

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE 2 ELA UNIT CONNECTED TO SOCIAL STUDIES (CHANGE)

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with social studies. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 6 for more guidance on planning for other components of the literacy block.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for [Teaching Literacy in Tennessee](#). They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively

discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.

Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part

Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Social Studies Standards and focus on the universal concept of change. These standards are represented below. **Though strong connections are made to the social studies standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified social studies standards. The unit is not intended to replace social studies instruction.**

Kindergarten

- K.12 Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of allegiance.
- K.17 use correct words and phrases related to chronology and time.
- K.19 Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.
- K.20 Identify and discuss the following holidays, and analyze why we celebrate them (e.g. MLK, JR. Day, Presidents' Day, Independence Day, Veterans' Day, Thanksgiving)
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Grade 1

- 1.22 Arrange the events from a student's life in chronological order.
- 1.23 Use correct words and phrases related to chronology and time, including past, present, and future.
- 1.24 Interpret information from simple timelines.
- 1.25 Compare ways people lived in the past and how they live today, including: forms of communication, modes of transportation, and types of clothing.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 2

- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

- 2.29 Examine the significant contributions made by people in the U.S. (See standard for people.)
- 2.30 Describe periods of time in terms of days, weeks, months, years, decade, and centuries.
- 2.31 Analyze and interpret events placed chronologically on a timeline.
- 2.32 Contrast primary and secondary sources.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Grade 3

- 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.
- 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- SSP.01 Gather information from a variety of primary and secondary sources.
- SSP.02 Critically examine a primary or secondary source in order to distinguish between fact and opinion.
- SSP.05 Develop historical awareness by recognizing how and why historical accounts change over time.
- SSP.05 Develop historical awareness by recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully

sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: Throughout this document, two types of sidebar notes have been included in order to highlight opportunities for differentiation. Those entitled ‘Differentiation for ALL Students’ offer ideas for proactive adjustments that could be considered for the range of learners. Those entitled ‘Differentiation for Specific Needs’ provide more specific differentiation ideas for learners, such as English learners and students with reading difficulties including those displaying characteristics of dyslexia.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs. The Unit Starters are designed to provide access to high-quality instruction for all students, including English learners and students who may be experiencing reading difficulties, such as those displaying characteristics of dyslexia. Based on their use of multiple data sources and their analysis of students’ strengths and needs, teachers should differentiate instruction while implementing the Unit Starters to support continuous progress for all students. Consistent with the strategies embedded in the Unit Starters, students will experience impactful opportunities to listen to, read, think, talk, and write about texts while developing knowledge and enhancing vocabulary development. To ensure that all students make academic gains, teachers must continually monitor their students’ learning, recognizing areas of need and providing relevant and focused support. For additional information regarding differentiation and supporting the range of learners, please see the [TN Differentiation Handbooks](#), [Dyslexia Resource Guide](#), and [Teaching Literacy in Tennessee: English Learner Companion](#).

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
 - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the

diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.


Modeled, Shared, and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.



Differentiation for ALL Students: Lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to engage with the content, deepen their understandings, and express understandings in a variety of ways. This includes students who can extend understandings beyond the task requirements.

Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

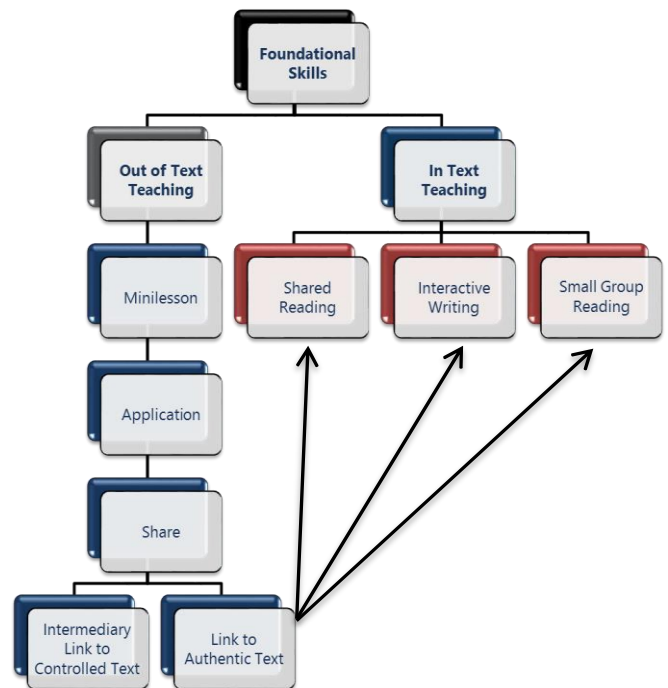
Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out-of-text and in-text teaching.



Structures for Academic Talk and Collaboration

The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

Differentiation for Specific Needs: English learners benefit from increased opportunities to interact with other students to utilize their newly acquired English language in authentic reading and writing contexts.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concept:

Change

Unit Concept:

Change-Makers in America

Enduring Understandings:

Individuals from America's past have made contributions that have inspired and led to change.

Essential Questions:

Who and what in America has inspired and led to change?

Disciplinary Understandings:

Famous Americans from the recent and distant past affected change through their words, actions, and accomplishments.

Famous Americans from the recent and distant past changed perspectives (e.g., about rights & opportunities of all Americans) and laws.

All citizens can affect change in their communities through democratic leadership and participation (e.g., voting, becoming leaders, communicating with leaders).

Guiding Questions:

How did people from our country inspire and lead change in the past? What kinds of changes did past and present Americans inspire and led? How can citizens--including me--be "change-makers"?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

End-of-Unit Task:

Your school embodies and celebrates being "change-makers." To pay tribute to historical agents of change, your school is hosting a "Hall of Change Exhibit." Your teacher has asked you to prepare an informational speech about three key "change agents" from American history explaining their contributions that led to change in our country.

Part 1: To prepare, create a graphic organizer naming the three agents of change you chose. For each change agent, explain the contributions he or she made that inspired others and led to change. Then, integrate, or synthesize, how these famous Americans were able to change perspectives that led to change. To complete your graphic organizer, explain how these actions of change have inspired you to be a change-maker in your school and community.

Part 2: Using the information you've recorded in your graphic organizer, write an informational speech for the "Hall of Change Exhibit." In your speech, be sure to include information about the three "change agents" you highlighted in your graphic organizer, as well as how you've been inspired to be an agent of change in your school and community.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

What Do You Do With a Problem (SR)

Follow the Moon Home (IRA)

Imogene's Last Stand (SR)

Elizabeth Leads the Way (IRA)

Who Says Women Can't be Doctors? (SR)

The Story of Ruby Bridges (IRA)

Shaking Things Up: 14 Young Women Who Changed the World (SR)

Rosa (IRA)

Rosa's Bus (SR)

Sit-in: How Four Friends Stood by Sitting Down (IRA)

Let the Children March (SR)

Wilma Unlimited (IRA)

No Truth Without Ruth (IRA)

In your writing, be sure to:

- introduce your topic;
- use facts and definitions to provide information;
- include vocabulary from our unit; and
- provide a concluding statement or section.

Part 3: Create bulleted speech cards that highlight the key points in your full length speech. Deliver your speech to your “student” audience.

In your speech, be sure to:

- recount experiences with appropriate facts;
- use relevant descriptive details; and
- speak audibly in coherent sentences.

Differentiation for ALL Students: Instruction that is impactful for learners demonstrates that students' lived experiences and cultural background are important to advancing concept and content knowledge.

UNIT CONTENT GOALS

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this Second Grade Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. (Example: Interdependence)



Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. (Example: Interdependence of living things)



Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. (Example: People, plants, and animals depend on each other to survive.)

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. (Example: Why do humans need to preserve trees?)

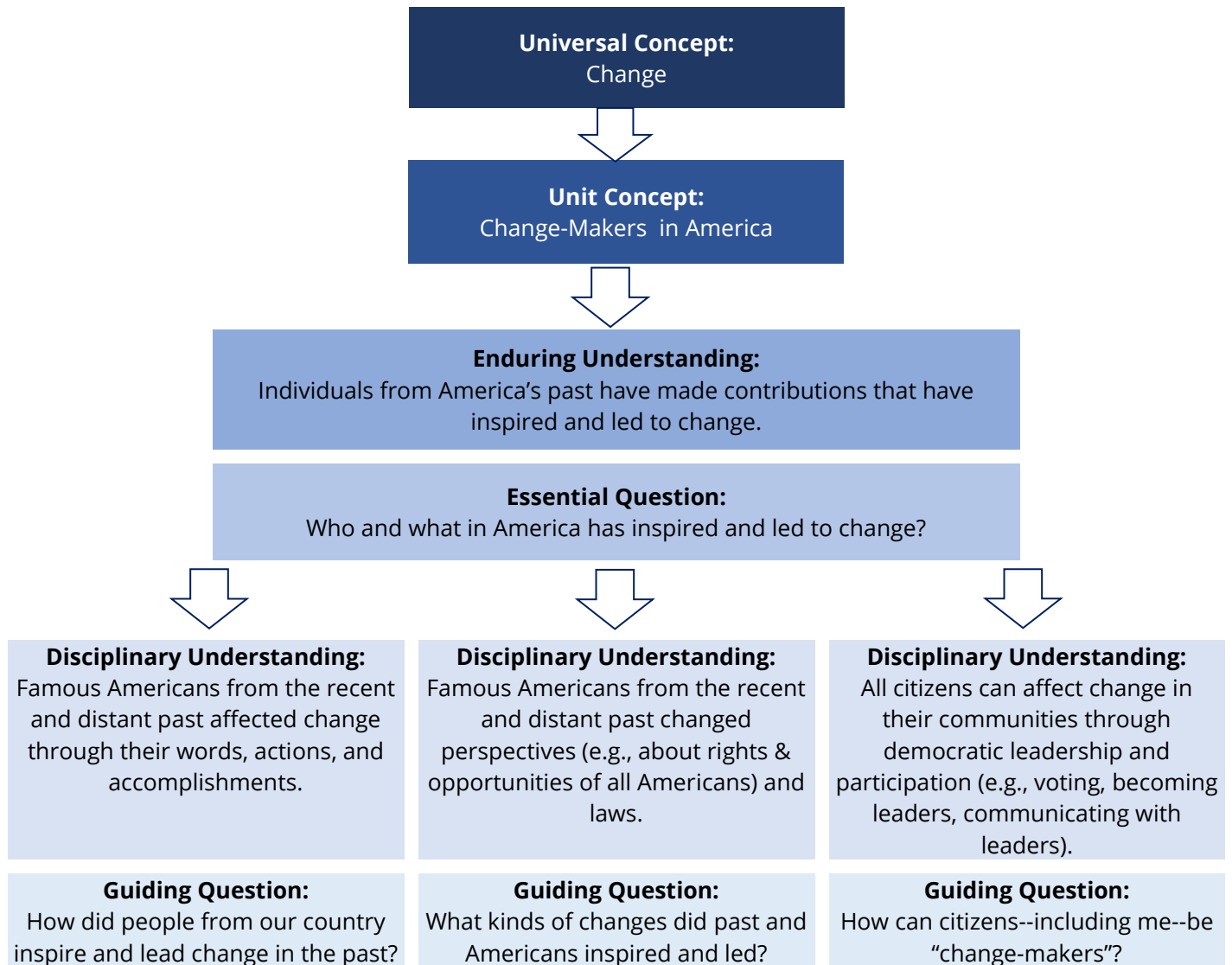


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. (Example: The structure of plants and the function of each part)

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. (Example: Why are roots important to plants?)

UNIT CONTENT GOALS

The diagram below shows the conceptual levels and questions that were considered during the development of this Unit Starter. The diagram below outlines the specific concepts and questions for the Second Grade Unit Starter.



Related Standards

2.25 Identify the rights and responsibilities of citizens of the U.S.
 2.26 Understand that there are laws written to protect citizens' right to vote.
 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
 2.29 Examine the significant contributions made by people in the U.S. (see standard for people).
 2.31 Analyze and interpret events placed chronologically on a timeline.
 2.32 Contrast primary and secondary sources.
 SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Differentiation for Specific Needs: All students, regardless of English language proficiency, pronunciation difficulties, or reading difficulties, are held to the same rigorous grade-level standards. Differentiation supports a path toward grade level expectations through the intentional proactive adjustments that teachers make.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are aligned with the following Tennessee English Language Arts and Social Studies Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT

- 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
- 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
- 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.
- 2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

ALIGNED STANDARDS: LITERATURE

- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.
- 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.RL.CS.6 Determine when characters have different points of view.
- 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

ALIGNED STANDARDS: WRITING

2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.

2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.

2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.

2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

ALIGNED STANDARDS: SPEAKING & LISTENING

2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONNECTED STANDARDS: SOCIAL STUDIES

2.25 Identify the rights and responsibilities of citizens of the U.S.

2.26 Understand that there are laws written to protect citizens' right to vote.

2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

2.29 Examine the significant contributions made by people in the U.S. (see standard for people).

2.31 Analyze and interpret events placed chronologically on a timeline.

2.32 Contrast primary and secondary sources.

SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Differentiation for ALL Students: Students' knowledge and vocabulary development and text comprehension are greatly enhanced when they engage with texts that are appropriately complex. Students also need multiple opportunities to engage with texts that represent and link to their prior knowledge, family, communities, cultural experiences, and interests. In addition, text comprehension can be supported for students utilizing real life objects, visuals, models, and collaboration with partners or small groups.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>What Do You Do With a Problem</i> (SR)	Kobi Yamada
<i>Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles</i> (IRA)	Philippe Costeau
<i>Imogene's Last Stand</i> (SR)	Candice Fleming
<i>Elizabeth Leads the Way</i> (IRA)	Tanya Lee Stone
<i>Who Says Women Can't Be Doctors?: The Story of Elizabeth Blackwell</i> (SR)	Tanya Lee Stone
<i>The Story of Ruby Bridges</i> (IRA)	Robert Coles
<i>Shaking Things Up: 14 Young Women Who Changed the World</i> (SR)	Susan Hood and Sophie Blackall
<i>Rosa</i> (IRA)	Nikki Giovanni
<i>Rosa's Bus: The Ride to Civil Rights</i> (SR)	Jo S. Kittinger

<i>Sit-In: How Four Friends Stood Up by Sitting Down</i> (IRA)	Andrew Davis Pinkney
<i>Let the Children March</i> (SR)	Monica Clark Robinson
<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i> (IRA)	Kathleen Krull
<i>No Truth Without Ruth: The Life of Ruth Bader Ginsburg</i> (IRA)	Kathleen Krull

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>Diana's White House Garden</i>	Elisa Carbone
<i>Finding Lincoln</i>	Ann Malaspina
<i>Elvis: The Story of the Rock and Roll King</i>	Bonnie Christensen
<i>The Other Side</i>	Jacqueline Woodson
<i>Ordinary Mary's Extraordinary Deed</i>	Emily Pearson
<i>Freedom on the Menu: The Greensboro Sit-Ins</i>	Carole Boston Weatherford
<i>A Sweet Smell of Roses</i>	Angela Johnson
<i>Separate Is Never Equal</i>	Duncan Tonatiah
<i>Boxes for Katje</i>	Candice Fleming
<i>The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever</i>	H. Joseph Hopkins
<i>Rachel Carson and Her Book That Changed the World</i>	Laurie Lawlor
<i>What Do You Do With An Idea?</i>	Kobi Yamada
<i>Ordinary People Change The World Book Series (17)</i>	Brad Meltzer

Differentiation for ALL Students: Vocabulary acquisition is a critical component of reading comprehension. Students benefit from integrated vocabulary instruction, moving beyond memorization of definitions.

