Civil Rights Leaders
Teacher Guide
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Civil Rights Leaders
Teacher Guide
Core Knowledge History and Geography™ 2
The United States has struggled since its beginning—and continues to struggle today—to put into practice the noble ideas embodied in the Declaration of Independence and the U.S. Constitution. These concepts are reflected, for example, in the following profound statements included in each of these documents: *All people are created equal* and *We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity.* Many important struggles and accomplishments in our nation’s history have risen from our quest for justice and civil rights for all Americans.

Throughout the history of the United States, members of one group have often excluded members of other groups. The great promise of America—that we have not always lived up to, but to which we must always aspire—is the notion of equality, the idea that all people should be treated fairly and have access to the rights afforded by our country. Because behaving in accord with this great ideal is not always easy, people have had to be brave and persistent to ensure the ideal prevails.

**Talking About the Fight for Civil Rights**

Many of your students may have difficulty fully comprehending the discrimination and cruelties encountered by the civil rights leaders described in this unit. We strongly encourage you to consult the following additional resources in advance of and during your teaching of this unit.
The mission of Teaching Tolerance is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from Kindergarten through high school.

You may find the following specific resources of particular interest:

- Kindness and Justice Challenge
- Exploring Diversity in the Classroom
- Teach about Native American Women Leaders
- Social Justice for Littles
- Do Something!

The Embrace Race website provides free resources, including video clips, blog posts, and tip sheets for talking with students about race, racism, and how to make changes.

You may find the following specific resources of particular interest:

- “Talking Race & Kids”—This is an online series of live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.
- “How to Use Books to Engage Kids in Rich Conversations About Differences? Plan Your Read-Aloud!”

Use this link to download the CKHG Online Resources for this unit, where the specific links to all of these resources can be found:

www.coreknowledge.org/ckhg-online-resources
What Students Should Already Know

Students in Core Knowledge schools should already be familiar with the following:

Geography

- the United States has fifty states: forty-eight contiguous states, plus Alaska and Hawaii
- the names of their continent, country, state and state capital, neighboring states, and community

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Grades 1 and 2 should also be familiar with the following:

History

- the exploration and settlement of North and South America by Europeans during the 1400s and 1500s
- that the Constitution was created so that Americans would have a written set of laws or rules describing how the new American government would work
- that the men who wrote the Constitution often had different opinions and did not always agree with one another
- the importance of compromise in creating the Constitution
- why some Americans were worried about creating the Constitution
- that the Constitution is considered the highest law of the United States of America
- that “We the people . . .” are the first three words of the Constitution, a phrase meaning that the government gets its power to make laws from the people
- that the first ten amendments to the Constitution are called the Bill of Rights
- that as a result of westward expansion, Native Americans were displaced from their homes and ways of life, including forced removal to reservations, e.g., the Trail of Tears
- that some people living in the Southern states had differing points of view about using enslaved labor compared to some people living in the Northern states
- that Abraham Lincoln was the president of the United States at the time the Civil War started and that he believed it was important to “keep the Union together”
What Students Need to Learn

- that the Declaration of Independence and the U.S. Constitution embody the ideals of equality and justice for all Americans
- what civil rights are and examples of the rights that American citizens are guaranteed by law
- what discrimination is and examples of discrimination in history
- that when discrimination exists, it may take a long time to change people’s ideas and behavior
- the names of each of the civil rights leaders included in this unit and the cause(s) for which they fought

Note to Teacher: Students in Core Knowledge schools or schools using the Core Knowledge History and Geography instructional materials will revisit the topic of civil rights in Grade 6.
The most important ideas in Unit 11 are:

- Susan B. Anthony, and independent-minded women like her, fought for women to have the right to vote in the 1800s.
- Mary McLeod Bethune worked to broaden educational opportunities for African American youth in a society that provided few resources to segregated schools.
- Eleanor Roosevelt spent her adult life working to enlarge the number of people who enjoyed the full benefits of civil and human rights.
- Jackie Robinson broke the color barrier and led the way into major league professional sports for members of minority groups.
- Rosa Parks’s refusal to give up her bus seat to a white man sparked the Montgomery bus boycott and the nonviolent resistance movement that forever changed the United States.
- Martin Luther King Jr. emerged from the Montgomery bus boycott as a leader in the civil rights movement.
- Cesar Chavez gave migrant workers a voice in their fight for fair pay and better working conditions.
- Many other extraordinary people have also worked to make a difference in society, including Chief Standing Bear of the Ponca, Dorothy Vaughan, Katherine Johnson, Mary Jackson, and Juan Felipe Herrera.

The goal of this unit is to use narrative, biography, and autobiography to introduce students to the idea that, while the United States is founded on the proposition that all people are created equal, equality has not always been granted to all Americans. Many people have dedicated themselves to the struggle to extend equal rights to all Americans.

Civil rights, or the rights of citizens, include equal citizenship and protection from discrimination. Human rights is a broad term that generally refers to equality, a focus on the rights of the individual, and the passage of fair laws that protect the individual’s rights. Specific rights revolve around political, economic, and religious concerns.
Teacher Components

The *Civil Rights Leaders* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art or music activities that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 95. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of this unit.

» The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

» The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

» The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

» My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures and/or geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The
passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

**Student Component**

The *Civil Rights Leaders* Student Book includes eight chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources
Pacing

The Civil Rights Leaders unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. It is intended to be taught as the final unit in the Grade 2 CKHG series. While we would typically recommend that teachers spend no more than ten to fifteen days teaching a unit of a comparable length to the Civil Rights Leaders unit, we hope that as this is the last Grade 2 CKHG unit, you may be able to devote even more time to sharing the life-changing events, stories, and activities included in this unit with your students.

We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 13 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.
You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

**Turn and Talk**

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

**Big Questions and Core Vocabulary**

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

<table>
<thead>
<tr>
<th>Read Aloud Chapters</th>
<th>Big Questions</th>
<th>Core Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: Susan B. Anthony</td>
<td>What civil right did Susan B. Anthony fight for?</td>
<td>civil rights, citizens, equal rights, arrested, lawyer, judge, fine, protesting</td>
</tr>
<tr>
<td>Chapter 2: Mary McLeod Bethune</td>
<td>What cause was most important to Mary McLeod Bethune?</td>
<td>scholarship, segregation</td>
</tr>
<tr>
<td>Chapter 3: Eleanor Roosevelt</td>
<td>What were some of the things that Eleanor Roosevelt did to help others?</td>
<td>supported, politics, polio, Great Depression, representative, United Nations, human rights</td>
</tr>
<tr>
<td>Chapter 4: Jackie Robinson</td>
<td>In what ways did Jackie Robinson demonstrate courage?</td>
<td>Major League Baseball, courage, talented, athlete, track, officer, discrimination</td>
</tr>
<tr>
<td>Chapter 5: Rosa Parks</td>
<td>Why do you think Rosa Parks refused to give up her seat on the bus?</td>
<td>bail, boycott, Supreme Court, civil rights movement</td>
</tr>
<tr>
<td>Chapter 6: Martin Luther King Jr.</td>
<td>Why is Martin Luther King Jr. such an important national hero?</td>
<td>church minister, nonviolent movement, inequality, register, alternative, patience, patient, justice, sit-ins</td>
</tr>
<tr>
<td>Chapter 7: Cesar Chavez</td>
<td>What cause did Cesar Chavez fight for?</td>
<td>migrant, ripe, working conditions, strike,.rotted</td>
</tr>
<tr>
<td>Chapter 8: Extraordinary People</td>
<td>Who are some other extraordinary people?</td>
<td>lawsuit, mathematicians, engineers, programmer</td>
</tr>
</tbody>
</table>
Activity Pages

The following activity pages can be found in Teacher Resources, pages 137–141. They are to be used with the lesson specified for additional class work or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–8—Map of the United States (AP 1.2)
- Chapter 1—Susan B. Anthony (AP 1.3)
- Chapter 3—Mary or Eleanor? (AP 3.1)
- Culminating Activity—Who Am I? (AP CA.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

A SPECIAL NOTE ABOUT THE PATHWAY TO CITIZENSHIP

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the Core Knowledge Sequence. The Sequence topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources
Books

Teachers:


Students:


Note to Teacher: Civil Rights Leaders is intended to be taught as the eleventh and final unit of Grade 2 CKHG.

**Week 1**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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**Week 2**

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<th>Day 8</th>
<th>Day 9</th>
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**Week 3**

<table>
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<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
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CHAPTER 1

Susan B. Anthony

Primary Focus Objectives

✓ Identify Susan B. Anthony as a civil rights leader devoted to women’s suffrage. (RI.2.1, SL.2.3)

✓ Describe what Susan B. Anthony did to protest the fact that women were not allowed to vote. (SL.2.2)

✓ Recognize that it often takes a long time to change people’s ideas and the laws of a country. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: civil rights, citizens, equal rights, arrested, lawyer, judge, fine, and protesting. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Civil Rights Leaders Student Book
• several Susan B. Anthony silver dollar coins
• images of the Declaration of Independence and U.S. Constitution
• chart paper and marker
• individual student copies of Letter to Family (AP 1.1)
• teacher and individual student copies of Map of the United States (AP 1.2)

Use this link to download the CKHG Online Resources for this unit, where the specific link to the file with the images may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

The struggle for women’s rights began earlier than 1869, when Susan B. Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association (NSA). In 1848, Stanton and Lucretia Mott organized the first women’s rights convention at Seneca Falls, New York, after they had been denied official recognition at an international anti-slavery convention in London. At that time, women had very limited public roles. They usually could attend meetings, but they were not often allowed to speak in public. Women were, for the most part, not allowed to enter professions such as medicine and law. Few girls were educated past eighth grade. (Though it is important to note that a large percentage of boys
were uneducated too.) With the onset of the Industrial Revolution and more employment opportunities for women, they began to demand more of a say, especially at this time when married women could not own property. If women had property in their names before they were married, they had to turn it over to their husbands after marriage. For working women who made their own income, this was an injustice. Women could neither vote nor hold public office.

Women such as Anthony, Stanton, and Mott—who were educated and not intimidated by the strictures of society—set out to do something about their circumstances. During the 1850s, many women supported the abolition of slavery. Once the Civil War was over and slavery was abolished, they expected abolitionists to support their cause. However, few male abolitionists returned the favor. In 1869, when the Fifteenth Amendment—which gave African American males the vote—was proposed, Anthony and Stanton founded the NSA to protest the amendment because it did not include women. The amendment was ratified nonetheless.

Anthony continued to be one of the prominent leaders of the women's rights movement until her death in 1906. Although she did not live to see the passage and ratification of the Nineteenth Amendment in 1920, which gave women the vote, she was instrumental in gaining support for the law. Throughout the last part of the 1800s, Anthony crisscrossed the country speaking for women's suffrage and helped women gain the vote in state and local elections in California, Michigan, and Colorado. In 1892, she became president of the National American Woman Suffrage Association, an organization that combined the NSA and a rival group. She held this post until 1900.

One of the most notable episodes in the long, busy life of Susan B. Anthony began on November 1, 1872, when Anthony and several other women marched into a New York barbershop where voters were registered and demanded to be added to the registration lists. When the registrars tried to stop the women from registering, Anthony read them the Fourteenth Amendment:

> All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State . . . deny to any person within its jurisdiction the equal protection of the laws.

Anthony reasoned that “privileges” must include voting, and she pointed out that the amendment did not state that the privileges were restricted to men. Still, the registrars hesitated. Anthony threatened to bring charges against them. At last, they grudgingly allowed the women to register, and on November 5, Anthony and fifteen other women cast their ballots. (Anthony voted for former Civil War general Ulysses S. Grant, among others.) Sometime later, Anthony was arrested and indicted. This created a national uproar. Anthony spent the months leading up to her trial speaking in one local town after another. Her topic was “Is It a Crime for a Citizen of the United States to Vote?” During the speeches, she spoke for women's suffrage and urged potential jury members to acquit her. The judge in the trial was opposed to women's suffrage and seems to have written his opinion against Anthony before the trial even started. He refused to let Anthony testify and ordered the jury to find her guilty. Before sentencing, the judge asked if Anthony had anything to say. Her words stunned the many observers in the court:

> Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled under foot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all of my sex, are, by your honor’s verdict, doomed to political subjection under this, so-called, form of government.
The judge tried several times to silence Anthony, but she continued to speak in protest. Finally, he got her to sit down and sentenced her to pay a fine of one hundred dollars. Anthony declared she would never pay:

*May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a $10,000 debt, incurred by publishing my paper . . . the sole object of which was to educate all women to do precisely as I have done, rebel against your manmade, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that “Resistance to tyranny is obedience to God.”*

Anthony went to her grave with the fine unpaid.

### THE CORE LESSON

**Introduce Civil Rights Leaders and Chapter 1: “Susan B. Anthony”**

Distribute and show students the Map of the United States (AP 1.2). Ask students to name the state in which they live and point to its location on the map.

Tell students that the title of this unit is *Civil Rights Leaders*. Distribute copies of the Student Book to the class, and call students’ attention to the images on the cover. Explain that the cover images show some people who have been civil rights leaders in the United States.

**CORE VOCABULARY**—Explain that *civil rights* are the things that the citizens of a country are allowed to say and do, based on the laws of that country.

**CORE VOCABULARY**—Explain that *citizens* are people who belong to a country and have protections under that country’s laws.
For example, in the United States today, American citizens have the right to free speech, which means that every citizen can say what they think in public, even if other people don’t agree with them. Another right that all American citizens who are at least eighteen years old have today is the right to vote.

Make sure students understand what voting is. **Ask them to think of examples or times that citizens vote in our country.** (We vote for president and vice president, for congresspeople and senators, for mayor or other local officials in the government, etc.)

Most American citizens today take voting for granted and consider it a right—something that citizens are all entitled to by law. However, two hundred years ago, most men and women did not have the right to vote unless they were the privileged few. With the coming of the Industrial Revolution and the shift to working outside the home, the need for laws and political rights became more obvious to the larger population. Eventually, all men received the right to vote. But, until 1920—about a hundred years ago—women were not allowed to do so.
SUPPORT—Display the images of the Declaration of Independence and the U.S. Constitution, asking students if they recognize what these documents are. Remind students as needed that these documents were written by the Founding Fathers over two hundred years ago after they fought the Revolutionary War and declared their independence from Great Britain.

Guide students in recalling the famous words included in each document and their significance. (Declaration of Independence: . . . all men are created equal; U.S. Constitution: We the People of the United States, in order to form a more perfect Union, establish Justice. . . . )

Finally, remind students that all laws in the United States are based on the U.S. Constitution.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit America at the time the civil rights leaders described in this unit lived. Explain that some of the civil rights leaders that students will hear about in this unit lived long ago, while others were alive during the lifetimes of the students’ parents and grandparents.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to America when the civil rights leaders lived!” and then ask students to open their eyes.

Big Question

What civil right did Susan B. Anthony fight for?

Core Vocabulary

civil rights citizens equal rights arrested lawyer judge fine protesting
Chapter 1: “Susan B. Anthony”

Tell students that the first chapter that you will read aloud to them is about a woman named Susan B. Anthony, who lived during the time of the Civil War. Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Ask students to listen carefully to find out more about what civil right Susan B. Anthony fought for.

Susan B. Anthony

Susan B. Anthony was born in Massachusetts in 1820. Her parents taught her that everyone deserves equal rights: black and white, male and female. It made her sad that in life this did not always happen.

One thing that made her especially sad was slavery. She wanted enslaved people to be set free. Susan also wanted all adults, not just white men, to be allowed to vote for political leaders.

CORE VOCABULARY—Explain that equal rights are the freedoms and legal protections guaranteed to all citizens.

Activity Page SUPPORT—Remind students that Susan B. Anthony was born in Massachusetts. Have students point to Massachusetts on the Map of the United States (AP 1.2).

Ask students the following questions:

LITERAL—What did Susan B. Anthony’s parents teach her?

» Susan B. Anthony’s parents taught her that everyone deserves equal rights: black or white, male or female.
LITERAL—What two things made Susan B. Anthony sad?

» One thing that made Susan B. Anthony sad was that everyone did not have equal rights. The other thing that made her sad was slavery.

Now ask students to look at the images on page 3 as you read aloud.

When African American men were given the right to vote in 1870, Susan was pleased. But she was still unhappy that women could not vote. And why couldn’t women vote? One reason was that some people at the time believed that women would vote the way their fathers or husbands told them to!

Susan decided she would vote anyway. On Election Day in November 1872, Susan and fifteen other women voted in the election for president of the United States. This was against the law, and they were arrested, but only Susan had to stand trial.

