rights to many groups in America and all over the world.)
4. What facts does the author give to show that Mary McLeod Bethune brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Mary McLeod Bethune helped African American girls and men receive an education. She opened a school, a hospital, and a library.)

5. What facts does the author give to show that Jackie Robinson brought about changes that resulted in new, fairer laws or to show that he made America a better and fairer country? (Jackie Robinson “broke the color barrier” in sports and made it possible for people of all races to play sports together.)
6. What facts does the author give to show that Rosa Parks brought about changes that resulted in new, fairer laws or to show that she made America a better and fairer country? (Rosa Parks is known as the mother of the civil rights movement. She helped end discrimination.)
7. What facts does the author give to show that Martin Luther King Jr. brought about changes that resulted in new, fairer laws or to show that he made America a better and fairer country? (Martin Luther King Jr. is known as the leader of the civil rights movement. He helped get civil rights laws passed.)
8. What facts does the author give to show that Cesar Chavez brought about changes that resulted in new, fairer laws or to show that he made America a better and fairer country? (Cesar Chavez started a union for farmworkers and helped them get better pay and better working conditions.)

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

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

9. *Evaluative Think Pair Share*: What do the people you have learned about in this domain all have in common? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Obstacles

5 minutes

1. In the read-aloud you heard, “You have also heard about the *obstacles* that were placed in their paths along the way.”
2. Say the word *obstacles* with me.
3. Obstacles are things that stand in the way of forward movement or that hold up progress.
4. All individuals who fight for a cause have to overcome at least some obstacles.
5. Can you think of a time when obstacles stopped or prevented you from doing something or going somewhere? What happened, and what did you do? Try to use the word *obstacles* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ were obstacles that kept me from . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *obstacle*?

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

1. trying to ice skate in a crowded rink (That’s an obstacle.)
2. having a friend help solve a problem (That’s not an obstacle.)
3. classmates who are uncooperative when working on a group project (That’s an obstacle.)
4. a construction crew blocking the road (That’s an obstacle.)
5. receiving support from your parents on a school project (That’s not an obstacle.)
6. not having enough voters to hold an important election (That’s an obstacle.)



Complete Remainder of the Lesson Later in the Day



Celebrating Those Who Fought for a Cause

9_B

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

Presenting a Writing Piece

20+ minutes

- Have students review their writing for each of the seven activists from this domain. Then have them choose one of their free verse poems or opinion paragraphs to share with the class.
- Group students who have chosen the same activist together. Explain to students that they will edit and then publish what they have written about that activist.
- Remind students that when they edit their writing, they look for ways to improve the writing, or make it better. To edit their writing, have each student share his or her writing with their small group. Encourage students to provide suggestions to the writer about how the writing might be improved.
- After students have edited their writing, explain that the next step in the process is publishing. Explain that this step in the writing process is the one in which students will prepare their writing to be read or heard by an audience. **Note:** For this activity, explore with students various digital tools to create and/or publish their free verse poems or opinion paragraphs. Such tools include various student-publishing software and web-based publishing programs.

Domain-Related Trade Book

20+ minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade

book that has to do with fighting for a cause and/or the civil rights movement.

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.