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
problem shooed scowled tackled opportunity	history lectures Historical Society immortal forefathers descendants firm rally parchment inspiration	rights laws preposterous power freedom proposed flabbergasted Declaration of Independence equal	rights power freedom equal allowed option repulsed determined stubborn courage	credit threatening arrested mobs gradually persuade irritated segregation banned heroines bond
Day 6	Day 7	Day 8	Day 9	Day 10
change-maker civil rights separate courageous justice/injustice segregation nonviolent unequal anxious boycott democracy protest victory	integrity dignity unequal anxious boycott democracy protest victory	hope ignored integration absorb peace committed conviction burden freedom disperse revolution agreement desegregation	hope patiently proud peace determined opposed committed conviction unity	limited paralyzed triumphant memorable impressed scholarship astounding
Day 11	Day 12			
equals valued change-makers fairness / unfairness truth heroic warrior rejected	controversial violated illegal denied debating policy legislation dissent			

WHAT DO YOU DO WITH A PROBLEM? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	
Text: <i>What Do You Do With a Problem?</i>	
Question Sequence: First Read	
Instructional Strategy: Shared Reading	
<i>Teacher's Note: This text is meant to be paired with Follow the Moon Home.</i>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>The text structure is moderately complex. While the organization is chronological, the illustrations are essential for comprehension. The boy has a problem that he didn't want nor ask for. The problem grows larger and larger in his mind, then eventually the problem goes away as he learns that problems can be opportunities. The illustrations extend the meaning of the text and help to communicate the mood.</p>	<p>The language features are very complex. The author uses figurative language such as, "What if it swallows me up?" and getting "face-to-face" with a problem. Most vocabulary will be familiar, but used in new ways such as "tackling" a problem.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The meaning is very complex. The central message, while explicitly stated, that problems can be opportunities, is conveyed over the entirety of the text and may be difficult for some readers to understand.</p>	<p>The knowledge demands are slightly complex. Most readers have experienced a problem. No additional prior knowledge is needed in order for this text to be understood and meaningful.</p>

Differentiation for ALL Students: Students' knowledge development, vocabulary development, and text comprehension are greatly enhanced when they engage with texts that are appropriately complex.

Differentiation for Specific Needs: Students with reading difficulties (particularly those with characteristics of dyslexia) and English learners need opportunities to interact with (including listening to) text that is appropriately complex across multiple genres to ensure students' access to unfamiliar vocabulary and new concept knowledge.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that how we respond to problems can affect our ability to influence them. To gain this understanding students will:

- use the illustrations to explore how certain responses to problems can make us feel;
- distinguish nuances in word meanings in order to understand what the author is conveying about how the boy is responding to his problem; and
- determine the central message from the text that how we respond to problems determines the impact that they have on us.

Differentiation for ALL Students: Teaching related vocabulary words by bridging from a known word to an unknown word impacts the use and understanding of those targeted words. For example, teaching “transportation” as a noun may be known to students. Then, it might be linked to “transport” as a verb and “portable” as an adjective.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- problem (explicit)
- shooed (embedded)
- scowled (embedded)
- tackled (embedded)
- opportunity (explicit)

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student’s development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

DAILY TASK

Teacher’s Note: This task is meant to be completed after reading both What Do You Do with a Problem? And Follow the Moon Home.

Part 1:

Mr. J, the teacher, in *Follow the Moon Home*, asked students to complete a Community Action Project. With a partner, complete the chart from Mr. J’s lesson using details from the text.

Part 2:

Independently, answer the following question in at least three sentences: How did this text demonstrate that problems are opportunities for ideas?

In your writing be sure to:

- introduce your topic;
- use details from the text as evidence;
- include words and phrases from the text; and
- write in complete sentences.

Teacher’s Note: In the ‘Take Action’ section of the chart, consider supporting students in generating a bulleted list of the actions the students took in the text to cause change. This will support students on future daily tasks as well as the end-of-unit task.

<p><u>Identify</u></p> <p>What was the problem Vivienne’s class identified as their community project?</p>	
<p><u>Plan</u></p> <p>What plan did Vivienne and her class brainstorm?</p>	
<p><u>Take Action</u></p> <p>Explain the actions Vivienne and her classmates took.</p>	

<p><u>Tell the Story</u></p> <p>Show how the characters made a difference!</p>	
<p><u>Reflect</u></p> <p>Think about what the characters did and what they might do next.</p>	

POSSIBLE STUDENT RESPONSE

Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.

Part 1:




<p><u>Identify</u></p> <p>What was the problem Vivienne's class identified as their community project?</p>	<p>The problem in the text was that too many people in the community had too many lights on in their houses which caused the baby sea turtles to travel away from the sea and get dehydrated and die.</p>
<p><u>Plan</u></p> <p>What plan did Vivienne and her class brainstorm?</p>	<p>The plan was to get the whole town to help save the loggerhead sea turtles. They planned Lights Out for Loggerheads.</p>
<p><u>Take Action</u></p> <p>Explain the actions Vivienne and her classmates took.</p>	<p>The students brainstormed solutions to the sea turtle problem. They gathered information, read books, visited an aquarium, a sea turtle hospital, and asked someone from the South Carolina Marine Turtle Conservation Program to speak to their class. They created posters and delivered them all over their town and placed fact sheets at the vacation beach houses. The editor promised to put Vivienne's article about the loggerhead sea turtles in the newspaper. They put the information on the internet and Mr. J. helped them write a press release. After the town meeting they created their own volunteer group. Finally, they went on a turtle patrol and watched the sea turtles leave their nest, walk on the sand, and go into the sea.</p>
<p><u>Tell the Story</u></p> <p>Show how the characters made a difference!</p>	<p>Vivienne was able to make a difference getting more people involved. She worked closely with her class and her community to create awareness of the problem. Together people took action to create change that made the community better.</p>
<p><u>Reflect</u></p> <p>Think about what the characters did and what they might do next.</p>	<p>Vivienne and her classmates created change by identifying a problem, creating a plan, taking action, sharing their story, and continuing to reflect on their plan. Based on the end of the text, I think Vivienne</p>




and her community will continue with the Lights Out for Loggerheads actions and patrols to protect the baby sea turtles.

Part 2:

This text demonstrated that problems are opportunities for ideas by showing how a group of twenty students brainstormed ideas to save the loggerhead sea turtles. It showed that problems can lead to ideas that can create change. An inspired group of children or adults can support change when they work together and talk together.

Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	Students will complete a “sticky note” explaining what they believe a problem is.  (This is an opportunity for a collaborative talk structure.)	A problem is something that people have when they cannot figure out how to fix something.
Page 4	What does shoo and scowl mean? Why do you think he is shooing and scowling at the problem?	If you shoo something away that means you are using your hands to fan something away from you. When you scowl, it means you frown – like this. (student frowns) He doesn't like it and doesn't want to have the problem anymore.
Pages 6-10	On the last couple of pages, the author is using personification. Personification means giving human attributes to nonhuman things. How does this communicate the mood of the story? 	The boy is worried that his problem might hurt him. When the author uses phrases like, “swallows me up”, I can tell that the boy is scared.
Pages 11-14	What are the illustrations telling us about how the boy is feeling about this problem? 	It looks like the illustrator used a dark cloud and the colors black and gray. Maybe the illustrator did this to show how scared the boy felt. The colors make me feel scared and sad.

Pages 15-16	Why do you think the little boy tried to hide from the problem?	The little boy tried to hide from the problem because he was so scared. He thought if he hid from it, then maybe it would go away.
Pages 19-20	What is different about the illustrations on these pages? What is the boy doing in the picture? The boy says that maybe he was making the problem bigger and scarier than it really was. How does this statement relate to what we have read so far?	The boy's expression has changed, and it doesn't look as dark and gloomy. It looks like he is working on something. The boy has worried so much about his problem that he made it scarier than it actually was.
Pages 23-24	What does "tackled" mean in the sentence? How do the illustrations help you understand? 	The illustrations make it look like he jumped on his problem. Since I know the cloud represents his problem, and I know you can't really tackle a cloud, I think tackled means he decided to fix his problem.
Pages 25-26	What does it mean when the author wrote that the boy "got face-to-face with it"? 	It means he decided he had to solve his problem. He had to face it and not hide from it.
Pages 31-34	The author says that "every problem has an opportunity for something good." What does that mean? Use evidence from the text.  How did the mood in this text change from the beginning to the end? What helped you understand the mood?	It means that problems can be an opportunity to learn, grow and be brave. At first the boy was scared and the illustrations were dark and gloomy. At the end, the boy was happy and the illustrations are bright and cheerful.
	What was the author's message in this text? What do you think the author wants us to do when we encounter a problem?	The author's message was that worrying about problems can make them seem big and scary. The author wanted to share that how you react to a problem determines whether the problem is scary, or an opportunity to be brave. The author wants us to tackle problems and not hide from them.

After Reading	<i>Teacher's Note: Have students return to their definition of a problem they wrote on a sticky note. As a class, collaboratively create a new definition of a problem on a class anchor chart. You may return to this definition throughout the unit as students learn about people that turned problems into opportunities.</i>	
	<i>Teacher's Script: As we go through our unit, we are going to learn about many different problems that people have faced in their communities and how they used those problems as opportunities to create change.</i>	

FOLLOW THE MOON HOME – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	
<p>Text: <i>Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p> <p><i>Teacher's Note: This text is meant to be paired with What Do You Do with a Problem?</i></p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
NC 590L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. While the organization is clear and logically sequenced, the graphics greatly extend the meaning of the text. For instance, readers must engage with the “Loggerhead Turtle Nesting Area” sign in order to gain full meaning of the content of the text.	The language features are moderately complex. There are some instances of figurative language, such as “bright lights winking on” and “the sea glittered like silver.” There is a wide variety of sentence structures from simple to complex. Within the text, there are several Tier II vocabulary words such as conservation, solutions, and patrols.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The levels of meaning and purpose are moderately complex. The text reveals early on that problems can be solved by taking actions: Identify, Plan, Take Action, Tell the Story, and Reflect. However, a more subtle meaning of working together to create change is implied throughout the text.	The knowledge demands of the text are moderately complex. The text explores ideas about sea turtles that may be unfamiliar to some readers. The idea of children being activists might be new for some readers.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that problems can lead to ideas that can create change in schools, communities, and homes. Students will also understand that even children can make a difference in our world and communities when they communicate and work together around a common goal. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> describe how the characters in the text respond to major events and challenges to create change in their community;

- use information gained from illustrations and words in a text to demonstrate understanding of the characters' actions to make a difference and the result of those actions;
- participate with peers in collaborative conversations about the ways in which the characters solved problems and created change; and
- explain how this text is an example of a problem becoming an opportunity.

VOCABULARY WORDS

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- identify (embedded)
- plan (embedded)
- take action (embedded)
- disturb (embedded)
- dehydrated (embedded)
- conservation (explicit)
- solutions (explicit)
- enthusiasts (embedded)
- patrols (explicit)

DAILY TASK

Differentiation for Specific Needs: For students demonstrating characteristics of dyslexia, attention is given to the various ways that students can demonstrate mastery of required standards, such as verbally giving information or using a word processor for written tasks. With the reciprocal nature of reading and writing, students, especially those with characteristics of dyslexia, also need opportunities to apply foundational literacy skills when decoding and encoding connected text.

Teacher's Note: This task is meant to be completed after reading both What Do You Do with a Problem and Follow the Moon Home.

Part 1:

Mr. J, the teacher, in *Follow the Moon Home*, asked students to complete a Community Action Project. With a partner, complete the chart from Mr. J's lesson using details from the text.

Part 2:

Independently, answer the following question in at least three sentences: How did this text demonstrate that problems are opportunities for ideas?

In your writing be sure to:

- introduce your topic;
- use details from the text as evidence;
- include words and phrases from the text; and
- write in complete sentences.

Teacher's Note: In the 'Take Action' section of the chart, consider supporting students in generating a bulleted list of the actions the students took in the text to cause change. This will support students on future daily tasks as well as the end-of-unit task.