CORE VOCABULARY—Explain that when people are arrested, they are taken to a police station or jail and held there.

SUPPORT—Help students understand the reason women were prepared to challenge the law and be arrested. Adult women did not have the same rights as adult men. Although grown, they were essentially still being treated as children, who rely on adults to speak for them. Without those rights, they remained as powerless as children before they come of age.

Ask students the following questions:

LITERAL—What did Susan think when African American men got the right to vote?

» She was pleased, but she thought that women should be able to vote too.

LITERAL—What did Susan do?

» Susan voted in a presidential election, even though she was not really allowed to.
When the time came for her trial, Susan's lawyer argued that she had the right to vote because of a recent change, or amendment, to the Constitution of the United States.

The amendment said that anyone born in the country was a citizen of the United States and had all the rights of a citizen. Susan's lawyer argued that as a citizen of the United States, Susan had the right to vote.

**CORE VOCABULARY**—Explain that a lawyer helps people with matters that deal with the law. Lawyers can help people with important papers, understand their rights, or who are accused of breaking the law.

**SUPPORT**—Remind students that the Constitution of the United States is our country’s set of rules for how the government works. Amendments to the Constitution are changes or additions to the original Constitution that become part of the law of the land.

**Note to Teacher:** Students in Core Knowledge schools who completed the Grade 2 unit *Making the Constitution* might recall that the first ten amendments to the Constitution are called the Bill of Rights.

**Ask students the following questions:**

**LITERAL**—What did Susan's lawyer argue to the judge?

» Susan's lawyer said a change in the Constitution of the United States gave Susan the right to vote.
LITERAL—What did the amendment say?

» The amendment said that anyone born in this country was a citizen and that all citizens had a right to vote.

Now ask students to look at the images on page 5 as you read aloud.

At the trial, Susan was not allowed to speak in her own defense. The judge decided that Susan was guilty. Because she was a woman, he said, she was not allowed to vote. Then he ordered her to pay a large fine. That was her punishment.

But the judge could not stop Susan and many others from protesting and speaking out about the right of all women to vote. As the years went by, more and more people believed in this cause too.

CORE VOCABULARY—Explain that a judge is a person who listens and makes decisions in court.

CORE VOCABULARY—Explain that a fine is money paid as a punishment for breaking a law or a rule.

CORE VOCABULARY—Explain that protesting means publicly showing strong disagreement or disapproval. The women in the bottom image on the page got together to protest—showing strong disagreement or disapproval of—the fact that women did not have the right to vote.

SUPPORT—Point out the word suffrage in the top image. Explain that suffrage is the right to vote. Women who fought for the right to vote were called suffragettes.

Ask students the following questions:

LITERAL—What did the judge decide about Susan?

» He decided she was guilty and that she was not allowed to vote.
INFERENTIAL—How do you think Susan felt when the judge didn’t let her speak?

» Susan probably felt angry and frustrated when the judge didn’t allow her to speak.

LITERAL—What did Susan and many others do after the trial?

» Susan and many others protested and spoke out about women’s right to vote.

Ask students to look at the images on page 6 as you read aloud.

Susan B. Anthony died in 1906, before women were allowed to vote. But her dream did not die with her. In 1920, a change to the Constitution finally gave women the right to vote.

Today, we remember Susan B. Anthony. Today, women not only vote, but many become police and military officers, mayors of cities, governors of states, judges, and senators.

SUPPORT—Introduce students to the women in the images at the bottom of the page. Barbara Jordan was a congresswoman representing Texas in the U.S. House of Representatives. Ruth Bader Ginsburg is a justice on the U.S. Supreme Court. Students can learn more about Justice Ginsburg in the Additional Activity at the end of this chapter.

Ask students the following questions:

LITERAL—What happened in 1920?

» The Constitution was changed to give women the right to vote.
**INFERENTIAL**—How might women have felt knowing they could not vote?

» Accept any reasonable answers, including that they may have felt angry or sad.

**LITERAL**—What are some jobs women can have today that women in Susan B. Anthony’s time couldn’t have?

» Today, women can be police and military officers, mayors, governors, judges, and senators.

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**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What civil right did Susan B. Anthony fight for?

» Susan B. Anthony fought for women’s right to vote.

Pass around the Susan B. Anthony silver dollar coins for students to examine. Read the words on the coin, and explain that the image on the front of the coin is a picture of Susan B. Anthony. The coin is worth one dollar and was first minted about forty years ago by the U.S. government to honor Susan B. Anthony.

Make a Civil Rights Leaders chart to use throughout this unit. Using chart paper and a marker, title the chart “Civil Rights Leaders.” Then draw a T-chart with the following headers:

<table>
<thead>
<tr>
<th>My name is . . .</th>
<th>I fought for . . .</th>
</tr>
</thead>
</table>

After reading each chapter, invite students to suggest information to add to the chart about the leader(s) they learned about in that chapter.

**Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

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**Additional Activities**

**More About Susan B. Anthony**

**Materials Needed:** internet access, capability to display internet in the classroom, sufficient copies of Susan B. Anthony (AP 1.3)

**Background for Teachers:** The video, which lasts 03:52 minutes, and the activity page provide more information for students on Susan B. Anthony and her fight for women’s voting rights.
Use this link to download the CKHG Online Resources for this unit, where the specific link to the video *Susan B. Anthony* may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Show students the video on Susan B. Anthony. Then hand out Susan B. Anthony (AP 1.3). Read through the descriptions of the events on the activity page, and then have students number the events in the order they occurred.

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**A Modern-Day Activist for Women’s Rights: Ruth Bader Ginsburg**

**Materials Needed:** internet access, capability to display internet in the classroom, sufficient copies of *Civil Rights Leaders* Student Book

**Background for Teachers:** You may wish to view the eleven-minute video *Top 10 Amazing Facts About Ruth Bader Ginsburg* for additional background information to aid in your discussion with students about Ruth Bader Ginsburg. Your students will watch the video Read Aloud of *I Dissent: Ruth Bader Ginsburg Makes Her Mark* by Debbie Levy, which follows the Supreme Court justice through her life as she challenges the assumptions of our society and our laws. This video lasts 14:35 minutes.

Use this link to download the CKHG Online Resources for this unit, where the specific links to these videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Have students turn to page 6 of their Student Books and find the image of Ruth Bader Ginsburg on the bottom right of the page. Explain that Ginsburg is a Supreme Court justice. Supreme Court justices are special judges who work in the highest court in the United States. Instead of working alone in their courtrooms, justices in the Supreme Court make decisions together about whether or not the laws in our country follow the Constitution of the United States.

After the Read Aloud video, invite students to share things they learned about Ruth Bader Ginsburg.
**Primary Focus Objectives**

✓ Understand the challenges that Mary McLeod Bethune faced. *(RI.2.1, SL.2.3)*
✓ Explain how Mary McLeod Bethune worked in education to help others. *(SL.2.2)*
✓ Understand the meaning of the following domain-specific vocabulary: *scholarship* and *segregation*. *(L.2.4, L.2.5)*

**Materials Needed**

- individual student copies of *Civil Rights Leaders* Student Book
- teacher and individual student copies of Map of the United States (AP 1.2)
- image of a Mary McLeod Bethune stamp, issued in 1985
- Civil Rights Leaders chart begun in Chapter 1

Use this link to download the CKHG Online Resources for this unit, where the specific link to an image of the stamp may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**What Teachers Need to Know**

A Southerner by birth and a teacher by profession, Mary McLeod Bethune brought vast experience to her post as head of the Division of Negro Affairs in the National Youth Administration (NYA) under Franklin Roosevelt. Bethune was part of a group of African American presidential advisors known as the “Black Cabinet.”

Bethune was born in South Carolina, the fifteenth child of freed slaves. Against all odds, she managed to get an education and promptly dedicated herself to teaching others. Bethune began her teaching career in small Southern schools for African Americans. At that time, education across the South was segregated, and African Americans had few educational opportunities. In 1904, she moved to the east coast of Florida and began her own school, Daytona Normal and Industrial Institute for Negro Girls. *(Normal was the designation given to colleges that taught students to become teachers.)* The school had just six pupils when it first opened. Bethune didn’t have enough money to buy furniture or supplies, so the children used crates as desks and wrote with small pieces of charcoal. To keep the school afloat, Bethune acted as the teacher, principal, and custodian. Bethune and her students also baked and sold pies to raise money for the school.
The Daytona school grew over the years. In 1923, Bethune merged the high school with the Cookman Institute for Men, and the joint college became Bethune-Cookman College in 1931. Bethune was president until 1936, when she took the position in the NYA.

Bethune was also active in the women’s suffrage movement, like Susan B. Anthony before her. Bethune encouraged African American men and women in Daytona Beach to vote, and she helped them overcome the obstacles white Southerners had put into place to keep them from voting. Before African Americans could vote, they had to pass a literacy test and pay a poll tax. Bethune taught special classes to help African Americans pass the literacy test. She also went door to door to raise money to pay the poll tax. When the local branch of the Ku Klux Klan heard about her efforts, they threatened to burn down her school if she didn’t stop. Bethune stood guard all night, ready to defend her institution, but the Klansmen never came. When election day arrived, Bethune proudly led dozens of African Americans to the polls to vote. Her continuing interest in the rights of African American women had led her to found the National Council for Negro Women in 1935. Bethune was also active in the National Association for the Advancement of Colored People (NAACP), serving as vice president of the organization from 1940 to 1955. She accompanied Eleanor Roosevelt as an official observer to the first session of the United Nations in 1945.

**THE CORE LESSON**

**Introduce “Mary McLeod Bethune”**

Referring to the images from Chapter 1, review with students the following key points made in the previous Read Aloud about Susan B. Anthony:

- Susan B. Anthony lived during the time of the Civil War.
- Susan B. Anthony fought for women’s right to vote.
- Even though it was against the law, Susan B. Anthony protested by voting in an election and was arrested.
- The law was not changed to give women the right to vote until many years after Susan B. Anthony died.

Tell students that today they will hear about a woman who was African American. She was born not long after the Civil War. Tell students that her name was Mary McLeod Bethune.

**Big Question**

What cause was most important to Mary McLeod Bethune?

**Core Vocabulary**

scholarship    segregation
Distribute and show students the Map of the United States (AP 1.2). Tell students that the state in which Mary McLeod Bethune grew up was South Carolina. Point to its location on the map. Note that later in her life, Mary moved to Florida. Point to its location on the map.

Tell students to turn to page 7 in the Student Book, noting that this chapter is titled “Mary McLeod Bethune.” Tell students to listen carefully to this Read Aloud to find out what cause was most important to Mary McLeod Bethune.

Mary McLeod Bethune

Mary McLeod was born in 1875 in South Carolina. Her parents were freed slaves. When Mary was a little girl, she wanted to learn to read. But no one in Mary’s family could teach her. There was no time for school because everyone had to work on the family farm.

Then one day a woman came to the McLeod farm and said she was starting a school for African American children. Mary wanted to go to school. Her parents agreed to let her go. Mary learned fast and taught her brothers and sisters to read.

Ask students the following questions:

LITERAL—What did Mary McLeod Bethune want to do when she was a little girl?

» When Mary McLeod Bethune was a little girl, she wanted to learn to read.

LITERAL—Why was learning to read a challenge for Mary?

» Learning to read was a challenge for Mary because no one in her family could teach her. Everyone was needed to work on the farm, so there was no time for school.
After elementary school, Mary was given a scholarship to go to a high school for African American girls in North Carolina. At this time in the South, there was segregation. This meant that people were separated because of race. So, black children and white children did not go to the same schools. Later, Mary went to college and then returned home to teach in the school she had once gone to. Mary married and became Mary McLeod Bethune. She had a son.

**CORE VOCABULARY**—Explain that a **scholarship** is money paid to a student to allow him or her to go to school.

**CORE VOCABULARY**—Explain that **segregation** is the act of keeping people separate, usually on the basis of race.

**Ask students the following questions:**

**LITERAL**—How did a scholarship help Mary?

» A scholarship helped Mary go to high school in North Carolina.

**LITERAL**—Why couldn’t Mary go to the same schools as the white children?

» Mary had to go to different schools because of segregation.

**LITERAL**—What did Mary do when she was finished with college?

» When she was finished with college, Mary went back home to teach. She also got married and had a son.
Mary decided to start a school of her own for African American girls. With only $1.50 in her pocket, she moved to Daytona Beach, Florida, and did just that! In the first year, she had only a few students. Mary collected crates and boxes for her students to sit and write on. Some people tried to scare her away, but over time more and more students came to Mary’s school.

Ask students the following questions:

**LITERAL**—What did Mary do when she moved to Florida?

» When Mary moved to Florida, she started a school of her own for African American girls.

**EVALUATIVE**—Why was the first year of Mary’s new school hard?

» The first year at the new school was hard because she had only a few students, she had to use crates and boxes as furniture, and people tried to scare her away.

**LITERAL**—What happened to the school over time?

» Over time, more and more students came to the school.
Then Mary began to teach night classes to African American men so that they could gain the skills needed to vote. During this time, only men could vote, but they had to be able to read and write.

Throughout her life, Mary believed that with an education people could improve their lives. She devoted her life to the education of African Americans.

Ask students the following questions:

**LITERAL**—What did Mary do in addition to teaching girls?

» Mary began night classes to teach African American men to read and write so they could vote.

**LITERAL**—Why was education important to Mary?

» Mary believed that an education would help people improve their lives.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What cause was most important to Mary McLeod Bethune?

» Education was the most important cause to Mary McLeod Bethune. She wanted to educate African Americans so they could vote and improve their lives.
Show students the Mary McLeod Bethune stamp. Explain that the image on the stamp is a picture of Mary McLeod Bethune. The stamp was created by the U.S. Postal Service in 1985 to honor Mary McLeod Bethune’s accomplishments. If your browser uses Flash, click on the image to enlarge it.

Add Mary McLeod Bethune to the Civil Rights Leaders chart that you began in Chapter 1.

Additional Activity

More About Mary McLeod Bethune

Materials Needed: internet access, capability to display the internet in the classroom

Background for Teachers: Prepare for the activity by watching the video Mary McLeod Bethune, Pioneer in Education & Equality and listening to the song “Education Changes Lives.”

Use this link to download the CKHG Online Resources for this unit, where the specific links to the song and video may be found:

www.coreknowledge.org/ckhg-online-resources

Watch the video Mary McLeod Bethune, Pioneer in Education & Equality (02:02) with students to learn even more about Mary McLeod Bethune. After the video, ask students to share facts they learned in the video that they didn’t know before.

Next, play the song “Education Changes Lives.” Invite students to sing along with the song.
CHAPTER 3

Eleanor Roosevelt

Primary Focus Objectives

✓ Identify Eleanor Roosevelt as First Lady, wife of the president of the United States. (RI.2.1, SL.2.3)

✓ Explain how Eleanor Roosevelt helped others. (SL.2.2)

✓ Understand the meaning of the following domain-specific vocabulary: supported, politics, polio, Great Depression, representative, United Nations, and human rights. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Civil Rights Leaders Student Book

• teacher and individual student copies of Map of the United States (AP 1.2)

• Civil Rights Leaders chart begun in Chapter 1

What Teachers Need to Know

In the 1900s, Eleanor Roosevelt was a tireless worker for civil and human rights. Her biographies refer to her as a diplomat, writer, humanitarian, and First Lady. As the wife of President Franklin Roosevelt, she had the opportunity to publicize the problems of African Americans, women, and young people during the Great Depression and to lobby her husband and his administration to provide work programs for these groups.

But even before she became First Lady in 1933, Eleanor Roosevelt had been interested in and actively engaged in working for social causes as a member of the Women’s Trade Union League and the Democratic Party. As a result of her interest in social justice, Eleanor Roosevelt introduced her husband to African American leaders and pushed him to establish the informal Black Cabinet to advise him on policies for African Americans. Often the laws passed to aid the victims of the Depression, providing work programs and relief, were not applied fairly to African Americans or to women—both groups were often passed over in favor of married white men. African Americans could be refused acceptance into certain kinds of skilled jobs. They could also be paid at a lower rate than white men working at the same type of job. Eleanor Roosevelt brought these and other issues to her husband’s attention and pushed him to make changes. She championed the establishment of the National Youth Administration and the Division of Negro Affairs within it.

To aid women, Eleanor Roosevelt called a White House Conference on the Emergency Needs of Women in 1933. Because of the Great Depression, some four hundred thousand women needed relief help. Each state was mandated by the federal government to set up a Women’s Division and to begin relief projects to employ women.