<p><u>Identify</u></p> <p>What was the problem Vivienne's class identified as their community project?</p>	
<p><u>Plan</u></p> <p>What plan did Vivienne and her class brainstorm?</p>	
<p><u>Take Action</u></p> <p>Explain the actions Vivienne and her classmates took.</p>	
<p><u>Tell the Story</u></p> <p>Show how the characters made a difference!</p>	
<p><u>Reflect</u></p> <p>Think about what the characters did and what they might do next.</p>	

POSSIBLE STUDENT RESPONSE

Part 1:


<p><u>Identify</u></p> <p>What was the problem Vivienne's class identified as their community project?</p>	<p>The problem in the text was that too many people in the community had too many lights on in their houses which caused the baby sea turtles to travel away from the sea and get dehydrated and die.</p>
<p><u>Plan</u></p> <p>What plan did Vivienne and her class brainstorm?</p>	<p>The plan was to get the whole town to help save the loggerhead sea turtles. They planned Lights Out for Loggerheads.</p>
<p><u>Take Action</u></p> <p>Explain the actions Vivienne and her classmates took.</p>	<p>The students brainstormed solutions to the sea turtle problem. They gathered information, read books, visited an aquarium, a sea turtle hospital, and asked someone from the South Carolina Marine Turtle Conservation Program to speak to their class. They created posters and delivered them all over their town and placed fact sheets at the vacation beach houses. The editor promised to put Vivienne's article about the loggerhead sea turtles in the newspaper. They put the information on the internet and Mr. J.</p>



	helped them write a press release. After the town meeting they created their own volunteer group. Finally, they went on a turtle patrol and watched the sea turtles leave their nest, walk on the sand, and go into the sea.
<u>Tell the Story</u> Show how the characters made a difference!	Vivienne was able to make a difference getting more people involved. She worked closely with her class and her community to create awareness of the problem. Together people took action to create change that made the community better.
<u>Reflect</u> Think about what the characters did and what they might do next.	Vivienne and her classmates created change by identifying a problem, creating a plan, taking action, sharing their story, and continuing to reflect on their plan. Based on the end of the text, I think Vivienne and her community will continue with the Lights Out for Loggerheads actions and patrols to protect the baby sea turtles.

Part 2:

This text demonstrated that problems are opportunities for ideas by showing how a group of twenty students brainstormed ideas to save the loggerhead sea turtles. It showed that problems can lead to ideas that can create change. An inspired group of children or adults can support change when they work together and talk together.

Differentiation for Specific Needs: English learners, in particular, need to think and respond to text through speaking and writing. Oral and written English proficiency is critical to English language acquisition. Text discussions for English learners should incrementally move students from informal conversations with less demands on use of newly acquired knowledge to those that require strong academic language skills that are cognitively demanding.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 3-4	<p>Why do you think Mr. J. and his students were looking for a problem to solve in the community?</p> <p>According to the graphic organizer on page 3, Mr. J. broke the project into five steps. How might these steps help the students to solve a problem in the community?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Mr. J. might have wanted his students to become more involved in community action and activities in order to make the community a better place.</p> <p>These steps might help the students solve a problem by helping them think through important information. The steps ask the students to think about a plan and the action steps they might take, as well as reflect on the work they do.</p>
Pages 9-10	<p>A man walked by Vivienne and told her to make sure she filled in the hole she made in the sand because it was “nesting season.” Why would the man caution her about</p>	<p>The man cautioned Vivienne because baby sea turtles nest in the sand, and they need a clear path to the sea. Holes and sand castles can get in their way.</p>

	nesting season? Use the evidence found in the words and illustrations from pages 7-10 to support your thinking.	The man cautioned Vivienne by pointing to the warning sign on the beach warning people to not disturb the Loggerhead Turtle Nesting Area.
Pages 11-12	What happened to the sea turtle on these pages? Why did this happen? What could happen as a result? 	The baby sea turtle died because he was going the wrong way and never made it to the sea. If all of the baby sea turtles travel away from the sea, the life cycle of the loggerhead sea turtle will not be complete.
Pages 15-16	Use words and phrases from pages 13-16 to answer: What problem did Vivienne discover?	Vivienne discovered that when people who live on the beach turn their lights on at night, the baby sea turtles follow the strongest light they see. So if they travel away from the sea, they can get dehydrated and die. She also realized there were many homes and many people to talk to about turning off the lights.
Pages 17-18	What idea did Vivienne suggest to her class?	Her suggestion was that she needed her classmates and the whole town to help save the hatchlings. They started a plan called "Lights Out for Loggerheads."
Pages 23-24	Use evidence from words and illustrations in the text to recount what the students did to make the community aware of the "Lights Out for Loggerheads" plan? 	First, the students gathered lots of information and learned all about sea turtles. Then, the students made posters and fact sheets and delivered them all over town. They also got the newspaper to publish an article about the Loggerhead effort. The students spread the news on the internet and had a press release.
Pages 27-28	What changes did the students request from the community at the town meeting? What was the result of the town meeting?	The students requested that the community work together to keep the beaches dark at night. They also wanted to be sure to ask people to keep the beaches clear and to get involved for nightly patrols.

Page 35	How did these students show that even young citizens can affect change? What was the result of this change?	The students proved that by working together and spreading the message that the sea turtles were in danger, they were able to change what people did. Now the baby sea turtles are protected.
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IMOGENE'S LAST STAND – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT	
<p>Text: <i>Imogene's Last Stand</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 630L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The "historical tidbits" in the front and back of the text add an informational element to this literary text and extend the meaning. There are also several direct quotes from the historical figures embedded throughout the text such as "And in the immortal words of Dr. Martin Luther King, Jr., 'We are made by history'."	The language features of the text are very complex. There is a high volume of Tier II and a moderate volume of Tier III vocabulary words present in the text such as immortal, firm, rally, and parchment. There is a "play-on-words" with the characters names in the text such as Professor Cornelia Pastmatters. The text contains a wide variety of sentence types as well as some figurative language.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The levels of meaning and purpose in the text are very complex. There is an easily understand initial meaning of standing up for something you believe in present in the text. However, there is a more implied meaning of preserving our history and continuing to learn from our past.	The knowledge demands of the text are very complex. Many readers may be unfamiliar to the historical figures referred to throughout the texts. Some readers may not be familiar with a Historical Society, its purpose, and why people believe in the preservation of history.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that having perseverance to stand up for something believed in can lead to changing the views of others.</p> <p>To achieve this understanding, students will:</p> <ul style="list-style-type: none"> describe how Imogene responded to challenges in order to change the views of others; describe how Imogene uses words and phrases from historical figures to explain what she thinks

- and feels about history;
- determine how Imogene and other community members have different points of view about preserving history; and
- gather information from the text to respond to a question in writing.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- history (explicit)
- lectures (embedded)
- Historical Society (embedded)
- immortal (explicit)
- forefathers (embedded)
- descendants (embedded)
- firm (embedded)
- rally (explicit)
- parchment (implicit)
- inspiration (explicit)

DAILY TASK

Teacher's Note: This task can be completed after reading both Imogene's Last Stand and Elizabeth Leads the Way, or teachers can select to have students complete the task in segments (one column completed after the reading of individual texts).

Part 1: You are practicing for the "Hall of Change Exhibit" for your End-of-Unit task. In your Change Maker's Journal, respond to the following questions in writing: What were the "opportunities" that Imogene and Elizabeth faced? What actions did Imogene and Elizabeth use to cause change to take place?

In your writing be sure to:


- explain the "opportunities" of Imogene and Elizabeth;
- use details and evidence from the texts to describe their actions for change;
- use words from the texts; and
- provide a concluding statement or section.



Part 2: Share your writing with a partner. During your partner discussion be sure to:

- listen carefully to your partner's writing;
- provide positive feedback on your partner's writing and ideas; and
- provide your partner with feedback on how to make their writing stronger.

POSSIBLE STUDENT RESPONSE

<p><u>Imogene's Opportunity</u></p> <p>Imogene's opportunity was to save the Historical Society in Liddleville when the other community members wanted to tear it down to build a shoelace factory.</p>	<p><u>Elizabeth's Opportunity</u></p> <p>Elizabeth's opportunity was to fight for women to have equal rights, especially the right to vote.</p>
<p><u>Imogene's Actions</u></p> <p>Imogene tried many things to cause people to change their view about tearing down the Liddleville Historical Society. She first talked to the Mayor about saving the history in their town. Then she decorated the town in red, white, and blue, and shouted, "Don't let your past get smashed!" After that, Imogene made flyers and dropped them over the town. She rallied by herself on the village green. Imogene also wrote for help from Professor Pastmatters. When the people came to tear down the Historical Society, Imogene and her dad refused to leave the building. Instead, they stood their ground. These actions all led to people being interested in what was taking place and then to learn more about their community's history. The end result was that Imogene's actions saved the Liddleville Historical Society.</p>	<p><u>Elizabeth's Actions</u></p> <p>Elizabeth knew the importance of gathering people together to lead change as a group. Elizabeth had meetings with other women to talk about all the things women couldn't do, but should be able to do. She held meetings to talk about fighting for women's right to vote. She spoke at the Women's Right Conventions where she presented their Declaration of Rights and Sentiments. Elizabeth's meeting inspired many people across the nation to fight for women to have the right to vote. Eventually, eighteen years after Elizabeth died, women gained the right to vote.</p>

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 3-4	<p>Use evidence from the text: What does the author mean by "Imogene loved history."?</p> <p>Why was Imogene paying attention to the Liddleville Historical Society? Use words and phrases from the text to support your thinking.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The author means that Imogene loves to learn and know about our past, or history. She loves to know about people and events of the past.</p> <p>Imogene paid attention to the Liddleville Historical Society because it was "centuries-old" and "stuffed with dusty antiques". The Historical Society was filled with things from history and Imogene loves history.</p>
Pages 5-6	<p>How did Imogene view the "mess" her father saw when they went in the dusty Historical Society?</p>	<p>Imogene viewed the Historical Society as history.</p>

Pages 9-10	<p>What do Imogene and William Morris mean by the statement, "Old buildings do not belong to us, they belong to our forefathers, and they belong to our descendants."?</p>  <p>Why do you think Imogene made this statement to the workman?</p>	<p>Imogene and William Morris mean we should protect old buildings because they are pieces of history made by people that came before us and should be left for people that will come after us.</p> <p>Imogene wanted him to understand why they shouldn't tear down the building, but save it instead.</p>
Pages 11-12	<p>What does the mayor mean when he says, "my position is firm"?</p> <p>What "opportunity" does Imogene face?</p>	<p>The mayor is saying that he will not change his mind. He is still going to tear down the Historical Society.</p> <p>Imogene is going to fight to save the Historical Society. She won't let it be torn down to build a shoelace factory. She has to change the views of other people, including the mayor.</p>
Pages 17-18	<p>Let's use the details from several pages of the text. What actions did Imogene take to try to change the views of others in her community?</p>  <p>Were these actions successful? How do you know?</p>	<p>Imogene tried marching down the streets yelling out cries to the community. She also placed red, white, and blue ribbons throughout Liddleville and shouted, "Don't let your past get smashed." Then she dropped flyers from a biplane to encourage others to rally with her on the village green.</p> <p>No, they were not because no one joined her. She said, "My heart is sick and sad," and then she ran home to her father.</p>
Pages 19-20	<p>What did Imogene find when she wandered through her beloved Historical Society?</p> <p>Why might this parchment be important?</p>	<p>Imogene found a parchment which had a letter from George Washington written on it.</p> <p>This parchment might be important because it is a piece of history that explains that George Washington once stayed in the building of the Historical Society.</p>
Pages 27-28	<p>On a previous page the author said "Inspiration struck." Use evidence from pages 23 through 28 to describe what happened as a result of Imogene's inspiration?</p>	<p>Imogene decided to protest and stand her ground. She refused to leave the porch of the Historical Society. Her father even joined her. Many people came to watch her stand up for what she</p>

		believed in.
Pages 31-32	What was the final result of all Imogene's actions for change?	The final result was that people saw the importance of the Liddleville Historical Society and saving their history. They saved the building and many people toured the building.

ELIZABETH LEADS THE WAY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT	
<p>Text: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD700L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The text is organized in a chronological manner describing Elizabeth Cady Stanton's life. The illustrations present in the text enhance the meaning of the text by visually depicting the time era and the differing rights of men and women.	The language features are moderately complex. There is a high volume of tier II words in the text such as pity, preposterous, freedom, and flabbergasted. There is a wide variety of sentence structures present in the text ranging from simple to complex.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The levels of meaning and purpose are moderately complex. There is a clear meaning present early on in the text describing the inequalities of men and women and the need for change. However, there is a subtle level of meaning centered on the importance of joining together and communicating with others why change should take place, and how to make change happen.	The knowledge demands of the text are very complex. Due to the time era of the text, most students will be unfamiliar with the idea of men and women having different rights, especially women not having the right to vote. The mention of the Women's Rights Convention and the Declaration of Rights and Sentiments will be highly unfamiliar to students.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how one person can inspire others to generate change. To achieve this understanding, students will:

- describe how Elizabeth responded to challenges in order to change the views of others;
- describe how Elizabeth's actions created a series of events that impacted history;
- determine how Elizabeth and other women and men had different views about women's rights; and
- gather information from the text to respond to a question in writing.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- rights (explicit)
- laws (embedded)
- preposterous (embedded)
- proposed (embedded)
- flabbergasted (embedded)
- Declaration of Independence (explicit)
- equal (explicit)

DAILY TASK

Teacher's Note: This task is can be completed after reading both Imogene's Last Stand and Elizabeth Leads the Way, or teachers can select to have students complete the task in segments (one section completed after the reading of individual texts).

Part 1: You are practicing for the "Hall of Change Exhibit" for your End-of-Unit task. In your Change Maker's Journal, respond to the following questions in writing: What were the "opportunities" that Imogene and Elizabeth faced? What actions did Imogene and Elizabeth use to cause change to take place?

In your writing be sure to:


- explain the "opportunities" of Imogene and Elizabeth;
- use details and evidence from the texts to describe their actions for change;
- use words from the texts; and
- provide a concluding statement or section.





Part 2: Share your writing with a partner. During your partner discussion be sure to:


- listen carefully to your partner's writing;
- provide positive feedback on your partner's writing and ideas; and
- provide your partner with feedback on how to make their writing stronger.