In 1939, Eleanor Roosevelt resigned from the Daughters of the American Revolution when they refused to allow Marian Anderson to sing in their hall in Washington, D.C. Anderson was a world-famous African American opera singer. Eleanor Roosevelt obtained permission for Anderson to sing at the Lincoln Memorial.
After her husband’s death in 1945, Eleanor Roosevelt continued to play a prominent role in social activism—this time on a world stage. In 1945, she was named a delegate to the new United Nations (UN), an organization for world peace that grew out of World War II. The following year, she became chair of the UN’s Commission on Human Rights and coauthored the UN’s Universal Declaration of Human Rights. She served at the world organization until 1952 and again in 1962.

**The Core Lesson**

**Introduce “Eleanor Roosevelt”**

Referring to the images from Chapter 2, review with students the following key points made in the previous Read Aloud about Mary McLeod Bethune:

- Mary McLeod Bethune was an African American woman born after the Civil War.
- Mary’s parents were freed slaves, and no one in her family, including her parents, could read.
- After asking her parents’ permission, Mary went to a segregated school for African American girls and learned to read.
- After Mary went to college, she started her own school for African American children in Florida.
- She also taught classes at night to African American men so that they could learn to read and write. Men could only vote at that time if they were able to read and write.

**Big Question**

What were some of the things that Eleanor Roosevelt did to help others?

**Core Vocabulary**

supported  politics  polio  Great Depression  representative
United Nations  human rights
Eleanor Roosevelt was born in 1884 in New York City. Eleanor grew up wearing beautiful clothes and lived in a fancy house with maids and servants. When she was fifteen, Eleanor was sent to a high school in England. After high school, she returned to New York.

Eleanor wanted to help people who did not have as much as she did. She began to work with children who lived in poverty. It was also an exciting time for Eleanor, as her uncle, Theodore Roosevelt, had just become president of the United States.

Ask students the following questions:

**LITERAL**—When Eleanor got back from high school, what did she want to do?

» Eleanor wanted to help people who did not have as much as she did.

**LITERAL**—What did Eleanor do to help people?

» Eleanor worked with children who lived in poverty.
When Eleanor was twenty-one, she married a distant cousin named Franklin Delano Roosevelt. Eleanor supported her husband as he began to work in politics. However, Franklin became sick with a disease called polio. Though in time he got better, Franklin could no longer walk easily. Eleanor helped him with his work.

**CORE VOCABULARY**—Explain that **supported** means helped.

**CORE VOCABULARY**—Explain that **politics** are the activities of leaders in government who must keep up with the changes in the country and even create new laws.

**CORE VOCABULARY**—Explain that **polio** is a sickness that can make someone’s muscles very weak.

**SUPPORT**—Explain that although polio was a very serious problem when Eleanor and Franklin Roosevelt were young, polio is a disease people don’t get any more in the United States because a medication (vaccination) was developed to stop it.

**Ask students the following question:**

**LITERAL**—What did Eleanor do after she married Franklin Delano Roosevelt?

» She helped him with his work in politics.
When Franklin D. Roosevelt was elected president in 1932, Eleanor became the First Lady. At that time, the United States was in the middle of a difficult period called the Great Depression. Businesses failed. Some people lost their jobs and could no longer afford food. People stood in long lines just to get something to eat. Eleanor traveled around the country to talk with those in need, visited hospitals, and served food to the poor. She told the president about the things she saw.

CORE VOCABULARY—Explain that the Great Depression was a time when many people in the United States were out of work and many people did not have enough to eat.

SUPPORT—Remind students that as First Lady, Eleanor Roosevelt would have lived in the nation’s capital, Washington, D.C. Help students find Washington, D.C., on the Map of the United States (AP 1.2).

Ask students the following questions:

LITERAL—When Franklin was elected president, what did Eleanor become?

» When Franklin was elected president, Eleanor became First Lady.

LITERAL—What did Eleanor do during the Great Depression?

» During the Great Depression, Eleanor traveled around the country to talk with those in need, visited hospitals, and served food to the poor. Then she told the president about what she saw.
Mary McLeod Bethune and other African American leaders were invited to the White House. They wanted to help President Roosevelt and Eleanor improve the lives of African Americans, most of whom were poor.

Mary McLeod Bethune and Eleanor Roosevelt worked together to try to help all children get a good education.

Ask students the following questions:

**LITERAL**—What did Mary McLeod Bethune and Eleanor Roosevelt do together?

» Mary and Eleanor worked together to try to help all children get a good education.

**LITERAL**—Why were African American leaders invited to the White House?

» African American leaders were invited to the White House to help President Roosevelt and Eleanor improve the lives of African Americans.
Eleanor also felt strongly about the rights of Native Americans. She spoke out about the fact that Native Americans had lost so much of their land. As the First Lady, Eleanor had many chances to speak about the problems facing America.

Later, Eleanor Roosevelt became the first representative from the United States to the new world group called the United Nations. Mary McLeod Bethune also joined the United Nations. Eleanor and Mary helped to write a list of human rights that the UN promised to help people achieve everywhere.

CORE VOCABULARY—Explain that a representative is a person who speaks or acts for someone else. As a representative, Eleanor Roosevelt spoke and acted for the United States.

CORE VOCABULARY—Explain that the United Nations is a group that works to make the world a better place. It is made up of representatives from almost every country on Earth.

CORE VOCABULARY—Explain that human rights are freedoms and protections that every person deserves to have.

Ask students the following questions:

LITERAL—Eleanor felt strongly about education and helping people. What else did she feel strongly about?

» Eleanor felt strongly about the rights of Native Americans.

LITERAL—What did Eleanor and Mary McLeod Bethune do at the United Nations?

» Eleanor and Mary helped write a list of human rights.
**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What were some of the things that Eleanor Roosevelt did to help others?

» Eleanor worked to ensure that everyone got an education. She worked to help the poor during the Great Depression. She worked to ensure that people all over the world were given their human rights.

Add Eleanor Roosevelt to the Civil Rights Leaders chart that you began in Chapter 1.

**Additional Activities**

**More About Eleanor Roosevelt**

<table>
<thead>
<tr>
<th>Activity Page</th>
<th>Materials Needed: internet access, capability to display internet in the classroom, sufficient copies of Mary or Eleanor? (AP 3.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background for Teachers:</td>
<td>Eleanor Roosevelt was First Lady of the United States from 1933 to 1945, coming into office during the Great Depression and leaving during World War II. She broke barriers during her term as First Lady through her travels as her husband’s eyes and ears, her willingness to hold press conferences, and her daily syndicated newspaper column. Although her time as First Lady ended abruptly with her husband’s death during his fourth term, her influence in the United States and the world did not wane. She continued her career as the first American spokesperson to the United Nations. She viewed her role in the creation of the UN’s Universal Declaration of Human Rights in 1948 as her life’s greatest achievement.</td>
</tr>
</tbody>
</table>

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video Read Aloud Hot Dog! Eleanor Roosevelt Throws a Picnic may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Show students the video Read Aloud of Hot Dog! Eleanor Roosevelt Throws a Picnic (15:32). Invite students to share their thoughts about the story.

Then pass out Mary or Eleanor? (AP 3.1). Read through the activity page with students. For each event, students should mark the line with the initials of Mary McLeod Bethune or Eleanor Roosevelt.

**A Modern-Day First Lady: Michelle Obama**

| Materials Needed: internet access, capability to display internet in the classroom |
| Background for Teachers: Michelle Obama was First Lady of the United States from 2009 to 2017. The Obamas were the first African American president and First Lady. |
A lawyer by education, Michelle’s career has focused on community building, youth services, and education. Another big focus of Michelle Obama’s work as First Lady was healthy food and exercise for kids. During President Obama’s term in office and at the request of the First Lady, the White House had a kitchen garden for the first time since World War II. Schoolchildren were invited to participate in the harvest of vegetables from the White House garden.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos on Michelle Obama and the White House gardens may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that in this activity, they are going to meet another First Lady, one who served much more recently than Eleanor Roosevelt. Explain that in 2008, an African American man named Barack Obama was elected president. His wife, Michelle, became First Lady. Show the video Michelle Obama: 1st African-American First Lady (03:43) to introduce students to Mrs. Obama.

Explain that just like Eleanor Roosevelt had special projects to help improve people’s lives, so did Michelle Obama. As one of her projects, Mrs. Obama worked to help America’s children get access to healthy food. Show students one or both of the videos about Michelle Obama’s work in this area:

- Michelle Obama Welcomes Local Kids to White House Garden (02:34)
- The First Lady, Elmo, and Rosita Partner to Encourage Healthy Food Choices for Kids (04:38, starting at time stamp 05:00)

After students have watched the videos, invite them to compare the work that Michelle Obama and Eleanor Roosevelt did as First Ladies. Ask:

What was the same about the work that Michelle and Eleanor did when they were First Lady?

» Answers may vary, but students should note that both First Ladies worked to make the lives of people in the United States and the world better.
CHAPTER 4

Jackie Robinson

Primary Focus Objectives

✓ Understand the challenges that Jackie Robinson faced. (RI.2.1, SL.2.3)

✓ Recognize Jackie Robinson’s role in the integration of baseball. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: Major League Baseball, courage, talented, athlete, track, officer, and discrimination. (L.2.4, L.2.5)

Materials Needed

- individual student copies of Civil Rights Leaders Student Book
- teacher and individual student copies of Map of the United States (AP 1.2)
- Civil Rights Leaders chart begun in Chapter 1

What Teachers Need to Know

On April 15, 1947, Jackie Robinson put on a Brooklyn Dodgers uniform, walked to the plate in Ebbets Field, struck the batter’s pose, and waited for the pitch. These simple actions broke the color barrier in Major League Baseball. Robinson was African American, and up until then baseball had been segregated. Any African American who wanted to play professional baseball had to play in separate Negro leagues.

Raised in California, Robinson was a standout athlete at Pasadena Junior College and UCLA. He was on the football, basketball, baseball, and track teams in college. Robinson served as an officer in the army during World War II. After the war, he began playing professional baseball in the Negro leagues, where Branch Rickey, the president and general manager of the Brooklyn Dodgers, discovered him.

Rickey thought Robinson’s skills and temperament might allow him to break the color barrier in Major League Baseball. Before allowing him to play for the Dodgers, Rickey had deliberately tested Robinson’s nerves by shouting insults at him. Rickey wanted to see if Robinson could hear the kind of insults and taunts he was sure to receive from bigoted fans without losing his cool. In October 1945, Rickey offered Robinson a contract to play on a Dodgers farm team, the Montreal Royals of the International League. Robinson played well for the Montreal Royals and had the best batting average in 1946. In 1947, he earned a spot playing for the Dodgers in the major league. Robinson faced tremendous abuse during his first months. Fans yelled insults and threw bottles when he played. Some even called in death threats. Players on other teams deliberately threw balls at his head and spiked him with their cleats when they slid into bases. Some of his own teammates were supportive and friendly, but others complained about having to play with an African American. Because of Jim Crow laws in the South, Robinson was not allowed to stay in the same hotel or eat in the same restaurant with his teammates. Despite all of these hardships, Robinson kept his cool. He later said, “Plenty of times I wanted to haul off when somebody insulted me for the color of my skin, but I had to hold to myself. I knew I was kind of an experiment. The whole thing was bigger than me.”
But Robinson not only endured, he ultimately prevailed. It helped that he was an excellent player. He led the National League in stolen bases during his rookie season and was chosen Rookie of the Year. In 1949, he hit a league-leading .342 and was selected as the league’s most valuable player (MVP). He went on to lead Brooklyn to six league championships and a World Series triumph. In 1962, Jackie Robinson became the first African American named to the Baseball Hall of Fame. Major League Baseball retired his number (42) in 1997, the fiftieth anniversary of his debut. Later athletes who benefited from Robinson breaking the color barrier were not only African Americans but also Hispanics and Asians—none of whom could have played before Robinson stepped up for that first at bat.

**The Core Lesson**

**Introduce “Jackie Robinson”**

Referring to the images from Chapter 3, review with students the following key points made in the previous Read Aloud about Eleanor Roosevelt:

- Eleanor Roosevelt grew up in a wealthy family.
- Eleanor’s husband, Franklin Delano Roosevelt, was in politics but, after he became sick with polio, he could not walk.
- Eleanor helped her husband with his work.
- Franklin Delano Roosevelt was elected president of the United States during the Great Depression, when many people were suffering.
- Eleanor traveled around the country to talk to people who were poor and/or sick. She talked to the president about what she saw.
- Eleanor also spoke out about how unfairly Native Americans had been treated.
- Eleanor became the first person to represent the United States at the United Nations (UN).
- Eleanor and Mary McLeod Bethune worked together at the UN to write a list of human rights that the UN promised to help all people achieve.

Tell students that in this Read Aloud they will learn about a man by the name of Jackie Robinson who became the first African American ever to play baseball on a Major League Baseball team.

**CORE VOCABULARY**—Explain that **Major League Baseball** is the highest level of baseball in the United States. The players are paid a lot of money to play, and the games are often shown on television.

Jackie Robinson became the first African American to play Major League Baseball, about seventy-five years ago! Before that, African American and white baseball players did not play professionally on the same teams.

**Big Question**

In what ways did Jackie Robinson demonstrate courage?
Core Vocabulary

Major League Baseball  courage  talented  athlete  track
officer  discrimination

Chapter 4: “Jackie Robinson”

Distribute and show students the Map of the United States (AP 1.2). Tell students that Jackie Robinson was born in Georgia, and point to its location on the map. Then point out California, Hawaii, and New York, other states that Jackie Robinson lived in during his life.

Tell students to turn to page 16 in the Student Book, noting that this chapter is titled “Jackie Robinson.” Ask them to look at the image on the page as you read aloud and listen to find out in what ways Jackie Robinson demonstrated courage when he first started playing Major League Baseball on a team with white players.

Jackie Robinson

Today, baseball is a popular sport. But there was a time when African American baseball players and white baseball players did not play together. This all changed when a man named Jackie Robinson stepped out onto a baseball field in 1947. Not only was Jackie a great player, he also showed the world great courage in breaking down barriers among people.

CORE VOCABULARY—Explain that courage is the feeling that you can do something difficult or dangerous, even if you’re afraid.
Ask students the following questions:

**EVALUATIVE**—How was baseball different in the past?

» In the past, African American players and white players did not play together professionally.

**LITERAL**—When did baseball change?

» Baseball changed in 1947, when Jackie Robinson stepped onto a baseball field.

Now ask students to look at the image on page 17 as you read aloud.

Jackie Robinson was born in 1919 in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers, people who worked the land for others for very little pay. Later, his family moved to Pasadena, California.

As a boy, Jackie was a talented athlete. In high school, he played football, basketball, baseball, and tennis, and he ran track too. After high school, Jackie went to college.

**CORE VOCABULARY**—Explain that **talented** means naturally very good at something.

**CORE VOCABULARY**—Explain that an **athlete** is someone who plays sports.

**CORE VOCABULARY**—Explain that **track** is a nickname for track-and-field, a sport that involves running races, jumping, and throwing objects.
Ask students the following questions:

**LITERAL**—Where did Jackie first live?

» Jackie first lived in Georgia.

**LITERAL**—Where did Jackie and his family move to?

» Jackie and his family moved to Pasadena, California.

Ask students to look at the images on page 18 as you read aloud.

In college, Jackie competed in baseball, basketball, football, and track. He was picked for the all-American football team, which is a team of the best players from different schools around the country.

After college, Jackie began playing football for the Honolulu Bears, a Hawaiian team. When the United States entered World War II, Jackie joined the army. He became an officer.

**CORE VOCABULARY**—Explain that an **officer** in the army is one who is in charge.

**SUPPORT**—Help students identify the different sports represented in the image on the page. (far left: baseball; middle top: track; middle bottom: football; far right: basketball)

**SUPPORT**—Although Jackie Robinson did play on integrated teams in high school and college in California, the professional baseball teams in the United States were segregated at that time.
Ask students the following questions:

**LITERAL**—What special team did Jackie Robinson play for in college?

» Jackie Robinson played on the all-American football team, a team of the best players from different schools around the country.

**LITERAL**—What sport did Jackie Robinson start playing when he graduated from college?

» Jackie Robinson started playing football.

**LITERAL**—What caused Jackie to leave the Honolulu Bears football team?

» Jackie joined the army because of World War II.

Now ask students to look at the image on page 19 as you read aloud.

Growing up, Jackie knew about discrimination, which was at the time legal in parts of the United States. Discrimination is the unfair treatment of people because of their skin color, race, religion, or some other reason. Jackie experienced discrimination in the army too.