POSSIBLE STUDENT RESPONSE

<p><u>Imogene's Opportunity</u></p> <p>Imogene's opportunity was to save the Historical Society in Liddleville when the other community members wanted to tear it down to build a shoelace factory.</p>	<p><u>Elizabeth's Opportunity</u></p> <p>Elizabeth's opportunity was to fight for women to have equal rights, especially the right to vote.</p>
<p><u>Imogene's Actions</u></p> <p>Imogene tried many things to cause people to change their view about tearing down the Liddleville Historical Society. She first talked to the Mayor about saving the history in their town. Then she decorated the town in red, white, and blue, and shouted, "Don't let your past get smashed!" After that, Imogene made flyers and dropped them over the town. She rallied by herself on the village green. Imogene also wrote for help from Professor Pastmatters. When the people came to tear down the Historical Society, Imogene and her dad refused to leave the building. Instead, they stood their ground. These actions all led to people being interested in what was taking place and then learn more about their community's history. The end result was that Imogene's actions saved the Liddleville Historical Society.</p>	<p><u>Elizabeth's Actions</u></p> <p>Elizabeth knew the importance of gathering people together to lead change as a group. Elizabeth had meetings with other women to talk about all the things women couldn't do, but should be able to do. She held meetings to talk about fighting for women's right to vote. She spoke at the Women's Right Conventions where she presented their Declaration of Rights and Sentiments. Elizabeth's meeting inspired many people across the nation to fight for women to have the right to vote. Eventually, eighteen years after Elizabeth died, women gained the right to vote.</p>

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 2	Based on the information on this page, what do you already know about Elizabeth?	Elizabeth cares about women and their rights. She doesn't want women to be treated differently than men. She fought for women's rights.
Page 3	<p>What does the author mean by, "Elizabeth led the way."?</p>  (This is an opportunity for a collaborative talk structure.)	The author means that Elizabeth was one of the first women to stand up and lead change for women.
Pages 5-6	How were women experiencing unfairness and how did Elizabeth view this unfairness? Use evidence from the text.	Women were not allowed to own land without a husband. Elizabeth thought the law was preposterous!
Page 8	How do Elizabeth's views about women differ from her father's views about women?	Elizabeth believes women can do anything men can do. She is strong-

		spirited and a rule-breaker. Her father is proud, but wishes she were a boy because life would be much easier. Elizabeth didn't care about life being easy.
Pages 11-12	What did Elizabeth and Henry have in common? Use evidence from the text.	Elizabeth and Henry both believed it was unfair for people to not have rights or power. They both believed in freedom and people choosing how to live their lives.
Pages 17-18	The previous page said, "Elizabeth got fired up." What does it mean that she was "fired up"? What did being "fired up" lead Elizabeth to do? 	It means that she got excited thinking about all the things they needed to talk about. She had a meeting with lots of women to talk about the things that needed to be set straight. They talked about how women couldn't own property or even the money they earned. They also talked about how only men could change the laws because only men could vote.
Pages 19-20	What was Elizabeth's "opportunity"? Why were Elizabeth's friends flabbergasted by this idea? 	Elizabeth wanted women to have the same rights as men, so she wanted to help women gain the right to vote so laws could be changed. Her friends were flabbergasted because this idea was shocking, huge, and daring. Women were not allowed to vote, and that would be a very big change from the way things were.
Pages 21-22	What was Elizabeth's battle cry? Why did the author refer to that statement as a "battle cry"? 	Elizabeth's battle cry was, "Have it, we must. Use it, we will." The author called that statement a battle cry because Elizabeth was fighting for the right to vote and telling as many people as she could. Battle means to fight, and cry means to shout the message.

Pages 23-24	What action did Elizabeth take to create change for women?	Elizabeth had a meeting on July 19, 1848 in New York with hundreds of people to share what she and the other women had written. She challenged the idea in the Declaration of Independence that “all <i>men</i> were created equal.” She spoke out for women’s rights.
Pages 27-28	<p>The author uses two key ideas on this page that explain the impact Elizabeth had. Let’s think about each of them.</p> <p>What does the author mean by “word of the meeting spread like wildfire”?</p> <p>What does the author mean by “Elizabeth had tossed a stone in the water and the ripples grew wider and wider and wider.”?</p>  <p>How did Elizabeth sharing the ideas about women’s rights create change?</p> <p><i>Teacher’s Note: Consider reading the Author’s Note.</i></p>	<p>The author is telling us that many people across America heard about Elizabeth having a meeting to speak about women’s right to vote.</p> <p>The author is describing how Elizabeth’s actions caused other women and people to join in the battle to fight for women’s rights. It also describes how Elizabeth had a big impact on American and helped change America forever.</p> <p>Elizabeth shared with many groups of women and men. This communication led to more people joining her in seeking the right to vote for women in America.</p>

ELIZABETH LEADS THE WAY – READING 2, QUESTION SEQUENCE 2, DAILY TASK 3

TEXT	
<p>Text: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i></p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 700L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The text is organized in a chronological manner describing Elizabeth Cady Stanton's life. The illustrations present in the text enhance the meaning of the text by visually depicting the time era and the differing rights of men and women.	The language features are moderately complex. There is a high volume of Tier II words in the text such as pity, preposterous, freedom, and flabbergasted. There is a wide variety of sentence structures present in the text ranging from simple to complex.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The levels of meaning and purpose are moderately complex. There is a clear meaning present early on in the text describing the inequalities of men and women and the need for change. However, there is a subtle level of meaning centered on the importance of joining together and communicating with others why change should take place and how to make change happen.	The knowledge demands of the text are very complex. Due to the time era of the text, most students will be unfamiliar with the idea of men and women having different rights, especially women not having the right to vote. The mention of the Women's Rights Convention and the Declaration of Rights and Sentiments will be highly unfamiliar to students.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how women made significant contributions to changing the rights women have in America. To achieve this understanding, students will:

- identify the message Elizabeth Cady Stanton was communicating about women;
- describe the contributions Elizabeth made that impacted women's rights in America;
- identify and explain how words and illustrations in the text describe the impact of Elizabeth's actions; and
- produce a bulleted list describing Elizabeth's contributions to women's rights in America.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- power (embedded)
- freedom (explicit)

The following words will be reinforced in this reading:

- rights
- equal

DAILY TASK

Teacher's Note: This task is meant to be completed after the second reading of Elizabeth Leads the Way (IRA) and the first reading of Who Says Women Can't Be Doctors (SR).

Part 1: In your Change Maker's Journal, create two bulleted cards: one card on Elizabeth Cady Stanton and one card on Elizabeth Blackwell. Write bulleted phrases that explain the contributions these women made to Women's Rights in America, as well as how they made these contributions.

Your cards should include:

- phrases (short clusters of words that are not written in complete sentences, but still tell your ideas);
- vocabulary words from both texts; and
- accurate facts about both Elizabeth Cady Stanton and Elizabeth Blackwell that describe their contributions and how those contributions were made.

Part 2: Write at least two sentences explaining how these two women have inspired you to think about change.

Teacher's Note: The bulleted lists will support students on the end-of-unit task. Teachers may consider a modeled writing opportunity to support students in writing in phrases.

POSSIBLE STUDENT RESPONSE

Elizabeth Cady Stanton:



- Led the fight for women's right to vote
- Believed women could do anything men could do
- Believed in freedom for all people
- Gathered women together
- Spoke to hundreds of people
- Women's Rights Convention
- Shared the Declaration of Rights and Sentiments
- Battle cry: "Have it, we must. Use it, we will."
- Inspired many other people to join the battle for women's right to vote

Elizabeth Blackwell:

- Fought for women to have equal job opportunities
- Became the first woman doctor in America
- Opened the first hospital for women and run by women
- Opened a medical school just for women
- Never walked away from a challenge
- Didn't believe in couldn't or shouldn't
- Proved she was as smart as any boy
- Graduated at the top of her class
- Had courage and determination

Part 2: Elizabeth Cady Stanton and Elizabeth Blackwell have inspired me to think about change because they both saw problems as opportunities to create big changes for women and the way we live. They both made a big difference for women's rights, and I'm inspired to think about the rights of other people because of their actions.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Note: Only revisit the pages where questions have been written below. This text is being paired with Who Says Women Can't Be Doctors.</i>	
Pages 5-6	Why did Elizabeth decide that girls could do anything boys could do? What led her to this decision?	Elizabeth decided girls could do anything boys could do because she heard about a law that was preposterous.
Pages 11-12	<p>Yesterday, we thought about what Henry and Elizabeth had in common. What do they believe about people? Use text evidence in your answer.</p> <p>Think about what we read yesterday. How did this belief influence Elizabeth?</p>	<p>They believed people deserved rights and power to choose how they lived life.</p> <p>This belief influenced Elizabeth to take action to create change for women.</p>

	 (This is an opportunity for a collaborative talk structure.)	
Pages 19-24	<p><i>Teacher's Note: Ask questions after reading all pages (19-23).</i></p> <p>What event allowed Elizabeth the opportunity to speak out and inspire others?</p> <p>At the Women's Rights Convention Elizabeth shared the Declaration of Rights and Sentiments. What message was this declaration trying to convey?</p> 	<p>The Women's Rights Convention allowed Elizabeth to speak to hundreds of people.</p> <p>The message was that all people are created equal, not just men. She knew women had to be allowed to vote in order for them be able to change laws.</p>
Pages 26-27	<p>Yesterday, we thought about the words the author used on this page to describe Elizabeth's impact. Let's think about the illustration. What is the illustration describing?</p>	<p>The illustration is describing how Elizabeth's meeting and words spread across the nation. The map of America showed women from all over the country together and talking and standing up for women's rights.</p>

WHO SAYS WOMEN CAN'T BE DOCTORS? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *Who Says Women Can't Be Doctors?*

Question Sequence: First Read

Instructional Strategy: Shared Reading

Teacher's Note: This text is being paired with the second reading of Elizabeth Leads the Way.

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD 560L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The organization of the text is chronologically aligned with the life of Elizabeth Blackwell. However, the illustrations add depth and extend the meaning of the text. Bold words and sentences enhance meaning and help to convey the beliefs of this era.

LANGUAGE FEATURES

The language features are moderately complex. There are several Tier II words such as raucous, honor, humanity, and accepted. The Author's Note contains some Tier III vocabulary terms such as infirmary. The sentence structure is primarily simple, yet there are some examples of compound and complex sentences.

MEANING/PURPOSE

The levels of meaning and purpose are moderately complex. The idea that women weren't allowed to be doctors is demonstrated early on in the text; however, the author's note at the end of the text more explicitly relates to how Elizabeth Blackwell made an impact not only in her journey to becoming a doctor, but in the lives of many other women seeking career opportunities that were once viewed as "men only" opportunities.

KNOWLEDGE DEMANDS

The knowledge demands of the text are very complex. Due to the time in history and the differences in rights women had in the past and the rights women have today, many readers will not have life experiences that connect. Students will also be unfamiliar with the cultural differences in the acceptance of women.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how women made significant contributions to changing the rights women have in America. To achieve this understanding, students will:

- identify Elizabeth Blackwell's message about women;
- describe the connections between what Elizabeth did and the impact on women's rights in America; and
- produce a bulleted list describing Elizabeth's contributions to women's rights in America.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- allowed (embedded)
- option (embedded)
- repulsed (embedded)
- determined (explicit)
- stubborn (embedded)
- courage (explicit)

DAILY TASK

Teacher's Note: This task is meant to be completed after the second reading of Elizabeth Leads the Way (IRA) and the first reading of Who Says Women Can't Be Doctors (SR).

In your Change Maker's Journal, create two bulleted cards: one card on Elizabeth Cady Stanton and one card on Elizabeth Blackwell. Write bulleted phrases that explain the contributions these women made to Women's Rights in America as well as how they made these contributions.

Your cards should include:

- phrases (short clusters of words that are not written in complete sentences, but still tell your ideas);
- vocabulary words from both texts; and
- accurate facts about both Elizabeth Cady Stanton and Elizabeth Blackwell that describe their contributions and how those contributions were made.

Part 2: Write at least two sentences explaining how these two women have inspired you to think about change.

Teacher's Note: The bulleted lists will support students on the end of unit task. Teachers may consider a modeled writing opportunity to support students in writing in phrases.

POSSIBLE STUDENT RESPONSE


Elizabeth Cady Stanton:


- Led the fight for women's right to vote
- Believed women could do anything men could do
- Believed in freedom for all people
- Gathered women together
- Spoke to hundreds of people
- Women's Rights Convention
- Shared the Declaration of Rights and Sentiments
- Battle cry: "Have it, we must. Use it, we will."
- Inspired many other people to join the battle for women's right to vote

Elizabeth Blackwell:

- Fought for women to have equal job opportunities
- Became the first woman doctor in America
- Opened the first hospital for women and run by women
- Opened a medical school just for women
- Never walked away from a challenge
- Didn't believe in couldn't or shouldn't
- Proved she was as smart as any boy
- Graduated at the top of her class
- Had courage and determination

Part 2: Elizabeth Cady Stanton and Elizabeth Blackwell have inspired me to think about change because they both saw problems as opportunities to create big changes for women and the way we live. They both made a big difference for women's rights, and I'm inspired to think about the rights of other people because of their actions.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 2	How can we connect what we learned in <i>Elizabeth Leads the Way</i> to the author's statement here? "...there once was a time when girls weren't <i>allowed</i> to become doctors."	We learned in <i>Elizabeth Leads the Way</i> that women haven't always had the same rights as men. Women weren't allowed to do many things that men were allowed to do.
Pages 3-4	Using text evidence, what "jobs" were women allowed to have in the 1830s?	Women were allowed to become wives, mothers, teachers, or seamstresses.
Pages 5-6	How does the author describe Elizabeth Blackwell? What qualities did she have that allowed her to change the jobs women were able to have?  (This is an opportunity for a collaborative talk structure.)	The author describes Elizabeth Blackwell as a girl who loved to explore and never backed down from a challenge. She describes her as a girl who wanted to toughen herself up. These qualities are characteristics of someone who is strong and courageous. In order to change the

		jobs women were able to have Elizabeth would need these qualities.
Pages 11-12	Why did Elizabeth Blackwell become the first woman doctor?	Elizabeth Blackwell became the first woman doctor because Mary Donaldson believed she could. She told Elizabeth she was smart and determined as well as a girl who could change the world. Mary told Elizabeth should would rather be examined by a woman.
Pages 15-16	What unfairness did Elizabeth Blackwell face?	Some people viewed women becoming doctors as not right. Men said women were too weak and not smart enough for such work. Elizabeth worked hard at school, but was told no by medical schools.
Pages 17-18	How did Elizabeth show she was determined? Why did the author write the word “no” all over these two pages? What does this help you understand?	Elizabeth kept applying for medical school. Even when she was told no and was told women can’t and shouldn’t be doctors, she kept trying. She was as stubborn as a mule. The author is emphasizing how many times Elizabeth was rejected by schools. It helps me understand the unfairness Elizabeth faced.
Pages 27-28	What was a result of Elizabeth’s determination? 	One result of Elizabeth’s determination was that she proved she was as smart as the boys. The boys wanted to know what she thought, and they changed their views about her becoming a doctor.
Pages 31-32	How did Elizabeth change life for women in America? <i>Teacher’s Note: Consider reading the Author’s Note for additional contributions made by Elizabeth Blackwell.</i>	Elizabeth became the first woman doctor. Many other women have become doctors because Elizabeth was courageous and determined to change how women were viewed and the jobs they could have.

THE STORY OF RUBY BRIDGES – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT	
<p>Text: <i>The Story of Ruby Bridges</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 800L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The organization is clear and chronological. The illustrations directly support the text and allow readers to visualize the words from the text.	The language features are moderately complex. The text has several Tier II words such as credit, gradually, persuade, and irritated. The sentence structure is a variety of simple, compound, and complex sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The levels of meaning and purpose are very complex. The text presents several meanings throughout. It introduces students to the idea that not all people, including African Americans, were given equal rights. The text implicitly explores how children can be leaders of changing the laws and rights of others.	The knowledge demands of the text are very complex. Students will have limited familiarity with the time period of history. Students have not faced segregated schools by the order of the law. This idea will be unfamiliar to most students.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that children are capable of being agents of change through acts of bravery. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> • describe the contributions Ruby made that impacted the education of African American children; • identify and explain how words and illustrations in the text describe the impact of Ruby's actions; • identify what the author is trying to explain about Ruby Bridges; and • write an informational paragraph to describe the contributions Ruby made in the educational lives of African American children.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- separate (explicit)
- credit (embedded)
- threatening (embedded)
- arrested (embedded)
- mobs (embedded)
- gradually (embedded)
- persuade (explicit)
- irritated (embedded)

DAILY TASK

Teacher's Note: This task is meant to be completed after reading The Story of Ruby Bridges (IRA) and "A New School" in Shaking Things Up (SR).

Part 1: You have been asked to write a report for the exhibit at the Children's Museum of Indianapolis. In your Change Maker's Journal, write a paragraph explaining the contributions Ruby Bridges made to American society. Explain the impact her contribution made on the way we live today.

In your writing be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.


Part 2: Share your writing with a partner.

In your discussions be sure to:

- speak in complete sentences when explaining your writing;
- ask and answer questions with your partner about his or her thinking; and
- provide your partner with feedback.

POSSIBLE STUDENT RESPONSE

Ruby Bridges made an important contribution to ending segregation in schools. She was the only African American child to attend William Franz Elementary school in 1960. She went to school even though mobs of people were yelling at her and showing hate. She kept going to school even though she was banned from the cafeteria. She showed courage and determination to see change happen. She was a true heroine for making changes in school segregation. Ruby's contribution impacted how children attend school across America. Today, students of all races are able to attend school together. The laws have changed and the law says separate is not equal.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: There are some references to religion in this text. Be sensitive to the topic of segregation in the next texts.</i>	
Page 5-6	<p>Using text evidence, how were African American children being treated unfairly in New Orleans?</p> <p>What action did the judge take against separation between African American children and white children?</p>	<p>The African American children were not allowed to go to school with the white children. They were not able to receive the same education as the white children.</p> <p>The judge sent four girls to white elementary schools. Three went to McDonogh 19, and Ruby Bridges went to William Franz Elementary School.</p>
Pages 7-8	<p>What did the Ruby's mother mean by "she (Ruby) would be a credit to her own people and a credit to all the American people."?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Ruby's mother meant that Ruby would be doing something that would impact others and make them proud.</p>
Pages 11-12	<p>What views did some people have about Ruby going to a school where white children went?</p> <p>What evidence from the words and illustrations in the text help you know those were their views?</p>	<p>Some people were angry that Ruby was allowed to go to William Franz Elementary School. They did not agree with the judge that Ruby should be allowed to receive the same education in the same school as white children.</p> <p>The text says that there was a large angry crowd that yelled at Ruby and wanted to hurt her. Ruby had to be protected from the angry people by marshals. The illustrations show people in crowds with signs that say White Only! They show the people yelling and their angry faces.</p>
Page 13	<p>What was a result of parents and people being angry that Ruby was attending William Franz?</p>	<p>Parents would not send their children to school. Ruby was all alone except for her teacher, Mrs. Henry. Ruby learned to read and write in an empty classroom and an empty building.</p>

Page 19	Using evidence from the text, why were the marshals trying to persuade Ruby to move along?	The marshals were trying to persuade Ruby to move along because the crowd seemed very angry when she stopped in the middle. The marshals were frightened of what might happen if Ruby stood there too long.
Afterword	<p>Why do you think the author wrote this text? What was he trying to explain about Ruby Bridges?</p> <p>Why is what Ruby did so important?</p>	<p>The author wanted us to understand that even though Ruby was just a kid, she had to be brave every day, and her bravery led to change.</p> <p>It's important because it helped us understand how her bravery led people to obey the new law against segregation.</p>

SHAKING THINGS UP – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT	
<p>Text: <i>Shaking Things Up: 14 Young Women Who Changed the Word, “A New School: Ruby Bridges: A Civil Rights Pioneer”</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
NP- Non Prose	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The poem's structure is moderately complex. The stanzas are organized in a chronological manner. However, within the stanzas there are statements about Ruby Bridges and thoughts Ruby might be having.	The language features are moderately complex. There are some Tier II and Tier III words, such as masses, flanked, heroine, bond, and segregation. There is a repetitious phrase: Ruby wasn't sure. This repeated phrases emphasizes the emotions present in the poem.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The levels of meaning and purpose of the text are very complex. There is more than one meaning present in the poem. The poem depicts events that took place when Ruby Bridges first attended William Franz Elementary. The poem also explores segregation, inequality, and the emotional side of being a child heroine and change-maker.	The knowledge demands of the poem are moderately complex. Due to the topic of segregation being introduced in the previous text (<i>The Story of Ruby Bridges</i>), students will have some idea of what took place during this time in history. However, many students have not led such a movement toward change, and they may not relate to how Ruby is feeling.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that children are capable of being agents of change through acts of bravery. To achieve this understanding, students will:

- describe the contributions Ruby made that impacted the education of African American children;
- identify and explain how words and illustrations in the text describe the impact of Ruby's actions; and
- write an informational paragraph to describe the contributions Ruby made in the educational lives of African American children.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- segregation (explicit)
- banned (embedded)
- heroines (explicit)
- bond (embedded)

DAILY TASK

Teacher's Note: This task is meant to be completed after the reading of The Story of Ruby Bridges (IRA) and "A New School" in Shaking Things Up (SR).

Part 1: You have been asked to write a report for the exhibit at the Children's Museum of Indianapolis. In your Change Maker's Journal, write a paragraph explaining the contributions Ruby Bridges made to American society. Explain the impact her contribution made on the way we live today.

In your writing be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.



Part 2: Share your writing with a partner.


In your discussions be sure to:

- speak in complete sentences when explaining your golden circle;
- ask and answer questions with your partner about his or her thinking; and
- provide your partner with feedback.

POSSIBLE STUDENT RESPONSE

Ruby Bridges made an important contribution to ending segregation in schools. She was the only African American child to attend William Franz Elementary school in 1960. She went to school even though mobs of people were yelling at her and showing hate. She kept going to school even though she was banned from the cafeteria. She showed courage and determination to see change happen. She was a true heroine for making changes in school segregation. Ruby's contribution impacts how children attend school across America. Today, students of all races and colors are able to attend school together. The laws have changed and the law says separate is not equal.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Stanza 2	<p><i>Teacher's Note: Please be sensitive to references about segregation.</i></p> <p>Use your knowledge from <i>The Story of Ruby Bridges</i>, why are there masses of people flanking the school and holding signs?</p>	Several people are gathered at the school and holding signs because they are unhappy about Ruby attending William Franz Elementary School.
Stanza 3	<p>What is segregation?</p>  (This is an opportunity for a collaborative talk structure.)	Segregation is when people are separated based on the color of their skin. African American people and white people weren't treated equally.
Stanza 4	<p>Why is the author using the repeated sentence: "Ruby wasn't sure."?</p>	The author is showing us that Ruby doesn't understand what is going on and why it is happening. The sentence also shows us the Ruby is feeling confused and maybe even worried.
Stanza 6	<p>Use evidence from the poem and from our previous text about Ruby, why did Ruby's daddy call her "brave"?</p> 	Ruby's daddy called her brave because she had to show courage to go to school and walk through crowds of angry people. She showed bravery when she didn't give up and kept going to school each day.
Stanza 8	<p>What does the word heroine mean?</p> <p>Why does the author refer to Ruby and her teacher as "two heroines"?</p>	<p>A heroine a female hero; someone who has done something special to help other people.</p> <p>The author refers to Ruby and her teacher as heroines because they are two girls who did something brave, so other African American children could receive the same education as white</p>

	<p>Why do Ruby and her teacher have a bond that is like a bridge?</p> 	<p>children. They did something special to help all children.</p> <p>Ruby and her teacher have a bond like a bridge because bridges hold things together. Ruby, an African American child, and her teacher, a white woman, held together and connected like a bridge. They were there for each other.</p>
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Rosa – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT	
<p>Text: <i>Rosa</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
800L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. While the organization of the text is clear, chronological, and easy to predict. The illustrations provide the opportunity to support and extend the meaning of the text.	The language features of the text are very complex. The text contains figurative language such as “umbrella of courage.” The vocabulary throughout the text is rich with Tier II vocabulary words that are unfamiliar such as inherently, furtively, entitled, and integrity. Within the text, there is a variety of sentence structures.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text is very complex. While the theme of courage is easily identified, the level of meaning centered on peaceful actions leading to increased participation in a movement toward change is subtle and not explicit.	The knowledge demands of the text are very complex. Due to the historical perspective of the text, many readers may not have experiences that are relatable. Within the text, there are historical and cultural references made that may also be unfamiliar to readers such as Supreme Court case Brown versus Board of Education.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how peaceful actions impact strong movements toward change. To achieve this understanding, students will:

- describe how words and phrases supply meaning in a text;
- identify the main purpose of a text, including what an author wants to answer, explain, or describe about Rosa Park's movement toward change;
- describe how the author uses reasons to support specific points made about why people led change through peaceful actions in a text; and
- create a flyer persuading others to join Rosa's cause for change using information from the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- change-maker (explicit) **This word is not in the text; however, it supports student understanding within this text and others. Consider teaching before reading.*
- civil rights (explicit)
- separate (embedded)
- courageous (explicit)
- justice/injustice (embedded)
- segregation (explicit)
- nonviolent (embedded)

DAILY TASK

Teacher's Note: This task is meant to be completed after the first readings of both Rosa (IRA) and Rosa's Bus (SR).


Imagine you are a supporter of Rosa Parks, and you want to persuade others to join in change making. Using information from both *Rosa* and *Rosa's Bus: The Ride to Civil Rights*, create a flyer that will inspire and persuade others to join your cause for peaceful change.


Your flyer should:

- introduce your topic;
- state an opinion;
- supply reasons to support the opinion; and
- use vocabulary that supports the cause for change (possible words: justice, courageous, nonviolent, etc.).

POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Note: Be sensitive to portions of the text where the narrative about Rosa Park might be an oversimplified portrayal. Rosa Park's was not a tired seamstress who on a whim decided not to give up her seat. Rather, she was an activist, an active part of the Civil Rights Movement and secretary for the NAACP. Teachers should be careful not to simplify Rosa Park's story as they read this text.</i></p>	
Page 6	<p>What do you think the author meant by "evil custom" when he referred to Rosa getting off the bus?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Evil means wicked or bad, and a custom is a way of doing things. So an evil custom must mean a bad way of doing things. I think the author referred to Rosa getting off the bus to walk to the back as an "evil custom" because she was being treated unfairly.</p>
Page 7	<p>Using the text as evidence, how were the rights of African Americans and whites different?</p> <p>Let's connect this idea to the phrase, "evil custom." How might Rosa and other African</p>	<p>White people could sit anywhere on the bus, but African American people had to sit in the section reserved for African Americans or the neutral section.</p> <p>I think Rosa and other African Americans might feel sad that they are being treated unfairly because they don't have</p>

	Americans feel about this rule on the bus?	the same rights as other people. They are experiencing an “evil custom” instead of being treated kindly.
Page 10	<p>What is the author describing when Jimmy’s father muttered, “I don’t feel like trouble today. I’m gonna move.”</p> <p>What peaceful action did Rosa take against the unfair law?</p>	<p>The author is describing the feelings of the people without the same rights as others and the mistreatment they might face if they don’t follow the rules.</p> <p>Rosa did not get out of her seat. Instead, she sat down and refused to move.</p>
Page 11	<p>Let’s think about the dialogue the author uses on this page. What is she describing in the words the people, both black and white, on the bus are saying?</p>  <p><i>Teacher’s Note: Teacher may need to reread the dialogue to support student thinking.</i></p>	The author is describing how both white and African American responded to Rosa’s action against the law. The white people are using words that describe they are angry with Rosa. Their words describe that they don’t feel she has the right to sit there. The words the African American people are saying describe that they agree with Rosa and her desire for fair treatment.
Page 14	What reasons does the author give on this page that explain why Rosa had decided to do something peaceful in the hopes of causing change?	The author tells us that while Rosa was waiting for the police to come she thought of all the things she was tired of doing.
Page 23	<p>What does injustice mean?</p> <p>Use the evidence in the text to respond, how were people experiencing injustice?</p>	<p>Injustice means unfair, or not just.</p> <p>People were experiencing injustice because they were not being treated fairly. They were separated from white people and not given the same rights.</p>
Page 28 “On November 13, 1956...”	How were Rosa’s nonviolent and peaceful actions inspirational? What did her actions do for the movement toward change?	Rosa’s nonviolent actions were inspirational because she demonstrated courage to stand up for what she felt was right. She inspired others to join in creating change. People stopped riding the bus and walked. They walked for a long time, until the laws eventually changed. Rosa’s actions led to a Supreme Court case where they ruled segregation on buses was illegal. Her actions and the change in law showed people we are all equal.