**CORE VOCABULARY**—Explain that *discrimination* is unfair treatment of people because of their skin color, race, religion, or some other reason.
Ask students the following questions:

LITERAL—What kind of discrimination did Jackie face in the army?

» In the army, Jackie was told to move to the back of the bus because of the color of his skin.

LITERAL—Why did Jackie refuse to move?

» Jackie refused to move because he felt it was discrimination and that the color of his skin should not be a reason why he could not sit where he wanted.

Ask students to look at the image on page 20 as you read aloud.

When Jackie left the army, he began playing baseball for the Kansas City Monarchs. The Monarchs were an all African American team.

One day, Branch Rickey, the president of the Brooklyn Dodgers, saw Jackie play. He wanted Jackie to play for the Dodgers even though they were an all-white team. Branch wanted Jackie to become the first African American to play Major League Baseball. Jackie agreed!

Ask students the following questions:

LITERAL—What did Jackie do after he left the army?

» After he left the army, Jackie began to play baseball for the Kansas City Monarchs.

LITERAL—What happened when the president of the Brooklyn Dodgers saw Jackie play?

» He asked Jackie to become the first African American to play Major League Baseball.
Jackie began playing with the Montreal Royals, a training team for the Brooklyn Dodgers. Jackie played well. Then, on April 15, 1947, Jackie Robinson put on the Brooklyn Dodgers uniform, wearing number forty-two. As the first African American player on a major league team, Jackie stepped out at Ebbets Field. Thousands of fans were there.

**SUPPORT**—Tell students that many players in Major League Baseball start out playing with a training team, as Jackie did when he played for the Montreal Royals. If a player does well on the training team, he is moved up to the major league team.

**Ask students the following question:**

**EVALUATIVE**—What important thing did Jackie Robinson do on April 15, 1947?

» On April 15, 1947, Jackie Robinson became the first African American player on a major league team.
Jackie knew that Branch had chosen him because of his talent and his character. Jackie was strong and brave. Some players on the field—and many people in the crowd—were mean to him and called him names. But Jackie ignored them and just played baseball.

And that’s what he did every time he stepped out onto the field, even when some players tried to injure him. Jackie simply played his best. In the end, he changed baseball forever. Jackie became the first African American to be included in the Baseball Hall of Fame.

**SUPPORT**—Tell students that the photo at the bottom of the page shows Jackie Robinson sliding into a base. When a baseball player steals a base, he runs to the next base before the pitcher throws the ball to the batter. Jackie Robinson stole more bases than any other player in the league.

**SUPPORT**—**Ask students to turn back to page 16 and look at the image of the baseball players.** Explain that the players are all wearing the number 42 to honor Jackie Robinson. Major League Baseball retired his number, which means no future players may wear the number 42. Players also celebrate Jackie Robinson each year on April 15, the day he first came to bat for the Brooklyn Dodgers.

**Ask students the following questions:**

**EVALUATIVE**—Why did Jackie have to be strong and brave?

» Jackie had to be strong and brave because people were mean to him, called him names, and even tried to hurt him when he played.

**LITERAL**—How did Jackie respond to the bad treatment?

» Jackie responded to the bad treatment by simply playing his best.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—In what ways did Jackie Robinson demonstrate courage?

» Jackie Robinson demonstrated courage in the army by standing up to discrimination when he refused to move to the back of the bus. Jackie demonstrated courage in baseball by playing his best even though players and fans were being mean to him and some players tried to hurt him.

Add Jackie Robinson to the Civil Rights Leaders chart that you began in Chapter 1.

Additional Activities

More About Jackie Robinson

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos I Am Jackie Robinson (17:16) and Jackie Robinson for Kids (03:30) may be found:

www.coreknowledge.org/ckhg-online-resources

Show students the videos. After watching each video, encourage students to share new information they have learned about Jackie Robinson.

Guide discussion by asking the following questions:

Why did Jackie persevere even though he was treated badly and unfairly?

» Jackie persevered because he wanted to change how people thought about and behaved toward African Americans.

Do you think Jackie’s plan worked?

» Accept reasonable responses. Some evidence that Jackie’s plan worked is that Major League Baseball and other sports are now integrated, the pool that he was not allowed to swim in is now open to everyone and named in his honor, and there are no longer teams that are separated into African American players and white players.

Modern-Day Sports Champions: Serena Williams and Simone Biles

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Serena Williams and her sister Venus have been training in tennis since they each were three years old. Serena turned pro in 1995, the year she turned fourteen, and won the French Open, Wimbledon, and the U.S. Open seven years later. In 2003, she won her first Australian Open, capturing all four Grand Slam titles in her career and holding all four women's titles simultaneously. In all, Serena Williams has won twenty-three Grand Slam singles titles in her career.
Simone Biles has had a similarly groundbreaking career in gymnastics. She has won the most world medals in gymnastics in U.S. history and the most world championship gold medals of any female gymnast. As of October 2019, she owned twenty-five world championship medals, nineteen of which are gold. Including her Olympic performances, she has won a total of thirty medals, and she is expected to break the current record of thirty-three at the 2020 Olympic Games. Four gymnastic moves have been named after her.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos *Serena Williams (Biography for Kids)* (03:20) and *Gymnast Simone Biles Aims to Make Olympic History* (05:54) may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Watch the videos with your students. Ask students to share facts they learned about Serena Williams and Simone Biles. Note that the video about Simone Biles was recorded before Biles competed in the 2016 Olympics, where she won five medals.

Observe that getting to the top in any sport requires hard work and bravery. Ask students to give examples of Serena’s and Simone’s hard work and bravery. Then ask students to compare the way things were for Serena and Simone to the way things were for Jackie in professional sports.
Rosa Parks was born and raised in Alabama. She joined the National Association for the Advancement of Colored People (NAACP) in 1943 after she moved to Montgomery, Alabama. As secretary of the Montgomery chapter, she was actively involved in its work. On her way home from her job on the night of December 1, 1955, she took a seat in the first row of the “colored” section of a Montgomery bus. Buses, trains, restaurants, and movie theaters—all public places and means of transportation—were segregated in the South. As the bus became crowded, the driver ordered Parks to give up her seat to a white man. She refused and was arrested and later fined ten dollars.

Local leaders of the NAACP and others within the African American community laid out a plan to boycott Montgomery buses. An organization called the Montgomery Improvement Association was set up, and a young clergyman, Dr. Martin Luther King Jr., was elected to lead it. Some seventy-five percent of the city’s bus ridership was African American, and even though most did not own cars, they observed the boycott for 382 days. The U.S. Supreme Court handed down a ruling in late 1956 that segregation on Alabama buses was unconstitutional. The Montgomery bus companies began rolling again without “colored” sections.

The civil rights movement would continue through the 1950s and 1960s, but many people feel that it got its start when Rosa Parks refused to move to the back of the bus. For her simple refusal to comply with a law that she viewed as unjust, Rosa Parks has become a hero to many.
**THE CORE LESSON**

**Introduce “Rosa Parks”**

Referring to the images from Chapter 4, review with students the following key points made in the previous Read Aloud about Jackie Robinson:

- Jackie Robinson was the first African American to play Major League Baseball on a team whose other players were all white.
- As a boy and in college, Jackie Robinson was a talented athlete in many sports, including baseball, basketball, football, and track.
- Jackie Robinson joined the army as an officer and experienced discrimination.
- After the army, Jackie played baseball for a team on which all of the players were African American.
- Then Jackie was picked by Branch Rickey, the president of the Brooklyn Dodgers, to play on the all-white Brooklyn Dodgers team.
- Jackie ignored the insults and poor treatment that he received from his teammates, other players, and the people watching him play baseball. He always made sure that he played his best.

Tell students that in this chapter, they will learn about a woman named Rosa Parks, an African American who experienced discrimination in another way. Ask students if they have ever ridden on a bus. Ask how they would feel if they were told they could only sit in the seats at the very back of the bus. Not so very long ago, when their grandparents were young, African Americans had to follow this rule all the time. But one day in December in the city of Montgomery, Alabama, a brave African American woman named Rosa Parks broke the rule.

**Big Question**

Why do you think Rosa Parks refused to give up her seat on the bus?

**Core Vocabulary**

- bail
- boycott
- Supreme Court
- civil rights movement
Rosa Parks was born in 1913 in Alabama. She grew up on a small farm with her brother, mother, and grandparents. Rosa lived during the time of legal segregation in the South. There, African Americans faced discrimination. They did not have the same rights as white people.

Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or sit in the same waiting rooms. When traveling by bus, African Americans were expected to sit in certain seats, and in movie theaters they often had to sit in the balcony.

SUPPORT—Point out the word colored in the top left image on the page. Explain that at the time, the term colored was used to describe African American people.

Ask students the following question:

LITERAL—What did discrimination and segregation look like for Rosa Parks when she was growing up?

» When Rosa Parks was growing up, African Americans and white people used different schools, restaurants, and waiting rooms, as well as different bus and theater seats.
When Rosa was a little girl, she had to go to a school that was just for African American children. It was an old, one-room schoolhouse that only held classes for five months each year. Far too often there weren’t enough desks or school supplies for the students. Rosa noticed that buses took white children to a new school nearby.

When Rosa was nineteen, she married Raymond Parks. Raymond was involved in the movement to improve the lives of African Americans. Rosa began to help too.

Ask students the following questions:

**EVALUATIVE**—What was different about the school for African American children and the school for white children?

» The school for African American children was old and didn’t have enough desks or school supplies. The school for white children was new.

**LITERAL**—When did Rosa begin to help in the movement that worked to improve the lives of African Americans?

» Rosa began to help in the movement after she married Raymond Parks.
Then came the day that changed things forever. On a cold December evening in 1955, in Montgomery, Alabama, Rosa Parks left work and set off to catch the city bus that would take her home. Rosa stepped onto the bus and took a seat just behind the whites-only section.

Ask students the following question:

**LITERAL**—Where did Rosa sit on the bus?

» Rosa sat just behind the whites-only section.
Before long, all the seats on the bus were full, and some white people were left standing. Back then, the bus driver could tell African Americans to give up their seats to white passengers.

Ask students the following question:

**LITERAL**—What could bus drivers do on crowded buses?

» Bus drivers on crowded buses could tell African Americans to give up their seats to white passengers.
The bus driver did just that! He told some African American people on the bus to give up their seats. All of them did—except for Rosa. When the bus driver said he would call the police if she did not move, Rosa quietly said, “You may do that.” When he asked her one more time to stand up, Rosa replied by saying, “I don’t think I should have to stand up.”

Before long, a police officer came. Rosa was arrested and taken to the police station. Later that night, she was released on bail.

**CORE VOCABULARY**—Explain that *bail* is money posted to free a prisoner until his or her trial begins.

**Ask students the following questions:**

**LITERAL**—What did Rosa say when the bus driver asked her to stand up?

» When the bus driver asked her to stand up, Rosa said she didn’t think she should have to stand.

**LITERAL**—What happened to Rosa because she refused to give up her seat?

» Rosa was arrested because she refused to give up her seat.
Many African American women supported the boycott, which was led by a young man named Dr. Martin Luther King Jr. The boycott lasted for 382 days. Without passengers to ride the city buses, the city couldn’t afford to run the buses. Some white people supported the boycott too.

CORE VOCABULARY—Explain that a **boycott** is a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country. In this instance, African Americans in Montgomery refused to use the city’s bus system.

**Ask students the following questions:**

**LITERAL**—How did other African Americans in Montgomery react to Rosa’s arrest?

» African Americans in Montgomery protested by refusing to use the buses.

**LITERAL**—How long did the boycott last?

» The boycott lasted for 382 days.

**LITERAL**—Who led the protests?

» A man named Dr. Martin Luther King Jr. led the protests.

**Note to Teacher:** Students will learn more about Dr. King in the next chapter.
On November 13, 1956, the U.S. Supreme Court decided that it was against the law to make African Americans give up their seats. This was a great victory! Never again would an African American person have to give up their seat on a bus.

**CORE VOCABULARY**—Explain that the *Supreme Court* is the highest court in the land.

**Ask students the following question:**

**LITERAL**—What did the U.S. Supreme Court decide about making African Americans give up their seats?

» The Supreme Court decided that it was against the law to make African Americans give up their seats.
Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the mother of the civil rights movement. She continued to work for civil rights her entire life.

Rosa received many awards for her courage and her work. She received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

**CORE VOCABULARY**—Explain that the **civil rights movement** was the name given to the fight to end segregation and discrimination against African Americans in the United States.

**Ask students the following questions:**

**LITERAL**—What movement did Rosa help start?

» Rosa helped start the civil rights movement.

**LITERAL**—Did Rosa stop working for civil rights after the U.S. Supreme Court gave its decision?

» No, Rosa worked for civil rights her whole life.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why do you think Rosa Parks refused to give up her seat on the bus?

» Rosa Parks refused to give up her seat on the bus because segregation was unfair, and forcing African Americans to sit in the back of the bus and give up their seats for white people was a type of segregation.

Add Rosa Parks to the Civil Rights Leaders chart that you began in Chapter 1.

Additional Activities

More About Rosa Parks

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Preview the video Rosa Parks for Kids.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video Rosa Parks for Kids may be found:

www.coreknowledge.org/ckhg-online-resources

Watch the video with students, starting at time stamp 01:28 and ending at 12:36. Encourage students to share details about Rosa’s story that they learned from the video.

Tell students that when some people tell the story about Rosa’s stand on the bus, they tell the story in a way that’s not exactly correct. Read this quote to students:

“People always say that I didn’t give up my seat because I was tired, but that isn’t true. I was not tired physically. . . . No, the only tired I was, was tired of giving in.” —Rosa Parks

Work with students to put Rosa’s statement in their own words.

What If Rosa Parks Met Susan B. Anthony? (SL.2.2, SL.2.4)

Material Needed: sufficient copies of the Civil Rights Leaders Student Book

Remind students that Susan B. Anthony thought it was unfair that women could not vote. So, she broke the law by voting, and a judge found her guilty.

Tell students to imagine that Susan B. Anthony and Rosa Parks could meet. What would they say to each other?

Give students a few minutes to review the Student Book chapters about the two women and think about the question.

Let pairs of students role-play the meeting. They might compare their actions and how they were the same and different. They might tell how they felt when they broke the law and when a judge found them guilty. They might tell how Rosa Parks felt or how Susan B. Anthony would have felt when the law was changed.
Primary Focus Objectives

✓ Identify Martin Luther King Jr. (RI.2.1, SL.2.2)
✓ Understand the importance of nonviolence for King. (RI.2.1, SL.2.2)
✓ Recognize King’s “I Have a Dream” speech. (RI.2.1, SL.2.2)
✓ Understand the meaning of the following domain-specific vocabulary: church minister, nonviolent movement, inequality, register, alternative, patience, patient, justice, and sit-ins. (L.2.4, L.2.5)

Materials Needed

- individual student copies of Civil Rights Leaders Student Book
- teacher and individual copies of Map of the United States (AP 1.2)
- Civil Rights Leaders chart begun in Chapter 1

What Teachers Need to Know

One of the people who came to national prominence as a result of the Montgomery bus boycott was Dr. Martin Luther King Jr. He was the young pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. Both his father and his grandfather were ministers, and both had worked for equal rights for African Americans. King supported Rosa Parks and the Montgomery bus boycott and continued to do so, even though his home was dynamited and his family threatened. When desegregation of the buses was achieved, it was a victory not only for the African American community, but also for the young pastor.

Following Montgomery, the movement for civil rights soon engulfed the South. A forceful and eloquent speaker, King became the central figure in the civil rights movement that took shape in the mid-1950s after the bus boycott. With nearly one hundred other religious leaders, King founded the Southern Christian Leadership Conference (SCLC) in 1957. Influenced by the writings and model of Mahatma (Mohandas) Gandhi’s movement in India, King and the SCLC dedicated themselves to change through civil disobedience and nonviolence. They were never to lash out at their attackers but to accept violence—even beatings—without hitting back.

King and his followers demonstrated their belief in this philosophy on many occasions. One of the most egregious shows of force by segregationists occurred in Birmingham, Alabama, in 1963, when white policemen unleashed attack dogs and pointed fire hoses at nonviolent civil rights demonstrators. King was thrown in jail along with many demonstrators, including several hundred schoolchildren. The events were widely televised and tipped many who had previously hesitated toward support for the civil rights movement. While in jail, King wrote his famous “Letter from Birmingham Jail,” in which he explained his goals and also argued that, while just laws must be obeyed, unjust laws, including segregation laws, need not be obeyed. The letter, available in many books and on numerous websites, is considered one of King’s most powerful works.
In August 1963, King led more than two hundred thousand people in the March on Washington to pressure the government into passing the Civil Rights Act of 1964. In front of the Lincoln Memorial, King delivered his extraordinary “I Have a Dream” speech, in which he looked forward hopefully to a world without segregation, a world in which people would be judged not by the color of their skin, “but by the content of their character.” The last few lines are among the most famous in American oratory:

When we let freedom ring—when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!”