Page 31	What did the author want you to understand about Rosa Parks?	The author wants me to understand that Rosa's courage to say no helped to create a change in the law about segregated buses.
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RESOURCE

<https://www.history.com/topics/black-history/bet-you-didnt-know-rosa-parks-video>

Consider showing the above video to students as a companion to the texts about Rosa Parks.

Rosa's Bus – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT	
<p>Text: <i>Rosa's Bus: The Ride to Civil Rights</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
710L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. There are two storylines present in the text: Rosa Park's storyline and the storyline of Bus #2857. The majority of the illustrations throughout the text support the interpretation of the text; however, some illustrations extend the meaning of the text.	The language features of the text are very complex. The text has a wide variety of sentence structures and length. Along with complex sentence structures, the text has several unfamiliar vocabulary, such as anxious, boycott, democracy, and victory.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text are moderately complex. There are multiple levels of meaning present in the text; however, they are easily distinguished.	The knowledge demands of the text are very complex. Due to the historical perspective of the text, many readers may not have experiences that are relatable. Within the text, there are historical references made that may also be unfamiliar to readers such as the Civil Rights Movement.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand inspiration to create change can be caused by the act of one courageous person. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> • identify the main purpose of a text, including what an author wants to answer, explain, or describe about Rosa Park's movement toward change; • describe how the author uses reasons to support specific points made about why people led change through peaceful actions in a text; and • create a flyer persuading others to join Rosa's cause for change using information from the texts.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- unequal (embedded)
- anxious (embedded)
- boycott (explicit)
- democracy (explicit)
- protest (explicit)
- victory (embedded)

DAILY TASK

Teacher's Note: This task is meant to be completed after the first readings of both Rosa (IRA) and Rosa' Bus (SR).



Imagine you are a supporter of Rosa Parks, and you want to persuade others to join in change making. Using information from both *Rosa* and *Rosa's Bus: The Ride to Civil Rights*, create a flyer that will inspire and persuade others to join your cause for peaceful change.



Your flyer should:

- introduce your topic;
- state an opinion;
- supply reasons to support the opinion;
- use vocabulary that supports the cause for change (possible words: justice, courageous, nonviolent, etc.).

POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Note: Be sensitive to portions of the text where the narrative about Rosa Park might be an oversimplified portrayal. Rosa Park's was not a tired seamstress who on a whim decided not to give up her seat. Rather, she was an activist, an active part of the Civil Rights Movement and secretary for the NAACP. Teachers should be careful not to simplify Rosa Park's story as they read this text.</i></p>	
Page 10	<p>What do you think the author is trying to explain by using the phrase, "That's just the way things were."?</p> <p>Let's think about a word we learned when we read <i>Rosa</i> earlier: injustice. What evidence from the text can you use to describe the injustice African American people faced?</p>  (This is an opportunity for a collaborative talk structure.)	<p>I think the author is trying to explain that things had always been this way and people just accepted the way things were.</p> <p>The text says that African American people had to sit in the "colored" section, and they had to get up when the "white" seats filled up. The text also says that if African American people didn't give their seats to white people, they could be arrested and made to pay fines.</p>
Page 15	<p>Let's apply our thinking from <i>Rosa</i> to this page of <i>Rosa's Bus</i>. Using both texts as evidence, how would you describe Rosa's action on that winter day?</p>	<p>Earlier we said Rosa was courageous. She chose to take a peaceful action in order to make a change.</p>
Page 17	<p>What do you think the author means by, "The news raced around town like a field on fire"? Why was this action important?</p> <p>Let's make an inference. We are going to use what we know plus the clues in the text to help us: How did Rosa lead change?</p> 	<p>I think the author means that the news traveled fast. When a field is on fire, it burns quickly. This action was important because it caused many more people to take the same actions. Without many people protesting, change would not have happened.</p> <p>Rosa led change by refusing to give up her seat. When she stood up for what she felt was right, she inspired other people to join her. She gave other people courage to change the way things were and stay off the buses.</p>

Page 19	<p>Let's use the context clues on this page, what is a boycott?</p> <p>So, what was the goal of the Montgomery Bus Boycott?</p>	<p>A boycott is when people avoid something, like riding the buses.</p> <p>The goal was for African American people to have the right to sit anywhere they wanted on the buses and to be seen as equal.</p>
Page 26	<p>The text says, "The Civil Rights Movement has won an important victory." What does that sentence mean?</p> <p>Use text evidence, what was the result of the Montgomery Bus Boycott?</p> <p>Let's think about what we've learned from <i>Rosa</i> and <i>Rosa's Bus</i>. Use text evidence and some of our vocabulary words. How did this change occur?</p> 	<p>I think that sentence means that the movement toward changing people's civil rights had won an achievement over struggle.</p> <p>The result of the Montgomery Bus Boycott was the change in law. The Supreme Court ruled the way things were must change. African American people would no longer be forced to give up their seats or be told where to sit.</p> <p>The change was led by Rosa's peaceful action of standing up for what was right. Other people were inspired by her and chose to follow her and stay off the bus. People worked together to nonviolently protest for change.</p>
Page 34	<p>Why is Bus #2857 significant, or important?</p> 	<p>Bus #2857 is important because it stands for equal rights for all American people. It represents a time when things weren't equal and the peaceful fight for change.</p>
Page 36	<p><i>Teacher's Note: Please read the Author's Note at the end of the text to extend student thinking and reinforce the idea of being an inspiration to others in the effort to make change.</i></p>	

ALTERNATIVE SHARED READING OPTIONS

The Bus that Saw Rosa

I saw you climb my steps and pay your dime,
Walk back down and to the back to ride for a time.
You sat quietly wanting what was right,
Thinking of how important it was to peacefully fight.
You remained in your seat, refusing to leave,
Wearing courage and strength on your sleeve.
Your nonviolent action inspired people to protest and walk,
To join your cause to change the laws and begin to talk.
People spoke out for equal rights,
Seeking justice through great might.
Though my seats sat empty, my heart knew you were in search of liberty,
I had the privilege of being just a small part of your victory.

By Erin Phillips

Rosa – READING 2, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT	
<p>Text: <i>Rosa</i></p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
800L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. While the organization of the text is clear, chronological, and easy to predict. The illustrations provide the opportunity to support and extend the meaning of the text.	The language features of the text are very complex. The text contains figurative language such as “umbrella of courage.” The vocabulary throughout the text is rich with Tier II vocabulary words that are unfamiliar such as inherently, furtively, entitled, and integrity. Within the text, there is a variety of sentence structures.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text is very complex. While the theme of courage is easily identified, the level of meaning centered on peaceful actions leading to increased participation in a movement toward change is subtle and not explicit.	The knowledge demands of the text are very complex. Due to the historical perspective of the text, many readers may not have experiences that are relatable. Within the text, there are historical and cultural references made that may also be unfamiliar to readers such as Supreme Court case Brown versus Board of Education.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand inspiration to create change can be caused by the act of one courageous person. To achieve this understanding, students will:

- describe how Rosa Parks and other supporters responded to major events and challenges;
- use information gained from illustrations and words in the text to demonstrate understanding of Rosa Parks and her inspiration to create change; and
- write a narrative letter recounting the events of the Montgomery Bus Boycott from the perspective of Bus #2857.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- integrity (explicit)
- dignity (explicit)

Teacher's Note: Consider revisiting the explicit vocabulary from the first reading of this text.

DAILY TASK

Teacher's Note: This task is meant to be completed after the second readings of both Rosa (IRA) and Rosa's Bus (SR).

Imagine you are Bus #2857 and have the ability to see, hear, think, and feel. Using information from both *Rosa* and *Rosa's Bus: The Ride to Civil Rights*, write a letter to Rosa explaining how you observed her act of courage that inspired others to impact change.

In your letter be sure to:

- include details to describe actions, thoughts, and feelings;
- use time order words to signal event order;
- use vocabulary from the texts; and
- provide a sense of closure.

POSSIBLE STUDENT RESPONSE


December 20, 1956



Dear Rosa Parks,

I watched as you climbed my steps, paid your dime, and walked back down the steps to enter through the rear entrance to the bus. I heard the anger in the bus driver's voice as he yelled at you to get up and stand. You were so brave and had courage. I watched as you sat there with dignity, taking a stand for what was right. Then, I sat almost empty, with only a few white passengers, as you and others began to boycott the bus. I waited patiently for laws to change, and I knew one day they would. For 382 days, I waited for you to get back on my bus. But, I knew you and others were protesting for justice and equal rights. I was proud of you and the inspiration you were to other people who were seeking change. After the boycott ended, you and others sat in my seats again. I saw a sea of faces, white and African American, sitting anywhere they wanted. I heard laughter and joy as you all spoke during your rides to church and

work. After many years of carrying people to and from, I now sit in the Henry Ford Museum celebrating all your accomplishments and the changes that happened because of the Civil Rights Movement.

Sincerely,
Bus #2857

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Be sensitive to portions of the text where the narrative about Rosa Park might be an oversimplified portrayal. Rosa Park's was not a tired seamstress who on a whim decided not to give up her seat. Rather, she was an activist, an active part of the Civil Rights Movement and secretary for the NAACP. Teachers should be careful not to simplify Rosa Park's story as they read this text.</i></p> <p><i>Teacher's Note: Only revisit the pages where questions are asked during the second reading of this text.</i></p> <p><i>Teacher's Script: "Today as we read, we are going to place ourselves in the place or perspective of Bus #2857. As we read, we are going to imagine the bus has eyes, ears, a mind, and a heart- that she can see, hear, think, and feel. We are going to use the words and the illustrations to help us think in this way."</i></p>	
Page 11	<p>Based on your knowledge from yesterday and text evidence, why do you think the author chose the words "quiet strength" to describe Rosa and how does this reflect how she responded to the challenges during this time?</p> <p>Based on this page, what might the bus think or feel about what she saw and heard?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>I think the author chose the words "quiet strength" to describe Rosa because she stood up for what was right through peaceful actions and words, not out of anger or violence. It also took strength and bravery to stand up for what she believed in and go against the law. "Quiet strength" shows that Rosa's response to the challenges during this time was courageous and peaceful.</p> <p>Based on this page, I think the bus might feel proud of Rosa because she heard Rosa take action to change the way things were. The bus might have seen the hatred of other white passengers</p>

		because she heard them saying Rosa should be arrested and removed from the bus. The bus might have known based on peoples words and actions that things were not fair or equal for African Americans.
Page 25	Use evidence from the text, what was the impact of Rosa’s act of courage?	The impact of Rosa’s act of courage was wide spread inspiration for others to follow her. On this page, we see that people stayed off the bus and walked instead for almost an entire year.
Page 28 “On November 13, 1956...”	What might the bus be thinking and feeling in the section of the text? Use the words and illustrations as evidence for your response. 	The bus is able to see all the faces of those celebrating their victory. I think the bus might feel relieved that now all people, African Americans and white people, are seen as equal. The bus might be happy to know that now her seats will be filled with people again because the law changed and said segregation was wrong.
Page 29	Let’s think about the importance of what the author is saying about Rosa Parks on this page. What important message is the author making? 	The author is saying that Rosa acted with integrity which means honesty. She acted with dignity which means respect. Rosa had quiet strength, meaning she acted peacefully while standing up for what was right. She was able to say no, and turn her “no” into a yes for change- meaning she helped change the way things were and the law.

Rosa's Bus – READING 2, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT	
<p>Text: <i>Rosa's Bus: The Ride to Civil Rights</i></p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
710L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. There are two storylines present in the text: Rosa Park's storyline and the storyline of Bus #2857. The majority of the illustrations throughout the text support the interpretation of the text; however, some illustrations extend the meaning of the text.	The language features of the text are very complex. The text has a wide variety of sentence structures and length. Along with complex sentence structures, the text has several unfamiliar vocabulary such as anxious, boycott, democracy, and victory.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text are moderately complex. There are multiple levels of meaning present in the text; however, they are easily distinguished.	The knowledge demands of the text are very complex. Due to the historical perspective of the text, many readers may not have experiences that are relatable. Within the text, there are historical references made that may also be unfamiliar to readers such as the Civil Rights Movement.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand inspiration to create change can be caused by the act of one courageous person. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> describe how Rosa Parks and other supporters responded to major events and challenges; use information gained from illustrations and words in the text to demonstrate understanding of Rosa Parks and her inspiration to create change; and write a narrative letter recounting the events of the Montgomery Bus Boycott from the perspective of Bus #2857.

VOCABULARY WORDS

Teacher's Note: Teachers may revisit the meaning of the explicit vocabulary from the first reading of the text to promote student's use in speaking and writing.

DAILY TASK

Teacher's Note: This task is meant to be completed after the second readings of both Rosa (IRA) and Rosa' Bus (SR).

Imagine you are Bus #2857 and have the ability to see, hear, think, and feel. Using information from both *Rosa* and *Rosa's Bus: The Ride to Civil Rights*, write a letter to Rosa explaining how you observed her act of courage that inspired others to impact change.

In your letter be sure to:

- include details to describe actions, thoughts, and feelings; use time order words to signal event order;
- use vocabulary from the texts; and
- provide a sense of closure.


POSSIBLE STUDENT RESPONSE


December 20, 1956

Dear Rosa Parks,

I watched as you climbed my steps, paid your dime, and walked back down the steps to enter through the rear entrance to the bus. I heard the anger in the bus driver's voice as he yelled at you to get up and stand. You were so brave and had courage. I watched as you sat there with dignity, taking a stand for what was right. Then, I sat almost empty, with only a few white passengers, as you and others began to boycott the bus. I waited patiently for laws to change, and I knew one day they would. For 382 days, I waited for you to get back on my bus. But, I knew you were protesting for justice and equal rights. I was proud of you. After the boycott ended, you and others sat in my seats again. I saw a sea of faces, white and African American, sitting anywhere they wanted. I heard laughter and joy as you all spoke during your rides to church and work. After many years of carrying people to and from, I now sit in the Henry Ford Museum celebrating all your accomplishments and the changes that happened because of the Civil Rights Movement.