The momentum that this march started also resulted in the passage of the Voting Rights Act of 1965. In 1964, King was awarded the prestigious Nobel Peace Prize for his work toward racial equality. He was assassinated in 1968 by a white segregationist. In 1983, the U.S. Congress designated the third Monday in January as a federal holiday in King’s honor.

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**THE CORE LESSON**

**Introduce “Martin Luther King Jr.”**

Referring to the images from Chapter 5, review with students the following key points made in the previous Read Aloud about Rosa Parks:

- Rosa Parks lived in the South at a time during which African Americans experienced severe discrimination.
- African Americans in the South were segregated and not permitted to eat at the same restaurants, sit in the same waiting rooms, or go to the same schools as white Americans. When riding buses, African Americans were made to sit in the back of the bus, away from the white passengers.
- One day, Rosa was riding the bus in Montgomery, Alabama, in a seat right behind the “whites-only” section.
- As the bus continued on its route, it became so crowded that some white people did not have seats, so the bus driver told the African Americans to stand up and let the white people have their seats.
- Most of the African Americans did as the bus driver demanded, but Rosa did not, even when the bus driver threatened to call the police if she did not stand up.
- Rosa refused and said she did not think she should have to stand up. She was arrested and put in jail.
- Other African Americans in Montgomery showed their support for Rosa by boycotting the buses. The boycott was led by Martin Luther King Jr. and lasted over one year.
- The U.S. Supreme Court decided that it was against the law to force African Americans to give up their seats on the bus.

**Big Question**

Why is Martin Luther King Jr. such an important national hero?
Begin by asking students if they have ever heard of Martin Luther King Jr. Ask what they already know about him. We have a holiday to remember him that is celebrated every year in January. On that day, many schools and offices shut down, so people can take time to think about the ideas that were important to Dr. King.

Distribute and show students the Map of the United States (AP 1.2). Tell students that Martin Luther King Jr. was born in Atlanta, Georgia, and point to its location on the map.

Tell students to turn to page 31 in the Student Book, and tell them that this chapter is titled “Martin Luther King Jr.” Ask them to look at the images on the page as you read aloud and to listen carefully to find out why Martin Luther King Jr. is an important national hero.

Martin Luther King Jr.

Martin Luther King Jr. grew up in Atlanta, Georgia, in the 1930s. As a boy growing up in the South, he too experienced unfair treatment because of the color of his skin. He experienced segregation, or being forced to use separate water fountains and restrooms.

Like his father, Martin became a church minister. He is called Dr. King because he earned a special degree called a doctorate. Martin wanted to end the unfair treatment of people of color and to replace it with legal equality.
CORE VOCABULARY—Explain that a church minister is a religious leader, or the leader of a church.

Ask students the following questions:

LITERAL—Where did Martin Luther King Jr. grow up?
» Martin Luther King Jr. grew up in Atlanta, Georgia.

LITERAL—What did Martin want?
» Martin wanted to end the unfair treatment of people of color and to replace it with legal equality.

Now ask students to look at the images on page 32 as you read aloud.

Martin Luther King Jr. thought about Rosa Parks. The bus boycott had worked, and unfair laws were changed. He had helped with that. He had also read about another leader like himself, a man who fought injustice without using violence. That man was Mohandas (Mahatma) Gandhi, who had lived in South Africa and India.

Martin read the books Gandhi wrote and learned about the movements he had led. Gandhi said never to use violence when you are fighting for what is right. This reminded Martin of the Bible lesson that teaches people to walk away if someone hits them, instead of hitting back.

Ask students the following questions:

LITERAL—What leader did Martin learn a lot from?
» Martin learned a lot from Mohandas Gandhi.
LITERAL—What did Gandhi say that Martin thought was important?

» Gandhi said never to use violence when you are fighting for what is right.

Ask students to look at the images on page 33 as you read aloud.

Martin agreed to be the leader of the civil rights movement, even though he knew he was putting himself and his family in danger. There were many people who did not like the changes he and others wanted.

Despite the dangers, Martin said that those involved in the civil rights movement must remain peaceful. He believed that a nonviolent movement that protested inequality with thoughtful words and dramatic actions—not fists and weapons—would succeed.

CORE VOCABULARY—Explain that a nonviolent movement is an organized effort for change that uses words and peaceful actions, not violence.

CORE VOCABULARY—Explain that inequality is when people are not all treated the same way. Segregation and discrimination are examples of inequality because African Americans were not treated the same way as white people.

Ask students the following questions:

LITERAL—Why was leading the civil rights movement dangerous?

» Leading the civil rights movement was dangerous because many people did not like the changes that Martin and others wanted.
LITERAL—Did Martin believe in using weapons or fists to force others to make changes?

» No, Martin believed in using peaceful protests and thoughtful words to change people’s minds.

Now ask students to look at the image on page 34 as you read aloud.

Martin and other ministers set about bringing together members of African American churches throughout the South. They set out to register African Americans in the South to vote. By voting, they could help bring about change.

CORE VOCABULARY—Explain that to register is to sign up on an official list.

Ask students the following question:

LITERAL—What did Martin and the other ministers hope would happen if many African Americans registered to vote?

» Martin and the other ministers hoped that by voting, they could bring about change in the United States.
Ask students to look at the image on page 35 as you read aloud.

In his first speech to the leaders of African American churches in the South, Martin said:

*We have no alternative but to protest. For many years we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.*

**CORE VOCABULARY**—Explain that an **alternative** is a choice.

**CORE VOCABULARY**—Explain that **patience** is the ability to wait a long time without becoming angry or upset.

**CORE VOCABULARY**—Explain that **patient** means able to stay calm while waiting for a long time.

**CORE VOCABULARY**—Explain that **justice** is fair treatment.

**Ask students the following questions:**

**LITERAL**—When he spoke to the leaders of African American churches, Martin said they should not be patient anymore. What did he think they should do?

» Martin thought they should protest rather than be patient.

**LITERAL**—What did Martin and the other leaders hope to get from protesting?

» Martin and the other leaders hoped to get freedom and justice.
And so it began. African Americans living in Southern states began to hold sit-ins at lunch counters that would not serve them. Sit-ins were nonviolent protests that involved people sitting down in places where they were often not allowed.

People rode buses from state to state and protested in places that allowed segregation. They marched in the streets.

Many people were arrested for taking part in these peaceful protests. Martin was arrested many times.

**CORE VOCABULARY**—Explain that **sit-ins** are a type of nonviolent protest. In a sit-in, protestors sit down in a place and refuse to move.

**Ask students the following questions:**

**INFERENTIAL**—Why did African Americans living in Southern states hold sit-ins at lunch counters?

» African Americans living in Southern states held sit-ins at lunch counters to protest the laws that said they were not allowed there.

**LITERAL**—Why were many people, including Martin, arrested?

» Martin and others were arrested for taking part in peaceful protest marches and sit-ins.
Then, in 1963, Martin led a march on Washington, D.C. Thousands of people came to Washington to hear people speak in front of the Lincoln Memorial.

Martin gave his famous “I Have a Dream” speech. In this speech, he said that he hoped for a day when people would be judged not by the color of their skin, “but by the content of their character.”

The following year, Martin was given one of the highest awards anyone can achieve: the Nobel Peace Prize.

Note to Teacher: Students in Core Knowledge schools may recall taking a virtual field trip to the Lincoln Memorial in the Grade 2 CKHG unit The Civil War.

Ask students the following questions:

LITERAL—What famous speech did Martin give during the March on Washington?
» During the March on Washington, Martin gave his “I Have a Dream” speech.

LITERAL—What was Martin’s dream?
» Martin’s dream was that someday people would be judged not by the color of their skin, “but by the content of their character.”

LITERAL—What important prize did Martin receive?
» Martin received the Nobel Peace Prize.
Because of Martin and many others like him, a law was passed in 1964 called the Civil Rights Act, which put an end to segregation. The following year, Congress passed the Voting Rights Act, which guarantees the right to vote. Tragically, in 1968, Martin was killed by a gunman in Memphis, Tennessee. Twenty years after his death, the U.S. Congress made the third Monday in January a holiday in his honor.

The young boy who experienced discrimination grew up to become a national hero.

SUPPORT—Have students look at the image on the page. Explain that the image shows a statue of Martin Luther King Jr. that is part of a monument built in his honor in Washington, D.C. Have students find Washington, D.C., on the Map of the United States (AP 1.2). Explain that the statue of Martin is actually unfinished, because Martin’s work remains unfinished. Ask students to discuss what that means. (Possible responses: Martin wanted people to be judged by the content of their character, but people are still being judged by the color of their skin. Martin fought against discrimination, but people today still experience discrimination.)

Ask students the following questions:

LITERAL—What happened because of Martin Luther King Jr. and the many people who participated in the civil rights movement?

» Because of Martin and other protesters, the Civil Rights Act was passed. The Civil Rights Act put a legal end to segregation.
**LITERAL**—What has the United States done to honor the memory of Martin Luther King Jr.?

» The United States has a holiday each year to remember Martin, and there is also a monument in Washington, D.C.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Why is Martin Luther King Jr. such an important national hero?

» Martin Luther King Jr. is an important national hero because he led a peaceful movement that changed the laws to outlaw segregation and ensure civil rights in the United States.

Add Martin Luther King Jr. to the Civil Rights Leaders chart that you began in Chapter 1.

**Additional Activities**

**More About Martin Luther King Jr.**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Set up *Martin Luther King Jr. for Kids* to play, starting at time stamp 01:23. The video lasts just over fifteen minutes and includes information and pictures from Martin Luther King Jr.’s childhood as well as his adult life. The video of the “I Have a Dream Speech” lasts 06:46. To begin the video at the most famous part of the speech, cue to time stamp 03:00.

Use this link to download the CKHG Online Resources for this unit, where the specific links to *Martin Luther King Jr. for Kids* and the “I Have a Dream” speech may be found:

www.coreknowledge.org/ckhg-online-resources

Play the videos for students.

After each video, ask students to share new things they have learned about Dr. Martin Luther King Jr.

**We Shall Overcome**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** “We Shall Overcome” became an anthem of the civil rights movement. These words were sung at large gatherings and during marches. This video includes the words of the song sung in a live performance by Pete Seeger, an American activist and folk singer.

Consider the meaning of the word *overcome* before asking your students to do the same. This word, whose synonyms evoke battle, violence, and power struggles, was likely chosen for the subtle difference in its meaning. *Overcome* is used in the context of difficulties, struggles, or illnesses and not in the context of violence. This was an important distinction in a movement that was centered on nonviolence.
Use this link to download the CKHG Online Resources for this unit, where the specific link to the song and words of “We Shall Overcome” may be found:

www.coreknowledge.org/ckhg-online-resources

Before playing the song for students, discuss the meaning of the word overcome. Tell students that this song helped to unite and encourage protesters during the civil rights movement.

Play the video and invite students to sing along. The words are repetitive and easy to follow along with.

**From Martin Luther King Jr. to Barack Obama, the First African American President**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Obama's Powerful Tribute to a Defining Civil Rights Movement, a video from the Smithsonian, lasts four minutes and thirty seconds. Using the speech given by President Barack Obama in 2015 on the fiftieth anniversary of the civil rights march from Selma to Birmingham and commentary by Congressman John Lewis, this video looks back on changes in the United States and progress in civil rights over fifty years.

Before he ran for office, John Lewis was a civil rights leader. While a student, Lewis became a leader in sit-ins in Nashville, Tennessee, and attended nonviolence workshops. The sit-in movement was successful, and Lewis continued to participate in the movement as the youngest of the leaders working to organize the March on Washington. Lewis told of his experiences in the graphic novel March.

Use this link to download the CKHG Online Resources for this unit, where the specific link to Obama's Powerful Tribute to a Defining Civil Rights Movement (04:30) may be found:

www.coreknowledge.org/ckhg-online-resources

Before playing the video, tell students that the civil rights movement cleared the way for the first African American president of the United States, Barack Obama. Tell them that the speech they are about to hear was given in 2015, fifty years after one of the most important marches for civil rights took place from Selma to Montgomery, Alabama. Remind students that Barack Obama was the first African American president of the United States. Let them know that John Lewis, who also speaks in the video, was both a civil rights leader and is now a representative in the United States Congress. Not only did the civil rights movement clear the way for African Americans to vote, but it cleared the way for African Americans to hold some of the highest positions in the U.S. government.

**The Children’s March**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** In May of 1963, teenagers and children marched in Birmingham, Alabama, to protest segregation. On the first day, many of the children were arrested and taken away in police cars, school buses, and paddy wagons, but that did not stop the marches. On the second day, the children and teens returned and the white police set fire hoses and police dogs on them and hit them with batons. The marches continued for seven days, and they became known as the Birmingham Children’s Crusade. Only months later, the city of Birmingham was desegregated.
The videos include the Read Alouds *Let the Children March* (06:08) and *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist* (13:50) and *Mighty Times: The Children’s March* (05:04), video footage of the march.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Share the videos with students and invite their comments on the stories. Discuss how it might have felt to be a participant in the children’s march.

**SUPPORT**—Before showing *The Youngest Marcher*, tell children that Mike in the story is Martin Luther King Jr. Michael was Martin’s name until he was six, when his father changed his own and his son’s name to Martin Luther.

### Ruby Bridges

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Preview the videos and determine whether you will show all or some of them to the class: *The Story of Ruby Bridges* (07:58), *Civil Rights—Ruby Bridges* (02:35), and *Freedom’s Legacy: A Conversation with Ruby Bridges Hall* (11:02).

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that although the Civil Rights Act made segregation illegal, it still required work and bravery to actually desegregate the schools in some parts of the United States. Watch the videos and invite students to share how they would have felt if they were Ruby Bridges.

### What If Mary McLeod Bethune Met Ruby Bridges? (SL.2.2, SL.2.4)

**Material Needed:** sufficient copies of the *Civil Rights Leaders* Student Book

Remind students that Mary McLeod Bethune worked to ensure that African American children got an education. Give students a few minutes to review the Student Book chapter about Mary McLeod Bethune.

Tell students to imagine that Mary McLeod Bethune and Ruby Bridges could meet. What would they say to each other?

Let pairs of students role-play the meeting. They might compare their actions and how they were the same and different. They might tell how they felt when they learned that not only could African American children go to school but that all children would go to the same schools. They might tell how Ruby Bridges or Mary McLeod Bethune felt about the challenges they faced.
Cesar Chavez (1927–1993) saw that the goals and tactics of the civil rights movement need not be limited to African Americans. Growing up in Arizona and California, he worked in the fields and saw firsthand the miserable conditions in which migrant farm laborers lived. After training as a union organizer, he later devoted himself full time to organizing a union for farm laborers.

A Mexican American, Cesar Chavez began his activism as a volunteer with the Community Service Organization (CSO) in San Jose, California, registering migrant workers like himself to vote. When he was fired from his job picking apricots for urging his fellow workers to unionize, he went to work for the CSO.

Chavez left the CSO when its members refused to back a unionization effort. Chavez was convinced that the only way working and living conditions would get better for migrant workers would be through the force of numbers and united action that comes with a union. In 1962, Chavez and fellow activist Dolores Huerta established the National Farm Workers Association (NFWA) to organize migrant workers.

In 1965, Chavez called a strike against grape growers. Even with a series of strikes, marches, fasts, and a countrywide boycott that brought national attention to the union and its cause, it took five years to gain a union in the vineyards and a resulting work contract. Chavez and the union went on to win recognition and contracts from other large-scale growers and farmers, but each time it was a struggle.

In 1972, the NFWA joined the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) and changed its name to the United Farm Workers (UFW). In 1975, the California legislature passed a law mandating that farmers bargain collectively with their farmworkers’ union. Chavez died in 1993, a national figure and hero to many Americans.
Chavez’s thinking was influenced by the ideas of Mahatma Gandhi and also by the speeches and writings of Martin Luther King Jr. Chavez pursued his goals through nonviolence, much as Gandhi and King had done. Chavez also followed Gandhi’s example by going on hunger strikes, protesting by refusing to eat for long periods of time. In 1968, he fasted for twenty-five days to show support for the UFW commitment to nonviolence.

**Introduce “Cesar Chavez”**

Referring to the images from Chapter 6, review with students the following key points made in the previous Read Aloud about Martin Luther King Jr:

- Martin Luther King Jr. grew up in Atlanta, Georgia, where he experienced segregation.
- He wanted to end unfair treatment of people of color and replace it with equality and respect.
- As a young minister, he led the Montgomery, Alabama, bus boycott.
- Martin used the nonviolent protest ideas of Gandhi to shape the civil rights movement.
- He gave speeches, attended marches, and staged sit-ins.
- He was arrested many times for protesting.
- In Washington, D.C., he gave the “I Have a Dream” speech.
- In 1964, the Civil Rights Act was passed, putting an end to segregation.
- Today, we remember Dr. King on the third Monday in January and when we see his monument in Washington, D.C.

**Big Question**

What cause did Cesar Chavez fight for?

**Core Vocabulary**

migrant  ripe  working conditions  strike  rotted

**Chapter 7: Cesar Chavez**

Distribute and show students the Map of the United States (AP 1.2). Tell students that Cesar Chavez was born in Arizona and moved to California as a child. Point to the location of the states on the map. Note the shaded area in California, which denotes Orange County, an area where a great amount of the fruits and vegetables in the United States were grown.
Cesar Chavez was born in Arizona in 1927. His parents were farmers. When he was ten years old, his family moved to California to become migrant farmworkers. Migrant farmworkers work on someone else’s farm, picking the ripe fruits and vegetables. Then they move on. They migrate, or move, from farm to farm.

**CORE VOCABULARY**—Explain that migrant describes someone who moves often from place to place.

**CORE VOCABULARY**—Explain that when a fruit or a vegetable is ripe, it is ready to eat.

**SUPPORT**—Help students understand that migrant farmworkers are necessary by explaining that many farms grow only a few kinds of fruits or vegetables and that they are ready to pick for only a short time. The farms need extra workers for a few weeks to harvest the crops and get them to stores for other Americans to eat. When it is not harvest time, the farms do not have enough work to keep many workers busy, but other farms need workers to harvest their crops while they are ripe. Note that a large quantity of the fruits and vegetables grown in the United States comes from California, where Cesar Chavez lived and worked for much of his life.
Ask students the following questions:

**LITERAL**—What states did Cesar Chavez live in as a child?

» As a child, Cesar Chavez lived in Arizona and California.

**EVALUATIVE**—Why do you think migrant farmworkers are important?

» Migrant farmworkers are important because they can move to help with the work when crops are ripe. They pick the food that other Americans buy to eat.

Now ask students to look at the image on page 40 as you read aloud.

At each farm, Cesar’s family would live in a small, crowded home. As soon as the crops were picked, the family migrated to the next farm. Cesar’s family moved around so much that, as a child, he went to more than thirty different elementary schools. When he finished the eighth grade, Cesar left school to work on farms full time.

**SUPPORT**—Have students study the image on the page. Explain that the image shows the cabins that migrant workers often lived in. Cesar Chavez would have lived in a place like this when he was growing up. Ask students to describe the living conditions they see in the image.

Ask students the following questions:

**LITERAL**—How many different elementary schools did Cesar attend?

» Cesar attended more than thirty different elementary schools.
**LITERAL**—What did Cesar do when he finished the eighth grade?

» When he finished the eighth grade, Cesar went to work on farms full time.

Ask students to look at the images on page 41 as you read aloud.

A few years later, Cesar joined the U.S. Navy. He was a soldier in World War II. After the war, he returned to California and worked on farms. But Cesar wanted to make life better for migrant farmworkers.

Cesar became a leader. He knew that migrant workers worked very hard for very little pay. He also knew they had very few rights. So, Cesar began to meet with farmworkers and farm owners about better pay and working conditions.

**CORE VOCABULARY**—Explain that **working conditions** are the circumstances or environment in which people work. Working conditions include how many hours people work, how clean and safe the workplace is, and how they are treated by their bosses.

Ask students the following questions:

**LITERAL**—After the war, what did Cesar do?

» After the war, Cesar returned to California to work on farms.

**LITERAL**—What did Cesar want for farmworkers?

» Cesar wanted better pay and working conditions for all migrant workers.
When the farm owners refused to listen, Cesar and his friend, Dolores Huerta, led a strike. The strike meant that, as a protest, the farmworkers stopped working in the fields. They led protest marches too!

The farm owners still would not listen. And so, as time went by, the fruits and vegetables rotted in the fields. The workers became scared. While they were on strike, they couldn’t earn the money they needed to support their families.

**CORE VOCABULARY**—Explain that a **strike** is a type of protest in which a group of workers stop working or refuse to work.

**CORE VOCABULARY**—Explain that fruits or vegetables that have **rotted** are no longer good to eat.

**Ask students the following questions:**

**LITERAL**—Why did the migrant workers go on strike?

» The migrant workers went on strike because the farm owners would not listen to them.

**LITERAL**—Why did the farmworkers become scared?

» The farmworkers became scared because while they were on strike, they couldn’t earn money to support their families.
Cesar kept their courage up. He decided to ask other Americans for help. Cesar asked people all across the country to boycott, or stop buying, crops such as grapes that were grown on the farms where migrant workers worked. He told people about how hard life was for migrant workers.

Many Americans listened to Cesar and stopped buying grapes and other things to show the farm owners they agreed with the workers on strike.

Ask students to look at the image on page 43 as you read aloud.

Ask students the following questions:

**LITERAL—**What did Cesar ask other Americans to do?

» Cesar asked people all across the country to boycott grapes and other crops.

**LITERAL—**How did Americans respond to Cesar Chavez?

» Many Americans stopped buying grapes and other crops to show the farm owners they agreed with the workers on strike.
Now ask students to look at the image on page 44 as you read aloud.

The strike went on for a long time. Then Cesar decided to go a hunger strike—he did not eat for twenty-five days!

This got the attention of the whole country. People learned about the farmworkers’ problems. Finally, after five years, the farm owners agreed to pay the farmworkers more money and to make their jobs and houses better. Cesar ended his hunger strike by sharing bread with Senator Robert F. Kennedy. He had succeeded!

SUPPORT—Remind students that Martin Luther King Jr. learned from the teachings of Mohandas Gandhi. Tell students that Cesar Chavez also learned from Gandhi and that hunger strikes were one way that Gandhi protested too.

SUPPORT—Tell students to look at the image on page 44. Let them know that the two men in the photo are Cesar Chavez and Robert F. Kennedy, who was a famous senator and who was running for president at the time. In this picture, Cesar and Robert Kennedy are sharing a piece of bread, the first bit of food Cesar had after not eating for twenty-five days.

Ask students the following questions:

INFERENTIAL—What is a hunger strike?
» A hunger strike is when you stop eating as a protest.

LITERAL—What did Cesar’s hunger strike change?
» Cesar’s hunger strike got the whole country’s attention, and people learned about the farmworkers’ problems.
LITERAL—What did the farm owners do?

» The farm owners agreed to make working conditions better for farmworkers.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What cause did Cesar Chavez fight for?

» Cesar Chavez fought for better working conditions for farmworkers.

Add Cesar Chavez to the Civil Rights Leaders chart that you began in Chapter 1.

Additional Activities

More About Cesar Chavez

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video Cesar Chavez may be found:

www.coreknowledge.org/ckhg-online-resources

Show the video to students, and invite them to share new information they learned about Cesar Chavez. Start the video at time stamp 00:40, and stop it around time stamp 03:30.

Ask: What did the work Cesar Chavez did have in common with the work of Dr. Martin Luther King Jr.?

» Cesar Chavez, like Dr. Martin Luther King Jr., believed that people should not have fewer rights because of the color of their skin or their heritage.

Still Fighting: Dolores Huerta

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Dolores Huerta is a Mexican American woman and cofounder with Cesar Chavez of the United Farm Workers. She became the key negotiator with the farmers in order to ensure safer working conditions, better wages, and an end to child labor for migrant families. Today, she continues to fight for better treatment of migrant workers and civil rights for all.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos Dolores Huerta (01:26) and A Conversation with Civil-Rights Leader Dolores Huerta (02:28) may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that Dolores Huerta was a teacher who saw the unfair treatment of farmworkers and decided to work with Cesar Chavez to fight for better conditions for them. Dolores helped lead protests, but she also talked with farm owners to ensure fairer treatment and better working conditions for the farmworkers.
Show students the videos, stopping the video *A Conversation with Civil-Rights Leader Dolores Huerta* at time stamp 02:29.

After watching the videos, invite students to share new things they have learned about the movement that Cesar Chavez and Dolores Huerta led. Ask: According to Dolores, what work still needs to be done? *(possible responses: making sure farmworkers all over the country have rights and protections; helping African American and Latino students not get expelled from school)*

### The Story of Sylvia Mendez

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos *Separate Is Never Equal Read Aloud* (16:32) and *Voices of History: Sylvia Mendez* (02:20) may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Tell students that it was not only African American students that struggled with discrimination and segregation; in California and other states, Mexican Americans had similar problems. Play the videos, and invite students to share their feelings about what they have learned.

### Latinas Who Made a Difference

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the Read Aloud videos *Sonia Sotomayor: A Judge Grows in the Bronx* (15:00) and *Be Bold! Be Brave! 11 Latinas Who Made U.S. History* (17:43) may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Ask students to think about how things have changed for Latinas since the days that Latino families had to fight against segregation.

Ask: What important jobs do Latinas do today?

» Latinas today have many important jobs. Latinas are actresses, Olympic gold medalists, singers, astronauts and inventors, librarians and authors, U.S. Supreme Court justices, journalists, surgeons general, artists and scholars, politicians, and activists.
## Extraordinary People

### Primary Focus Objectives

- ✓ Identify the achievements of Chief Standing Bear. *(RI.2.1, SL.2.3)*
- ✓ Explain how Dorothy Vaughan, Katherine Johnson, and Mary Jackson contributed to the American space program. *(RI.2.1, SL.2.3)*
- ✓ Identify the cause most important to poet Juan Felipe Herrera. *(RI.2.1, SL.2.3)*
- ✓ Understand the meaning of the following domain-specific vocabulary: *lawsuit, mathematicians, engineers, and programmer.* *(L.2.4, L.2.5)*

### Materials Needed

- individual student copies of *Civil Rights Leaders Student Book*
- teacher and individual copies of *Map of the United States* (AP 1.2)
- Civil Rights Leaders chart begun in Chapter 1

### What Teachers Need to Know

#### Chief Standing Bear

Born around 1829, Standing Bear was a member of the Ponca, a Native American group that lived in northeastern Nebraska. In the 1850s, the Ponca sold their ancestral homeland to the United States, keeping only a portion of the land as the reservation where they lived.

In 1877, the U.S. government removed the Ponca from this reservation and forced them to relocate to Indian Territory in what is present-day Oklahoma. Many of the Ponca died on the journey, and most of the survivors became ill or disabled. Standing Bear’s son died a few months after the group’s arrival in Indian Territory. The son’s last wish was to be buried in the Ponca homeland.

Standing Bear and a small group of Ponca took the son’s body and left Indian Territory in violation of federal law. They were arrested and taken to Fort Omaha, where Standing Bear’s cause came to the attention of a newspaperman, who then secured legal representation for the chief. The lawyers filed for the Ponca’s release, saying the Native Americans had been illegally detained.

In 1879, Standing Bear’s case came before the U.S. District Court in Omaha. The judge ruled in Standing Bear’s favor, saying that the Ponca were entitled to the same rights as any other person in the land. The government appealed the decision, but the Supreme Court refused to hear the case. Standing Bear and his people were free. Standing Bear died in 1908 and was buried in the Ponca homeland.
NASA’s “Human Computers”

In the 1950s and 1960s, the United States was embroiled in a space race with its Cold War rival, the Soviet Union. The goal: become the first nation to put a man on the moon. New government agencies, including the National Advisory Committee for Aeronautics (NACA) and the National Aeronautics and Space Administration (NASA), were created to pursue this ambitious goal.

Recruited to these agencies were three pioneering African American women: Katherine Johnson, Mary Jackson, and Dorothy Vaughan. Working largely out of the public eye and subject to the segregation and discrimination of the time, these three women played key mathematical and engineering roles in the birth of the U.S. space program. Their work did not become publicly known until the 2000s, when author Margot Lee Shetterly profiled them in the book *Hidden Figures*.

It is important to note that these three women were not the only African American women hired as “computers” or as engineers. They have simply become the most famous because of Shetterly’s book and the movie it inspired.

Juan Felipe Herrera

Born in 1948 to migrant farmworker parents, Juan Felipe Herrera became the first Latino poet laureate of the United States. As a child, Herrera traveled with his family up and down the state of California. Those experiences are reflected in his work.

In college, he became involved with the Chicano civil rights movement. After earning degrees in social anthropology, Herrera visited Mexican Indian villages to study indigenous cultures. Through his poetry, photography, theater, and other artistic pursuits, he has become an important voice for Mexican American and indigenous populations.

THE CORE LESSON

Introduce “Extraordinary People”

Referring to the images from Chapter 7, review with students the following key points made in the previous Read Aloud about Cesar Chavez:

- Cesar Chavez came from a family of migrant farmworkers.
- He left school after eighth grade to work on farms full time.
- After serving in the navy during World War II, Cesar returned to farmwork and began to fight for better pay and working conditions for migrant farmers.
- He and Dolores Huerta led a strike and protest marches and asked Americans to boycott grapes and other crops.
- Cesar went on a hunger strike to draw attention to the farmworkers’ problems. He ended his hunger strike when farm owners finally agreed to pay workers more money and provide better jobs and houses.
**Big Question**

Who are some other extraordinary people?

**Core Vocabulary**

- lawsuit
- mathematicians
- engineers
- programmer

**Chapter 8: “Extraordinary People”**

Tell students to turn to page 45 in the Student Book, and tell them that this chapter is titled “Extraordinary People.” Ask them to look at the image on the page as you read aloud and to listen carefully to find out who the extraordinary people are and what they accomplished.

History books are filled with the names of people who have stood up against injustice. In this book, we have highlighted just seven people who worked to create a fairer and more equal American society. But of course there are others. Here’s a short glimpse at the achievements of five more extraordinary people who have made a difference.

**SUPPORT**—Ask students what it means to be extraordinary. Guide them to understand that extraordinary can mean unusual or beyond what is normal, but it can also mean very impressive. The people students will hear about in this chapter are very impressive.
Ask students the following question:

INFERENTIAL—The book says that “History books are filled with the names of people who have stood up against injustice.” You’ve heard about seven of them in this unit. Who else have you learned about who worked to create a fairer and more equal society?

» Answers will vary but may include Harriet Tubman, Harriet Beecher Stowe, Abraham Lincoln, and Clara Barton from students’ study of the Civil War or James Madison from students’ study of the making of the Constitution.

Now ask students to look at the image on page 46 as you read aloud.

Chief Standing Bear was the leader of the Ponca, a Native American nation that lived in Nebraska. The Ponca’s land was taken away by the American government. Standing Bear brought a lawsuit against the U.S. Army for removing his people from their land. Standing Bear won the lawsuit, and the Ponca returned to Nebraska. Standing Bear was the first Native American to speak before a federal court. Today, there is a statue of him in the U.S. Capitol.

CORE VOCABULARY—Explain that when someone brings a lawsuit, they are asking a court to settle a disagreement.

Activity Page SUPPORT—Help students find Nebraska on the Map of the United States (AP 1.2).
Ask students the following questions:

**LITERAL**—Who was Chief Standing Bear?

» Chief Standing Bear was the leader of the Ponca, a Native American nation that lived in Nebraska.

**EVALUATIVE**—How was Chief Standing Bear extraordinary?

» Chief Standing Bear was extraordinary because he won a lawsuit that allowed the Ponca to return to Nebraska. He was the first Native American to speak before a federal court.

Ask students to look at the images on page 47 as you read aloud.

Three African American women were once described as “human computers” because of their brilliant minds. But perhaps what is even more impressive is the fact that all three women had successful careers as mathematicians and engineers during a time when black people faced discrimination and segregation. Despite being treated unfairly, these women worked on the early American space program.

Dorothy Vaughan grew up to become a mathematician and a computer programmer. Dorothy went to work for NASA, where she became a leading computer expert.

Katherine Johnson was a mathematician who worked on U.S. space programs that sent astronauts to the moon.

Mary Jackson was also a mathematician and engineer. Mary became NASA’s first black female engineer.

**CORE VOCABULARY**—Explain that mathematicians are experts in mathematics.

**CORE VOCABULARY**—Explain that engineers are people who use science and math to build useful objects or buildings.

**CORE VOCABULARY**—Explain that a programmer is someone who writes the code, or language, that makes computers work.
SUPPORT—Make sure students understand that a space program is the series of government-supported efforts to explore outer space. NASA is the government agency that oversees the U.S. space program.