Sincerely,
Bus #2857

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Be sensitive to portions of the text where the narrative about Rosa Park might be an oversimplified portrayal. Rosa Park's was not a tired seamstress who on a whim decided not to give up her seat. Rather, she was an activist, an active part of the Civil Rights Movement and secretary for the NAACP. Teachers should be careful not to simplify Rosa Park's story as they read this text.</i></p> <p><i>Teacher's Script: "Today as we read, we are going to place ourselves in the place or perspective of Bus #2857. As we read, we are going to imagine the bus has eyes, ears, a mind, and a heart- that she can see, hear, think, and feel. We are going to use the words and the illustrations to help us think in this way."</i></p>	
Pages 7-10	<p>Read pages 7-10, then ask the questions below:</p> <p>How did the author explain segregation on these pages?</p> <p>The author made a very important decision when she repeated the sentence: "That's just the way things were." Evaluate why you think she made that choice.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The author explained segregation through the examples she provided that show how African Americans were separate from white people. African Americans had to walk to the rear entrance and sit in the back. They had to give up their seats, so white people could sit down. African Americans could even be arrested if they didn't follow the rules of segregation.</p> <p>I think the author chose to use that repeated sentence to remind the readers of the unfairness people were facing. Because the sentence is repeated it shows us again and again that unfairness, and it makes us keep in mind that for a long time people just accepted the way things were, but things needed to change.</p>
Pages 13-15	<p>Read pages 13-15, then ask the question below:</p> <p>Based on the words and illustrations of the text, how might the bus feel about how the</p>	<p>If I were the bus I would have been able to see and hear the meanness of the bus driver. I think the bus might have felt that the bus driver responded to Rosa in</p>

	<p>bus driver responded to this situation?</p> 	<p>a way that showed he agreed with the laws of segregation. I also think the bus might have felt worried for Rosa due to the anger the bus driver showed through his words and facial expressions.</p>
Page 23	<p>Let's think about the words and illustrations on this page of the text: What might the bus see, hear, or feel that's different from earlier in the text?</p>	<p>The bus might be seeing more empty seats and hearing less noise. She might also see more people walking on the sidewalks beside her. I think the bus might feel lonely yet proud. She would be lonely because her normal riders are walking instead of riding. She would be proud to see so many people working together to create change to allow them to have civil rights.</p>
Pages 28-34	<p><i>Read pages 28-34, then ask the questions below:</i></p> <p>How did Rosa's courageous response to the challenge of segregation inspire change?</p> <p>How might the bus feel about being in the Henry Ford Museum?</p>	<p>Rosa's courageous response to segregation inspired people to act. People were inspired to boycott the buses and walk until they were given equal rights. Rosa inspired people to fight peacefully for the laws of segregation to change. Because of Rosa's actions and the actions of others, the laws did change and African Americans were given the equal civil rights they deserved.</p> <p>The bus might feel celebrated and remembered as part of the movement toward civil rights. I think the bus would be happy to see that people of all colors and ages are welcomed to see her and hear her story of being part of ending segregation.</p>

SIT-IN – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT	
<p>Text: <i>Sit-in: How Four Friends Stood Up by Sitting Down</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p> <p><i>Teacher's Note: Due to the qualitative complexity of the text, it is suggested to use the interactive read aloud instructional strategy to increase student access to the text and its meaning.</i></p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 600L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The organization is clear and chronological. However, the illustrations within the text allow for deep extensions to the meaning of the text. There are also text features that add to the meaning of the text such as the timeline of events and the author's note about the Greensboro Four.	The language features of the text are very complex. There is a high volume of academic language and Tier II vocabulary such as segregation, integration, opposed, committed, and demonstrate. There is figurative language throughout the text such as "bite out of segregation" and "big sip of freedom." The sentence structure varies throughout the text as well.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The levels of meaning and purpose are very complex. The text uses metaphorical thinking in regard to a "recipe" for integration. Throughout the text, the reader will follow the storyline of the Greensboro Four as well as the ways to successfully make change through integration.</p> <p><i>Teacher's Note: Teachers will support the idea of a "recipe" during the second reading of the text.</i></p>	<p>The knowledge demands of the text are very complex. Due to the historical perspective of the text, many readers may not have experiences that are relatable. Within the text, there are historical references made that may also be unfamiliar to readers such as the Greensboro Four Sit-Ins.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that leading change through love and nonviolence creates a change in perspectives. To achieve this understanding, students will:

- describe the connections between leading change through love and nonviolence and how people's perspectives changed over time within the text;
- identify the main purpose of a text, including what an author wants to answer, explain, or describe about changing perspectives through change efforts; and
- recall information from the texts to answer questions: **Why** were people leading change? **How** did they inspired and led others? **What** did they do to reach their goals?

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- hope (explicit)
- ignored (embedded)
- integration (explicit)
- absorb (embedded)
- peace (explicit)
- committed (embedded)
- conviction (embedded)

DAILY TASK

Teacher's Note: This task is meant to be completed after the reading of both Sit-In (IRA) and Let the Children March (SR).

Part 1: Using information from both *Sit-In: How Four Friends Stood Up By Sitting Down* and *Let the Children March*, complete the golden circle explaining **why** people were leading change, **how** they inspired and led others, and **what** they did to reach their goals.

Part 2: With a partner, share your golden circle.



In your discussions be sure to:


- speak in complete sentences when explaining your golden circle;
- ask and answer questions with your partner about his or her thinking; and
- provide your partner with feedback.

POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 2-3	Dr. King said, "We must meet hate with love" and then the author said the boys had "hearts full of hope". What do you think the author meant by that phrase?	I think the author meant that the boys had a desire in their hearts for them to be treated with love not hate. I think they also might have had the desire, or hope, to be served lunch at Woolworth's lunch counter.
Pages 3-4	<p>The text says, "This was a sign of the times: WHITES ONLY." How did that sign represent this time in history? Use text evidence in your response.</p> <p>Let's make an inference using evidence from the text: How do the boys, David, Joseph, Franklin, and Ezell, feel about the law?</p>	<p>The sign shows that at this time in history white people and African Americans were segregated, or kept separate. The text says the laws of segregation were a simple recipe: you don't combine white people with African Americans.</p> <p>The text says the boys ignored the law and refused to leave until they were served. They wanted integration. Their recipe for integration was to combine black with white. Based on the text evidence, I can infer the boys didn't agree with the law and wanted it to</p>

		change.
Pages 5-6	The author is using a recipe here to describe segregation and integration. What is a recipe? How is the author using this way of writing to help us understand the difference between segregation and integration?	<p>A recipe is what you use to make food. It tells you what ingredients and how much to use. It also tells you how to put the ingredients together.</p> <p>The ingredients or the main components in segregation and integration are the same. Both have white people and African Americans as the main ingredients. In segregation you don't put them together, but in integration you do.</p>
Pages 7-8	<p>I notice the author uses a repeated phrase: With hearts full of hope. With Dr. King's words strong and close..." Let's evaluate the author's use of language: Why did she chose to repeat that particular language?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>What does absorb mean?</p> <p>How do Dr. King's words: "Be loving enough to absorb evil" reflect how people inspired change during the Civil Rights Movement?</p> <p></p>	<p>I think she repeated that phrase to show the readers it is important to the meaning of the text. The boys were hopeful for change. They were acting peacefully to try to inspire change and change people's thoughts about segregation. They also looked up to Martin Luther King Jr.</p> <p>Absorb means take in, or soak up, like a sponge taking in water.</p> <p>Dr. King's words reflect the way people inspired change during the Civil Rights Movements by describing their belief in nonviolence and love, instead of violence and hate. If you are loving enough to absorb hate, then you don't act or respond with hate.</p>
Page 18	What was the effect of the Sit-In in Greensboro? Use vocabulary words in your response.	The effect of the Sit-In in Greensboro was that people were inspired and more Sit-Ins happened in other parts of the country. They happened in Virginia, Tennessee, Alabama, and Georgia. More people protested in order to try to create a change in segregation laws.
Pages 19-20	Using evidence from the text, what were the perspectives of some white people during this time?	Some white people were not motivated to make changes to the way things were. They were angry and did hateful things to the students protesting. They yelled unkind words, and they threw food at them.

	How did the students react to this perspective?	The students wanted to strike back, but they knew they needed to practice peace even though it was hard.
Page 26	How did the author describe the students demonstrating, or showing, calm dignity?	The author described the students' actions and words. She wrote about how the students were committed to peace. The students didn't resist arrest or fight. They sang freedom songs to keep the peace.
Pages 31-34 "When the sit-ins were all done..."	<p>How did people's perspectives change over time? What evidence in the text allows you to know those perspectives are different and have changed?</p>  <p><i>Teacher's Note: Teachers may consider reading pages 37-38: A Final Helping to extend student thinking.</i></p>	More and more people, African Americans and white, joined the fight for equal rights. The laws changed, and all American people were given equal rights. In the text, white people welcomed African Americans into restaurants, schools, on buses, in playgrounds and swimming pools. Many people began to see that everyone deserved to be treated fairly.

LET THE CHILDREN MARCH – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT	
<p>Text: <i>Let the Children March</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
650L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The text is organized in a clear, chronological, and easy to predict manner. The graphic of the timeline on the front and back covers supports and extends the meaning of the text. The illustrations directly support the meaning of the text.	The language features of the text are very complex. There is a high volume of academic specific language as well as Tier II vocabulary words. Some examples are burden, disperse, reassured, and, desegregation. There is also use of figurative language such as “hate bruised us.” The sentence structure is a combination of simple, compound, and complex.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text are moderately complex. The theme of the text is conveyed early and clearly. However, there are multiple levels of meaning: (1) even children can lead change, and (2) determination and persistence have an impact on change efforts.	The knowledge demands are moderately complex. Some students have led change and can relate to that idea present in the text. Yet, the time era and historical perspective will demand background knowledge.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand determination and persistence can lead to changes that impact people's equal rights. To achieve this understanding, students will:

- describe how words and phrases supply meaning about determination and persistence to impact change;
- identify the main purpose of a text, including what an author wants to answer, explain, or describe about changes that impact people's equal rights; and
- recall information from the texts to answer a questions: **Why** were people leading change? **How** did they inspired and led others? **What** did they do to reach their goals?

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- burden (embedded)
- freedom (explicit)
- disperse (embedded)
- revolution (explicit)
- agreement (embedded)
- desegregation (explicit)

DAILY TASK

Teacher's Note: This task is meant to be completed after the reading of both Sit-In (IRA) and Let the Children March (SR).

Part 1: Using information from both *Sit-In: How Four Friends Stood Up By Sitting Down* and *Let the Children March*, complete the golden circle explaining **why** people were leading change, **how** they inspired and led others, and **what** they did to reach their goals.


Part 2: With a partner, share your golden circle.



In your discussions be sure to:

- speak in complete sentences when explaining your golden circle;
- ask and answer questions with your partner about his or her thinking; and
- provide your partner with feedback.

POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 5	<p>How did Dr. King suggest people take action for change?</p> <p>What does the author mean by “His brown eyes flashing fire and love”?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Dr. King suggested people march in peaceful protest to fight for freedom.</p> <p>I think the author is describing Dr. King’s strong desire to see change by using the word ‘fire’ and the deep care he has for people by using the word ‘love.’</p>
Page 7	<p>Using context clues from the text, what does burden mean? What does this author mean by “this burden”? How did the children take on this burden?</p>	<p>A burden is a duty, or responsibility. When the author says “this burden” she is talking about the responsibility to march for freedom. The children fought for their rights by marching with Dr. King when the parents couldn’t.</p>
Page 9	<p>Is the title, <i>Let the Children March</i> a good title for this text? Why or why not?</p>	<p>I think it’s a good title because the adults could not march because they were afraid of losing their jobs, so the children had to march instead.</p>

Page 13	<p>Explain the meaning of “The path may be long and troubled, but I’m gonna walk on!”</p> 	<p>That sentence means that the march will be a long march that is not easy. The children will face trouble along the way, but it will be worth it. The children will march on even though it will be difficult.</p>
Page 16	<p>The author uses figurative language on this page to help us see hate and courage. How did the author describe hate?</p> <p>How did the author explain courage?</p>	<p>The author described hate as a “dog at someone’s heels, showing its yellowed sharp teeth.”</p> <p>The author explained that courage kept the children going even though they faced jail, water hoses, and dogs. The children kept marching until things started to change.</p>
Page 19	<p>What did Dr. King mean by “For they are doing a job for not only themselves, but for all of America and for all mankind.”?</p> 	<p>Dr. King meant that the children were marching and standing up for freedom for themselves, but also for each and every person.</p>
Pages 16-21	<p>How do the events on these last few pages make you feel? How do the words and illustrations help you understand how the children and parents might have been feeling?</p>	<p>These events make me sad. I would have been so scared if police were threatening to throw me in jail. I think that’s a mom trying to get her child out of the police wagon. That mom must have been so worried.</p>
Page 24	<p>We’ve read several texts about leaders of the Civil Rights Movement: Ruby Bridges, Rosa Parks, the Greensboro Four, and Martin Luther King Jr. How does this page relate to everything those leaders stood for?</p>	<p>This page mentions showing love where there is hate. It talks about how hate bruised the people fighting for freedom, but they only acted with love.</p>
Page 28	<p>How did the determination and persistence of the children impact change?</p> <p><i>Teacher’s Note: Teachers may consider reading pages 30-31 to extend student thinking.</i></p>	<p>The determination and persistence of the children helped lead to desegregation in public places. Their determination and persistence led to equal civil rights for all people.</p>

SIT-IN – READING 2, QUESTION SEQUENCE 2, DAILY TASK 8

TEXT

Text: *Sit-In: How Four Friends Stood Up By Sitting Down*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

Teacher's Note: Only revisit the pages where questions are asked during the second reading of this text.

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD 600L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The organization is clear and chronological. However, the illustrations within the text allow for deep extensions to the meaning of the text. There are also text features that add to the meaning of the text such as the timeline of events and the author's note about the Greensboro Four.

LANGUAGE FEATURES

The language features of the text are very complex. There is a high volume of academic language and Tier II vocabulary such as segregation, integration, opposed, committed, and demonstrate. There is figurative language throughout the text such as "bite out of segregation" and "big sip of freedom." The sentence structure varies throughout the text as well.

MEANING/PURPOSE

The levels of meaning and purpose are very complex. The text uses metaphorical thinking in regard to a "recipe" for integration. Throughout the text, the reader will follow the storyline of the Greensboro Four as well as the ways to successfully make change through integration.