Ask students the following question:

EVALUATIVE—How were Dorothy Vaughan, Katherine Johnson, and Mary Jackson extraordinary?

» Dorothy Vaughan, Katherine Johnson, and Mary Jackson were extraordinary because they were African American women who did important work for the American space program while also experiencing discrimination and segregation.

Now ask students to look at the image on page 48 as you read aloud.

Juan Felipe Herrera was born in California in 1948. He is the son of migrant farmers who worked on farms picking crops. As a boy, Juan had to move a lot because his family had to go wherever there was work. After graduating high school, Juan went to college. Juan became a famous writer. He is a poet and the author of many children’s books. But Juan has never forgotten how difficult life is for migrant workers.

Activity Page SUPPORT—Help students find California on the Map of the United States (AP 1.2).
Ask students the following question:

**LITERAL**—Who is Juan Felipe Herrera?

» Juan Felipe Herrera is the son of migrant farmers from California. He is a poet and an author of children’s books.

**EVALUATIVE**—What makes Juan Felipe Herrera extraordinary?

» Juan Felipe Herrera is extraordinary because he became a famous writer but never forgot how difficult life is for migrant workers.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Who are some other extraordinary people?

» Other extraordinary people are Chief Standing Bear of the Ponca; Dorothy Vaughan, Katherine Johnson, and Mary Jackson; and Juan Felipe Herrera.

**Additional Activities**

**Hidden Figures**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Preview the video Read Aloud *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly with Winifred Conkling and illustrated by Laura Freeman. It is about ten minutes long.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video Read Aloud may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Play the video for students. Ask them to tell you the things they found surprising in the story.

Note that Jackie Robinson, Rosa Parks, and the women who worked for NASA had some things in common: they thought segregation was unfair, and they persevered to do things they believed all African Americans should be able to do.
What If Cesar Chavez Met Juan Felipe Herrera? (SL.2.2, SL.2.4)

**Material Needed:** sufficient copies of the *Civil Rights Leaders* Student Book

Remind students that Cesar Chavez worked to improve the lives of migrant farmworkers.

Tell students to imagine that Cesar Chavez and Juan Felipe Herrera could meet. What would they say to each other?

Give students a few minutes to review the Student Book chapters about the two men and think about the question.

Let pairs of students role-play the meeting. They might compare their family histories and how they were the same and different. They might discuss the different ways they tried to help migrant workers. They might tell how Cesar Chavez or Juan Felipe Herrera felt about the challenges they faced.
Teacher Resources

**Culminating Activity: Civil Rights Leaders**
- Review: Civil Rights Leaders 96
- What About Me? How Can I Make a Difference? 96
- Classroom Mural 97
- My Book About Civil Rights Leaders 97

**Unit Assessment: Civil Rights Leaders**
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**Performance Task: Civil Rights Leaders**
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- Who Am I? (AP CA.1) 141

**Answer Key: Civil Rights Leaders Unit Assessment and Activity Pages** 142

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at [https://www.coreknowledge.org/community/](https://www.coreknowledge.org/community/). You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
**Culminating Activity: Civil Rights Leaders**

**Review: Civil Rights Leaders**

**Materials Needed:** sufficient copies of Who Am I? (AP CA.1)

Distribute Who Am I? (AP CA.1).

Read aloud the names in the word bank, and ask students to share one fact about each person.

Then read aloud each sentence. Ask students which name from the word bank completes the sentence. Allow students time to write that name on the blank.

**What About Me? How Can I Make a Difference?**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Like Ruby Bridges and Audrey Faye Hendricks, who participated in the civil rights movement, your students can do things to make the world better for everyone by being themselves and being kind to others. Use the Read Aloud videos to inspire students and spark discussion about this important topic.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the Read Aloud videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Remind students that civil rights leaders believed that no one should decide that someone has fewer rights because of their gender, race, birthplace, or religion. In fact, the people that students have learned about in this unit have worked hard to make things fair so that people are free to be who they are.

Show the Read Aloud of *Amazing Grace* by Mary Hoffman. Invite students to share their thoughts about the story. How do they think Grace felt when other students told her she couldn’t play Peter Pan? How do they think she felt when she proved to them that she could?

Remind students that civil rights leaders worked to ensure that all Americans could be who they were and do what they wanted to do, no matter if they were a girl or a boy, where their parents had come from, or what color their skin was.

Ask: Who helped Grace believe in herself?

» Her mother and grandmother.

Now show the Read Aloud of *Each Kindness* by Jacqueline Woodson.

Then ask the following questions:

What did the children in the class notice about Maya, the new girl?

» Her clothes were old and ragged. Her shoe was broken, and it wasn’t warm for winter.
What did the main character of the story learn after Maya left the school?

» She learned about kindness after Maya left the school.

With the class, brainstorm some ideas about acts of kindness they could do to help make the world a better place.

### Classroom Mural

**Materials Needed:** *Civil Rights Leaders* coloring pages; crayons or colored markers; butcher-block paper; tape, glue, or stapler

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the links to the coloring pages may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.

### My Book About Civil Rights Leaders

**Materials Needed:** sufficient copies of *My Book About Civil Rights Leaders* (see pages 101–125), crayons for each student, stapler

**Note to Teacher:** To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of *My Book About Civil Rights Leaders* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about civil rights leaders that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

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

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into eight groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

**Chapter 1**
- Susan B. Anthony believed all citizens should have equal rights.
- She worked to ensure that women were allowed to vote.
- Susan B. Anthony was arrested for voting in an election.
- She went to court and refused to pay the fine.
- She said that the Constitution gave her the right to vote.
- In 1920, after Susan B. Anthony’s death, women officially received the right to vote.

**Chapter 2**
- When Mary McLeod Bethune was a child, many African American children did not go to school.
- African American children who did go to school were segregated from white children, and their schools did not have good furniture or supplies.
- African American men could not vote unless they could read and write.
- Mary McLeod Bethune worked to ensure that African American children and adults got a good education so they could participate as citizens of the United States.

**Chapter 3**
- Eleanor Roosevelt came from a wealthy background, and she wished to help people who were less fortunate than she was.
- Eleanor’s husband, Franklin, became president of the United States.
- While her husband worked in the White House, Eleanor traveled to talk with people all over the country. Then she brought what she found out back to her husband so that he could establish programs that would help needy people.
- Eleanor believed in human rights for everyone all over the world.
- After her husband died, she went to work for the United Nations. There, she and Mary McLeod Bethune worked to guarantee that people all over the world are guaranteed basic human rights.
Chapter 4

• Jackie Robinson was an amazing athlete. In high school and college, he played many sports.
• When he was in the army, Jackie faced discrimination when he was ordered to sit at the back of the bus. Jackie was courageous and refused because he didn’t think it was right.
• He played for an African American baseball team, but he was so good that he was asked to be the first African American ever to play in Major League Baseball.
• Jackie needed courage to play because there were many fans and players who didn’t think he should be there. They yelled at him and even tried to hurt him, but Jackie didn’t react.
• Jackie Robinson was one of the best baseball players of all time. To honor his skill and his courage, his number (42) has been retired from all of Major League Baseball.

Chapter 5

• Rosa Parks grew up during a time of segregation and discrimination in the South.
• As an adult, she started working to improve the lives of African Americans.
• One day on a city bus in Montgomery, Alabama, Rosa refused when the bus driver told her to give up her seat for a white person. She was arrested.
• In support of Rosa, African Americans in Montgomery boycotted the buses for over a year. The boycott was led by a minister named Martin Luther King Jr.
• A year later, the U.S. Supreme Court decided it was illegal to force African American people to give up their seat on the bus.

Chapter 6

• Martin Luther King Jr. faced segregation as a child, and he wanted to end it.
• He led the Montgomery bus boycott.
• He studied how to fight injustice without using violence by reading books by Mohandas Gandhi.
• Martin worked with other ministers and protest leaders to plan nonviolent protests and to register African Americans to vote.
• Protests included marches and sit-ins, where people got arrested for breaking the law.
• Thousands of people marched in Washington, D.C., and listened to Martin’s “I Have a Dream” speech.
• The Civil Rights Act was passed in 1964 and put an end to segregation.
• Today, we celebrate Martin with a holiday in January and a monument near where he gave his most famous speech in Washington, D.C.

Chapter 7

• Cesar Chavez grew up in a family of farmers. They helped pick ripe fruits and vegetables and moved from farm to farm all year.
• Cesar and his family lived in small, crowded houses. Cesar left school to work on farms after eighth grade.
• Cesar didn’t think farmworkers should have to live with little pay, poor housing, and few rights, so he began to organize the workers.
• Cesar and his friend Dolores Huerta led a strike. The farmworkers stopped working until the farmers gave them fair treatment.
• When the farm owners didn’t listen, Cesar asked all Americans to stop buying grapes and other crops to help the migrant workers get their rights.
• Cesar went on a hunger strike, refusing to eat for twenty-five days. Finally, the farmers agreed to better conditions and pay for the farmworkers.

Chapter 8

• Chief Standing Bear won a lawsuit that allowed his people, the Ponca, to return to their homeland in Nebraska.
• Katherine Johnson, Dorothy Vaughan, and Mary Jackson were three African American women who helped the U.S. space program, even though they faced discrimination and segregation.
• Juan Felipe Herrera is the son of migrant farmers who became a famous poet and author.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
Susan B. Anthony

Susan B. Anthony was born in Massachusetts in 1820. Her parents taught her that everyone deserves equal rights: black and white, male and female. It made her sad that in life this did not always happen.

One thing that made her especially sad was slavery. She wanted enslaved people to be set free. Susan also wanted all adults, not just white men, to be allowed to vote for political leaders.

When African American men were given the right to vote in 1870, Susan was pleased. But she was still unhappy that women could not vote. And why couldn’t women vote? One reason was that some people at the time believed that women would vote the way their fathers or husbands told them to!

Susan decided she would vote anyway. On Election Day in November 1872, Susan and fifteen other women voted in the election for president of the United States. This was against the law, and they were arrested, but only Susan had to stand trial.
When the time came for her trial, Susan’s lawyer argued that she had the right to vote because of a recent change, or amendment, to the Constitution of the United States. The amendment said that anyone born in the country was a citizen of the United States and had all the rights of a citizen. Susan’s lawyer argued that as a citizen of the United States, Susan had the right to vote.

At the trial, Susan was not allowed to speak in her own defense. The judge decided that Susan was guilty. Because she was a woman, he said, she was not allowed to vote. Then he ordered her to pay a large fine. That was her punishment.

But the judge could not stop Susan and many others from protesting and speaking out about the right of all women to vote. As the years went by, more and more people believed in this cause too.
Susan B. Anthony died in 1906, before women were allowed to vote. But her dream did not die with her. In 1920, a change to the Constitution finally gave women the right to vote.

Today, we remember Susan B. Anthony. Today, women not only vote, but many become police and military officers, mayors of cities, governors of states, judges, and senators.

Mary McLeod was born in 1875 in South Carolina. Her parents were freed slaves. When Mary was a little girl, she wanted to learn to read. But no one in Mary’s family could teach her. There was no time for school because everyone had to work on the family farm.

Then one day a woman came to the McLeod farm and said she was starting a school for African American children. Mary wanted to go to school. Her parents agreed to let her go. Mary learned fast and taught her brothers and sisters to read.
After elementary school, Mary was given a scholarship to go to a high school for African American girls in North Carolina. At this time in the South, there was segregation. This meant that people were separated because of race. So, black children and white children did not go to the same schools. Later, Mary went to college and then returned home to teach in the school she had once gone to. Mary married and became Mary McLeod Bethune. She had a son.

Mary decided to start a school of her own for African American girls. With only $1.50 in her pocket, she moved to Daytona Beach, Florida, and did just that! In the first year, she had only a few students. Mary collected crates and boxes for her students to sit and write on. Some people tried to scare her away, but over time more and more students came to Mary's school.
Then Mary began to teach night classes to African American men so that they could gain the skills needed to vote. During this time, only men could vote, but they had to be able to read and write.

Throughout her life, Mary believed that with an education people could improve their lives. She devoted her life to the education of African Americans.

Eleanor Roosevelt

Eleanor Roosevelt was born in 1884 in New York City. Eleanor grew up wearing beautiful clothes and lived in a fancy house with maids and servants. When she was fifteen, Eleanor was sent to a high school in England. After high school, she returned to New York.

Eleanor wanted to help people who did not have as much as she did. She began to work with children who lived in poverty. It was also an exciting time for Eleanor, as her uncle, Theodore Roosevelt, had just become president of the United States.
When Eleanor was twenty-one, she married a distant cousin named Franklin Delano Roosevelt. Eleanor supported her husband as he began to work in politics. However, Franklin became sick with a disease called polio. Though in time he got better, Franklin could no longer walk easily. Eleanor helped him with his work.

When Franklin D. Roosevelt was elected president in 1932, Eleanor became the First Lady. At that time, the United States was in the middle of a difficult period called the Great Depression. Businesses failed. Some people lost their jobs and could no longer afford food.

People stood in long lines just to get something to eat. Eleanor traveled around the country to talk with those in need, visited hospitals, and served food to the poor. She told the president about the things she saw.
Mary McLeod Bethune and other African American leaders were invited to the White House. They wanted to help President Roosevelt and Eleanor improve the lives of African Americans, most of whom were poor.

Eleanor also felt strongly about the rights of Native Americans. She spoke out about the fact that Native Americans had lost so much of their land. As the First Lady, Eleanor had many chances to speak about the problems facing America.

Later, Eleanor Roosevelt became the first representative from the United States to the new world group called the United Nations. Mary McLeod Bethune also joined the United Nations. Eleanor and Mary helped to write a list of human rights that the UN promised to help people achieve everywhere.
**Jackie Robinson**

Today, baseball is a popular sport. But there was a time when African American baseball players and white baseball players did not play together. This all changed when a man named Jackie Robinson stepped out onto a baseball field in 1947. Not only was Jackie a great player, he also showed the world great courage in breaking down barriers among people.

Jackie Robinson was born in 1919 in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers, people who worked the land for others for very little pay. Later, his family moved to Pasadena, California.

As a boy, Jackie was a talented athlete. In high school, he played football, basketball, baseball, and tennis, and he ran track too. After high school, Jackie went to college.
In college, Jackie competed in baseball, basketball, football, and track. He was picked for the all-American football team, which is a team of the best players from different schools around the country.

After college, Jackie began playing football for the Honolulu Bears, a Hawaiian team. When the United States entered World War II, Jackie joined the army. He became an officer.

Growing up, Jackie knew about discrimination, which was at the time legal in parts of the United States. Discrimination is the unfair treatment of people because of their skin color, race, religion, or some other reason. Jackie experienced discrimination in the army too.

When Jackie was in the army, he refused an order to sit at the back of a military bus. Jackie felt that the color of his skin should not be a reason why he could not sit where he wanted. Jackie stood trial but was found not guilty.
When Jackie left the army, he began playing baseball for the Kansas City Monarchs. The Monarchs were an all African American team.

One day, Branch Rickey, the president of the Brooklyn Dodgers, saw Jackie play. He wanted Jackie to play for the Dodgers even though they were an all-white team. Branch wanted Jackie to become the first African American to play Major League Baseball. Jackie agreed!

Jackie began playing with the Montreal Royals, a training team for the Brooklyn Dodgers. Jackie played well. Then, on April 15, 1947, Jackie Robinson put on the Brooklyn Dodgers uniform, wearing number forty-two. As the first African American player on a major league team, Jackie stepped out at Ebbets Field. Thousands of fans were there.
Jackie knew that Branch had chosen him because of his talent and his character. Jackie was strong and brave. Some players on the field—and many people in the crowd—were mean to him and called him names. But Jackie ignored them and just played baseball.

And that’s what he did every time he stepped out onto the field, even when some players tried to injure him. Jackie simply played his best. In the end, he changed baseball forever. Jackie became the first African American to be included in the Baseball Hall of Fame.

Rosa Louise Parks was born in 1913 in Alabama. She grew up on a small farm with her brother, mother, and grandparents. Rosa lived during the time of legal segregation in the South. There, African Americans faced discrimination. They did not have the same rights as white people.

Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or sit in the same waiting rooms. When traveling by bus, African Americans were expected to sit in certain seats, and in movie theaters they often had to sit in the balcony.
When Rosa was a little girl, she had to go to a school that was just for African American children. It was an old, one-room schoolhouse that only held classes for five months each year. Far too often there weren’t enough desks or school supplies for the students. Rosa noticed that buses took white children to a new school nearby.

When Rosa was nineteen, she married Raymond Parks. Raymond was involved in the movement to improve the lives of African Americans. Rosa began to help too.

Then came the day that changed things forever. On a cold December evening in 1955, in Montgomery, Alabama, Rosa Parks left work and set off to catch the city bus that would take her home. Rosa stepped onto the bus and took a seat just behind the whites-only section.
Before long, all the seats on the bus were full, and some white people were left standing. Back then, the bus driver could tell African Americans to give up their seats to white passengers.

The bus driver did just that! He told some African American people on the bus to give up their seats. All of them did—except for Rosa. When the bus driver said he would call the police if she did not move, Rosa quietly said, “You may do that.” When he asked her one more time to stand up, Rosa replied by saying, “I don’t think I should have to stand up.”

Before long, a police officer came. Rosa was arrested and taken to the police station. Later that night, she was released on bail.
African Americans in Montgomery who normally rode the city buses decided to show their support for Rosa by protesting. Instead of using the buses, they would walk. This kind of protest is called a boycott.

On November 13, 1956, the U.S. Supreme Court decided that it was against the law to make African Americans give up their seats. This was a great victory! Never again would an African American person have to give up their seat on a bus.

Many African American women supported the boycott, which was led by a young man named Dr. Martin Luther King Jr. The boycott lasted for 382 days. Without passengers to ride the city buses, the city couldn’t afford to run the buses. Some white people supported the boycott too.
Rosa Parks's actions helped to start the civil rights movement. In fact, Rosa became known as the mother of the civil rights movement. She continued to work for civil rights her entire life.

Rosa received many awards for her courage and her work. She received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

Martin Luther King Jr.

Martin Luther King Jr. grew up in Atlanta, Georgia, in the 1930s. As a boy growing up in the South, he too experienced unfair treatment because of the color of his skin. He experienced segregation, or being forced to use separate water fountains and restrooms.

Like his father, Martin became a church minister. He is called Dr. King because he earned a special degree called a doctorate. Martin wanted to end the unfair treatment of people of color and to replace it with legal equality.
Martin Luther King Jr. thought about Rosa Parks. The bus boycott had worked, and unfair laws were changed. He had helped with that. He had also read about another leader like himself, a man who fought injustice without using violence. That man was Mohandas (Mahatma) Gandhi, who had lived in South Africa and India.

Martin read the books Gandhi wrote and learned about the movements he had led. Gandhi said *never* to use violence when you are fighting for what is right. This reminded Martin of the Bible lesson that teaches people to walk away if someone hits them, instead of hitting back.

Martin agreed to be the leader of the civil rights movement, even though he knew he was putting himself and his family in danger. There were many people who did not like the changes he and others wanted.

Despite the dangers, Martin said that those involved in the civil rights movement must remain peaceful. He believed that a nonviolent movement that protested inequality with thoughtful words and dramatic actions—not fists and weapons—would succeed.
Martin and other ministers set about bringing together members of African American churches throughout the South. They set out to register African Americans in the South to vote. By voting, they could help bring about change.

In his first speech to the leaders of African American churches in the South, Martin said:

*We have no alternative but to protest. For many years we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.*
And so it began. African Americans living in Southern states began to hold sit-ins at lunch counters that would not serve them. Sit-ins were nonviolent protests that involved people sitting down in places where they were often not allowed.

People rode buses from state to state and protested in places that allowed segregation. They marched in the streets.

Many people were arrested for taking part in these peaceful protests. Martin was arrested many times.

Then, in 1963, Martin led a march on Washington, D.C. Thousands of people came to Washington to hear people speak in front of the Lincoln Memorial.

Martin gave his famous “I Have a Dream” speech. In this speech, he said that he hoped for a day when people would be judged not by the color of their skin, “but by the content of their character.”

The following year, Martin was given one of the highest awards anyone can achieve: the Nobel Peace Prize.
Because of Martin and many others like him, a law was passed in 1964 called the Civil Rights Act, which put an end to segregation. The following year, Congress passed the Voting Rights Act, which guarantees the right to vote. Tragically, in 1968, Martin was killed by a gunman in Memphis, Tennessee. Twenty years after his death, the U.S. Congress made the third Monday in January a holiday in his honor.

The young boy who experienced discrimination grew up to become a national hero.

Cesar Chavez

Cesar Chavez was born in Arizona in 1927. His parents were farmers. When he was ten years old, his family moved to California to become migrant farmworkers. Migrant farmworkers work on someone else’s farm, picking the ripe fruits and vegetables. Then they move on. They migrate, or move, from farm to farm.
At each farm, Cesar’s family would live in a small, crowded home. As soon as the crops were picked, the family migrated to the next farm. Cesar’s family moved around so much that, as a child, he went to more than thirty different elementary schools. When he finished the eighth grade, Cesar left school to work on farms full time.

A few years later, Cesar joined the U.S. Navy. He was a soldier in World War II. After the war, he returned to California and worked on farms. But Cesar wanted to make life better for migrant farmworkers.

Cesar became a leader. He knew that migrant workers worked very hard for very little pay. He also knew they had very few rights. So, Cesar began to meet with farmworkers and farm owners about better pay and working conditions.
When the farm owners refused to listen, Cesar and his friend, Dolores Huerta, led a strike. The strike meant that, as a protest, the farmworkers stopped working in the fields. They led protest marches too!

The farm owners still would not listen. And so, as time went by, the fruits and vegetables rotted in the fields. The workers became scared. While they were on strike, they couldn’t earn the money they needed to support their families.

Cesar kept their courage up. He decided to ask other Americans for help. Cesar asked people all across the country to boycott, or stop buying, crops such as grapes that were grown on the farms where migrant workers worked. He told people about how hard life was for migrant workers.

Many Americans listened to Cesar and stopped buying grapes and other things to show the farm owners they agreed with the workers on strike.
The strike went on for a long time. Then Cesar decided to go a hunger strike—he did not eat for twenty-five days!

This got the attention of the whole country. People learned about the farmworkers’ problems. Finally, after five years, the farm owners agreed to pay the farmworkers more money and to make their jobs and houses better. Cesar ended his hunger strike by sharing bread with Senator Robert F. Kennedy. He had succeeded!

Extraordinary People

History books are filled with the names of people who have stood up against injustice. In this book, we have highlighted just seven people who worked to create a fairer and more equal American society. But of course there are others. Here’s a short glimpse at the achievements of five more extraordinary people who have made a difference.
Chief Standing Bear was the leader of the Ponca, a Native American nation that lived in Nebraska. The Ponca’s land was taken away by the American government. Standing Bear brought a lawsuit against the U.S. Army for removing his people from their land. Standing Bear won the lawsuit, and the Ponca returned to Nebraska. Standing Bear was the first Native American to speak before a federal court. Today, there is a statue of him in the U.S. Capitol.

Three African American women were once described as “human computers” because of their brilliant minds. But perhaps what is even more impressive is the fact that all three women had successful careers as mathematicians and engineers during a time when black people faced discrimination and segregation. Despite being treated unfairly, these women worked on the early American space program.

Dorothy Vaughan grew up to become a mathematician and a computer programmer. Dorothy went to work for NASA, where she became a leading computer expert.

Katherine Johnson was a mathematician who worked on U.S. space programs that sent astronauts to the moon.

Mary Jackson was also a mathematician and engineer. Mary became NASA’s first black female engineer.
Juan Felipe Herrera was born in California in 1948. He is the son of migrant farmers who worked on farms picking crops. As a boy, Juan had to move a lot because his family had to go wherever there was work. After graduating high school, Juan went to college. Juan became a famous writer. He is a poet and the author of many children's books. But Juan has never forgotten how difficult life is for migrant workers.
Unit Assessment Questions: Civil Rights Leaders

Make sufficient copies of the Student Answer Sheet for each student; see pages 128–131 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Susan B. Anthony wanted the right to __________.
   a) go to school
   b) vote
   c) ride the bus

2. Mary McLeod Bethune devoted her life to __________.
   a) farming
   b) riding buses
   c) schools for African Americans

3. The woman who helped her husband, the president of the United States, during the Great Depression was __________.
   a) Rosa Parks
   b) Eleanor Roosevelt
   c) Susan B. Anthony

4. The first African American to play Major League Baseball was __________.
   a) Jackie Robinson
   b) Cesar Chavez
   c) Martin Luther King Jr.

5. Rosa Parks got into trouble because she __________.
   a) tried to go to a school for white children
   b) refused to give her bus seat to a white man
   c) voted when she was not allowed to

6. The “I Have a Dream” speech was made by __________.
   a) Martin Luther King Jr.
   b) Susan B. Anthony
   c) Jackie Robinson

7. Cesar Chavez fought for higher pay and better working conditions for __________.
   a) schoolteachers
   b) migrant farmworkers
   c) baseball players
8. Despite facing discrimination and segregation, women such as __________ played important roles in the U.S. space program.
   a) Mary Jackson
   b) Rosa Parks
   c) Mary McLeod Bethune

9. Poet Juan Felipe Herrera was the son of __________.
   a) migrant workers
   b) a church minister
   c) former slaves

10. The Ponca were able to return to their homeland in Nebraska because of a lawsuit won by __________.
    a) Martin Luther King Jr.
    b) Cesar Chavez
    c) Chief Standing Bear
Unit Assessment Student Answer Sheet: Civil Rights Leaders

1. a.  
   ![Image 1]  
   b.  
   ![Image 2]  
   c.  
   ![Image 3]

2. a.  
   ![Image 4]  
   b.  
   ![Image 5]  
   c.  
   ![Image 6]

3. a.  
   ![Image 7]  
   b.  
   ![Image 8]  
   c.  
   ![Image 9]
Unit Assessment Student Answer Sheet: Civil Rights Leaders

4. a. [Image of Jackie Robinson]  b. [Image of boycott sign]  c. [Image of Martin Luther King Jr.]

5. a. [Image of school classroom]  b. [Image of rally]  c. [Image of Rosa Parks]

6. a. [Image of Martin Luther King Jr.]  b. [Image of Susan B. Anthony]  c. [Image of Jackie Robinson]
Unit Assessment Student Answer Sheet: Civil Rights Leaders

7. a. ![Image](image1.png)  
   b. ![Image](image2.png)  
   c. ![Image](image3.png)

8. a. ![Image](image4.png)  
   b. ![Image](image5.png)  
   c. ![Image](image6.png)

9. a. ![Image](image7.png)  
   b. ![Image](image8.png)  
   c. ![Image](image9.png)
Unit Assessment Student Answer Sheet: Civil Rights Leaders

10. a. 

b. [Image: Boycott Grapes]

c. [Image: Native American]

Name ______________________________ Date ________________
Performance Task: Civil Rights Leaders

Materials Needed: four blank 5” × 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the Civil Rights Leaders Student Book

Teacher Directions: In this unit, students learned about civil rights leaders: Susan B. Anthony and her work to win voting rights for women; Mary McLeod Bethune and her devotion to the education of African Americans; Eleanor Roosevelt and her work to ensure human rights the world over; Jackie Robinson and his role integrating Major League Baseball; Rosa Parks, the Montgomery bus boycott, and her work to ensure civil rights; Martin Luther King Jr. and his role leading the civil rights movement, including the passing of the Civil Rights Act in 1964; Cesar Chavez and his work to ensure better working and living conditions for migrant workers; Chief Standing Bear and his efforts to bring the Ponca back to Nebraska; Katherine Johnson, Mary Jackson, and Dorothy Vaughan, who—as African American women—faced discrimination and segregation yet played vital roles in the development of the U.S. space program; and U.S. poet laureate Juan Felipe Herrera, who uses his platform to speak on behalf of migrant communities and indigenous peoples.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit civil rights leaders. They will share the sights, sounds, and smells of these important people and events with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the civil rights leaders unit. Students should identify in their postcards the most important aspects of changes in civil rights that they have learned about that make it an exciting experience to visit and think about.

Have students draw images of civil rights leaders on one side of each card and dictate a brief message about civil rights leaders for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about the lives and work of civil rights leaders.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
## Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| Above Average | Response is accurate and detailed. Student demonstrates strong understanding of civil rights leaders, identifying four of the following details in drawing and/or dictation:  
|               | • Susan B. Anthony worked for equal rights for all people. When African American men received the vote, she continued to work for women’s voting rights.  
|               | • Mary McLeod Bethune worked to ensure that every African American got an education. She helped children go to school, and she taught adults to read and write so they could vote.  
|               | • Eleanor Roosevelt worked to ensure human rights—food, shelter, and education for all people. She helped her husband, the president of the United States, understand the difficulties ordinary people faced.  
|               | • Jackie Robinson worked for the rights of African Americans and integrated Major League Baseball.  
|               | • Rosa Parks sparked the Montgomery bus boycott, demanding an end to segregation and discrimination on the buses. She continued to work for civil rights.  
|               | • Martin Luther King Jr. was a leader of the civil rights movement. He encouraged African Americans to protest in a nonviolent way. He helped ensure the passage of the 1964 Civil Rights Act to end segregation.  
|               | • Cesar Chavez led a strike, protests, and a boycott in order to improve working conditions for migrant farmworkers.  
|               | • Other extraordinary people, such as Chief Standing Bear, Dorothy Vaughan, Katherine Johnson, Mary Jackson, and Juan Felipe Herrera, have also worked to improve the lives of others. |

| Average       | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of civil rights leaders, noting three of the details listed above. |

| Adequate      | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of civil rights leaders, noting two of the details listed above. |

| Inadequate    | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above. |
Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

**Materials Needed:** sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for Civil Rights Leaders.
My Passport Activity for Civil Rights Leaders

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of the Civil Rights Leaders Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the Civil Rights Leaders Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Civil Rights Leaders Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about civil rights leaders. Ask students to turn to page 12 of their passport.

Show students the individual Civil Rights Leaders Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Civil Rights Leaders page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Civil Rights Leaders page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to meet different civil rights leaders.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those events and the lives of civil rights leaders.
During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about key civil rights leaders in American history. For example, students will meet Susan B. Anthony, a leader in the women’s suffrage movement, and Eleanor Roosevelt, a leader in the fight for universal human rights.

They will also learn about leaders who fought for equal rights for African Americans, such as Mary McLeod Bethune, Rosa Parks, and Dr. Martin Luther King Jr. They will also learn about African Americans who broke barriers, such as Jackie Robinson, Katherine Johnson, Dorothy Vaughan, and Mary Jackson.

Finally, students will meet two men who have fought to improve the working and living conditions of the nation’s migrant farmworkers: Cesar Chavez and Juan Felipe Herrera.

This unit covers some sensitive issues, including discrimination and segregation. The historical events presented in this unit are conveyed as historical and cultural information in an age-appropriate way. However, students may still have questions about how the unit content applies to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.
Activity Page 1.3

Put the events in the order in which they happened. Write 1, 2, 3, or 4 in the blanks.

_________ Susan B. Anthony was arrested.

_________ Susan B. Anthony was put on trial.

_________ Susan B. Anthony voted for president in 1872.

_________ Women were given the right to vote in 1920.
Mary or Eleanor?

Decide whether each sentence tells about Eleanor Roosevelt (ER) or Mary McLeod Bethune (MMB). Write the correct initials in each blank.

1. She started a school for African American girls.
   
2. Her uncle was the president of the United States.
   
3. She became the first person in her family who learned to read.
   
4. She got a scholarship to high school.
   
5. She felt strongly about the rights of Native Americans.
   
6. She visited hospitals and served food to the poor.
   
7. She was the first U.S. representative to the United Nations.
1. I was the first African American to play Major League Baseball.

2. I worked to help women get the right to vote.

3. I worked to help African Americans get an education.

4. I helped migrant workers get better pay and working conditions.

5. I gave the “I Have a Dream” speech at the Lincoln Memorial.

6. I refused to give up my seat on the bus.
Answer Key: Civil Rights Leaders

Unit Assessment
(pages 126–127)

1. b 2. c 3. b 4. a 5. b 6. a 7. b 8. a 9. a 10. c

Activity Pages

Susan B. Anthony (AP 1.3)
(page 139)

2, 3, 1, 4

Mary or Eleanor? (AP 3.1)
(page 140)

1. MMB
2. ER
3. MMB
4. MMB
5. ER
6. ER
7. ER

Who Am I? (AP CA.1)
(page 141)

1. Jackie Robinson
2. Susan B. Anthony
3. Mary McLeod Bethune
4. Cesar Chavez
5. Martin Luther King Jr.
6. Rosa Parks
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The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.

For which grade levels is this book intended?
In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 2 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

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