KNOWLEDGE DEMANDS

The knowledge demands of the text are very complex. Due to the historical perspective of the text, many readers may not have experiences that are relatable. Within the text, there are historical references made that may also be unfamiliar to readers such as the Greensboro Four Sit-Ins.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the characteristics and traits of leaders of change. To achieve this understanding, students will:

- describe how words and phrases supply meaning to the characteristics of leaders of change;
- identify the main purpose of a text, including what an author wants to answer, explain, or describe about leaders of change;
- identify and explain how illustrations and words contribute to the meaning of being a leader who impacts change; and
- produce clear and coherent writing in which the development, organization, and style are that of a recipe describing what is needed to be a peaceful change-maker.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- patiently (embedded)
- proud (explicit)
- peace (embedded)
- determined (explicit)
- opposed (embedded)
- unity (explicit)

DAILY TASK

Part 1: Using the knowledge you've gained from *Ruby Bridges*, *Rosa, Rosa's Bus*, *Sit-In: How Four Friends Stood Up by Sitting Down*, and *Let the Children March*, generate a list of adjectives that describe the people in the texts that influenced change.

Part 2: Using your list of adjectives as well as details from the texts we've read, create a recipe for being a "peaceful" change-maker. Turn your adjectives into nouns for your list of ingredients. Then, explain the directions of your recipe.

Part 3: Share your recipe with a partner and seek feedback on how to improve your writing.

While in your discussion be sure to:



- speak in complete sentences when explaining your golden circle;
- ask and answer questions with your partner about his or her thinking; and
- Provide your partner with feedback.



Teacher's Note: Consider using the recipe in the text as an example.

POSSIBLE STUDENT RESPONSE

Adjective List:	Recipe:
courageous peaceful inspirational brave strong determined committed patient loving motivated united hopeful persistent	Ingredients: courage strength patience motivation love Directions: 1. Begin with love in your heart. 2. Measure and add in a large dose of patience. 3. Slowly stir in a heaping serving of courage. 4. Mix together strength and motivation. 5. Wait patiently as it marries together and becomes the perfect recipe for a peaceful change-maker. 6. Serve large doses right away. Serving Size: Enough for the entire nation!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Consider using other recipes as mentor texts.</i></p> <p><i>Teacher's Script: "This text refers to recipes for segregation and integration. As we read today, we are going to think about making a recipe for a peaceful change-maker, so we are going to reread pages that describe the characteristics of leaders of change."</i></p>	
Pages 1-2	How did David, Joseph, Franklin, and Ezell feel about leading change?	The boys felt that had to meet hate with love and be hopeful that things would change.
Page 3	<p>How does the author describe the characteristics of the Greensboro Four?</p> <p>How do these characteristics demonstrate being a peaceful change-maker?</p>	<p>The author describes the Greensboro Four as patient and silent.</p> <p>These characteristics demonstrate being peaceful change-makers because they show how the boys' actions were calm and respectful, even though they were being mistreated.</p>

Pages 11-12	<p>How do the actions described on these pages relate to the actions of other peaceful change-makers during the Civil Rights Movement? Think about all the other texts we've read.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The students were sitting still for what was right, and they were polite and determined. Ruby Bridges was polite even though people were cruel to her. Rosa Parks sat still and was determined to influence change with her peaceful action. Martin Luther King and the children who marched were determined to change the way things were just like the students in Greensboro sitting at Woolworth's lunch counter.</p>
Pages 22-24	<p>The text says, "The students were more determined than ever to show the world the true meaning of peace. So they sat. In silence. With hearts full of hope." How did the students show the world the meaning of peace? Use evidence from the text to support your answer.</p> <p>What was an effect of the students demonstrating peace?</p> <p></p>	<p>The students showed the world the meaning of peace by acting out of love, not hate. They didn't respond to hate with violence. They were hopeful and silent and determined. Their calm response to hate showed the world what peace means.</p> <p>The students were inspirational to others. White students and African American students joined together to peacefully oppose segregation in public places like restaurants, libraries, buses, parks, and pools.</p>
Page 30	<p>The author is using figurative language to describe the result of the Civil Rights Act of 1964. What does the author mean by "They had taken a big bite out of segregation"? Now it was time to savor equality. Now they were ready for a big sip of freedom."</p> <p>How do the words in bold on this page help you think about a "recipe"?</p>	<p>The author means that the students helped change the segregation laws, and now they are able to experience equality and freedom.</p> <p>"Nonviolence on top" makes me think of a recipe for an ice cream sundae with a cherry on top. "Hold the hate" and "leave off the injustice" makes me think of things that aren't wanted like when I don't want peas or mushrooms because I don't like them.</p>
Page 32	<p>What does the recipe for integration describe?</p>	<p>The recipe for integration describes the way people led change. It describes how to end segregation and create an integrated world. It also describes the hard work and determination of all the people we've read about.</p>

<p>Pages 31-34</p>	<p><i>Teacher's Script: "Authors and illustrators work together to convey meaning in both the words and illustrations of a text. Let's think about what we can learn from both the words and the illustrations on these pages." (Read text.)</i></p> <p>What is the author describing through the words of these pages?</p>  <p>What story does the illustration paint for readers?</p> 	<p>The author is describing how much the people enjoyed integration. She said "it tasted good", that means people loved it. She also said people enjoyed every bit of it and they came back for more and more. They were filled with pride because they inspired change and were now treated with equality.</p> <p>The illustration shows the journey people took to change the way things were. It describes the process of change from the first sit-in, to more people joining the peaceful fight. It shows people marching and protesting and Martin Luther King Jr. speaking. It also shows how things changed in the last section. The students were being served at the lunch counter where their fight for change first began.</p>
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RESOURCE

Teacher Resource: Please consider visiting the following link to learn about The Clinton 12, a group of students in Clinton, TN that were the first to integrate schools in the south.
<http://www.scholastic.com/browse/article.jsp?id=3746347>

WILMA UNLIMITED – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT	
<p>Text: <i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 850L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The organization of the text is clear, chronological, and easily predictable. The illustrations support the meaning of the text.	The language features of the text are very complex. The text has figurative language such as “the sound of hymns coloring the air” and rich vocabulary like luxury, permanently, triumphant, and astonishment. The text is composed with a variety of sentence structures as well.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text are very complex. The theme implicit and revealed throughout the entire text. There are multiple levels of meaning present: (1) Wilma Rudolph was the fastest woman in the world; (2) change-makers don't see barriers, they see opportunities to overcome.	The knowledge demands of the text are moderately complex. Most students will relate to working at something they love to do, like Wilma did. They may not relate to Wilma's health issues (polio).

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that change-makers don't see barriers, they see opportunities to overcome. To achieve this understanding, students will:

- determine the meaning of words and phrases to understand the qualities of change-makers;
- identify the main purpose of a text, including what an author wants to answer, explain, or describe about seeing problems as opportunities; and
- recall information from the text to answer a questions about Wilma Rudolph.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- limited (embedded)
- paralyzed (embedded)
- triumphant (explicit)
- memorable (explicit)
- impressed (embedded)
- scholarship (embedded)
- astounding (explicit)

DAILY TASK

Part 1: Using the graphic organizer, explain the following:

- Wilma's problem(s), or opportunities;
- the actions Wilma took to overcome her problems (opportunities); and
- how Wilma became an inspirational leader.

In the first two sections of the graphic organizer (problems and actions), use bulleted lists to write phrases that explain these areas. In the last section (inspirational leader), write in complete sentences to explain how Wilma became an inspirational leader.

Part 2: Using your bulleted lists and the sentences from your graphic organizer, share your thinking with your partner.

POSSIBLE STUDENT RESPONSE

Opportunities:


- had polio
- paralyzed left leg
- couldn't go to school
- she couldn't play ball
- her team lost game
- women weren't viewed the same as men
- twisted her ankle



Actions:

- Wilma kept moving.
- practiced her exercises even when it hurt
- decided to fight back and worked hard in order to wear a brace
- She studied the sports moves and kept exercising until her brace could come off and she could walk.

Inspiration to Others:

Wilma became an inspirational leader by seeing problems as opportunities to overcome and persevere. She worked hard to achieve her goals. She became an inspiration to women during a time when women were not viewed as equal athletes to men. She became the first American women to win three gold medals at a single Olympics.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 5	<p><i>Teacher's Note: Teachers may want to remind students of the first text in unit, What Do You Do with a Problem. Remind students that the boy was able to see his problem as an opportunity to learn, grow, be brave, and do something.</i></p> <p>Using text evidence from several pages answer, how was Wilma limited?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Wilma was limited because she was tiny at birth and a very sickly child. She would get very sick. When she was 5, she was stricken with polio, and the doctor said she would never walk again.</p>
Page 7	<p>Let's make a connection to the Civil Rights Movement. How was Wilma impacted by the laws of segregation?</p> <p>How did Wilma work to overcome her paralysis?</p>	<p>Wilma wasn't allowed to go to the hospitals near her because the doctors wouldn't help African American patients. She also had to ride in the back of the bus, like Rosa, when she traveled to the Nashville hospitals.</p> <p>Wilma practiced the exercises the doctor gave her, even when it hurt.</p>

Pages 9-12	<p><i>Read pages 9-12, then ask the questions below:</i></p> <p>What were other problems, or opportunities, Wilma faced?</p> <p>How did Wilma turn her problem into an opportunity? Use text evidence.</p> 	<p>Wilma was not allowed to go to school because she couldn't walk. Then, when she did go to school, she was teased and couldn't play sports.</p> <p>Wilma fought back by working hard on her exercises. The doctors allowed her to wear a brace, and she was able to go to school. When she wasn't able to play sports with the other kids at school, Wilma studied their moves and learned how to play the game.</p>
Page 17	<p>Why were the people in the church wide-eyed?</p> <p>What do you think the author is trying to describe when she write, "The singing never stopped; it seemed to burst right through the walls and into the trees."</p> <p>What does it mean that Wilma's smile was triumphant? Why would this be?</p>	<p>The people in the church were wide-eyed because they were surprised when they saw Wilma walking down the aisle.</p> <p>The author is describing the joy and happiness people had for Wilma.</p> <p>Wilma's smile was showing her joy and celebration of her accomplishment. She was proud of herself for overcoming the limits people thought she would always have.</p>
Page 23	<p>Why was Wilma able to get an athletic scholarship to Tennessee State University?</p>	<p>Wilma impressed a college coach during her basketball game. He was impressed by the way she ran, so he helped her receive money for college.</p>
Page 33-35	<p>Using text evidence, how did Wilma become an inspirational leader?</p> 	<p>Wilma was able to overcome her problems and make history by winning three times during the 1960 Olympics.</p>

***No Truth Without Ruth* – READING 1, QUESTION SEQUENCE 1, DAILY TASK 10**

TEXT	
<p>Text: <i>No Truth Without Ruth: The Life of Ruth Bader Ginsburg</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
860L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The organization is clear, chronological, and somewhat easily predictable. The illustrations and text features (timeline, Top 10 Moments) provide extended meaning to the text.	The language features of the text are very complex. There is a high volume of unfamiliar Tier II vocabulary words, such as persecution, mourning, warrior, rejected, controversial, and legislation. The sentence structures varies including simple, compound, and complex sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text are moderately complex. There are multiple levels of meaning: (1) the life of Ruth Bader Ginsburg, and (2) It takes courage and strength to consistently advocate for changes that impact rights and opportunities for others.	The knowledge demands of the text are very complex. The experiences portrayed in the text are uncommon among the majority of readers. There are historical and cultural references that may be unfamiliar to the readers such as Jewish immigrants fleeing Poland and Russia for religious freedom and the mention of World War II.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that it takes courage and strength to consistently advocate for changes that impact the rights and opportunities of others. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> identify the main purpose of a text, including what an author wants to answer, explain, or describe about advocating for people's rights and opportunities; and recall information from the text to answer questions about Ruth Bader Ginsburg.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- equals (embedded)
- valued (embedded)
- change-makers (embedded)
- fairness (unfairness) (embedded)
- truth (explicit)
- heroic (explicit)
- warrior (explicit)
- rejected (embedded)

DAILY TASK

Imagine that tomorrow you will be writing an article for our school newspaper. In order to prepare for writing the article, respond to the following questions in your Change-Maker's Journal thinking about the texts we have read:

- How were rights of women different from the rights of men during Ruth's younger years?
- What injustice did Ruth face?
- Why was Ruth motivated to be a change-maker?

In addition to answering the questions above, make a prediction: How do you think Ruth will become a change-maker?



In your writing be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.

POSSIBLE STUDENT RESPONSE

Ruth is Jewish. She faced injustice because other people did not view Jewish people as equals. During Ruth's younger years, girls were not considered equal to boys. Girls were expected to get married and not to have careers. When Ruth was in school, girls were encouraged *not* to play sports, so she cheered on the pep club. Her mother continued to push her to be the best she could be. Her mother motivated her to be a change-maker. After she graduated from high school, Ruth went to college where she continued to face injustice because she was a girl. She wasn't allowed in some areas because they were 'men-only' areas. The professors and boys in her classes were cruel to her, yet Ruth was a warrior and graduated at the top of her class. When she searched for a law firm to join, she was rejected. So, Ruth decided to teach law as a professor. She was ready to fight for the truth and fight to change America.

My prediction is that Ruth will become a lawyer some day and make big changes. I think she will fight to make sure women have equal rights, like men. I also think she will stand up for the Jewish culture. Ruth believes in equal rights, and I predict she will fight for all people to have equal rights.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: Due to the length of the text only read pages 1-18 today.</i>	
Pages 3-4	<p>The author uses the sentence, "That was the way things were then." How does this relate to previous texts we've read in the unit?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>Why do you think the author chose to bold some of the words on these pages?</p>	<p>In Rosa's Bus, the author said, "That's just the way things were." Both authors are explaining that the unequal treatment of women and African Americans were the way things were back then, and people just accepted those ways.</p> <p>I think the author chose to bold those words to show us those are words that we should remember because they are important.</p>
Pages 5-6	<p>Using text evidence, in what ways did Ruth experience injustice?</p> <p>Why did Ruth's mother, Celia, expect great things of her?</p>	<p>When Ruth was young, there were more expectations for boys than there were for girls. Boys were expected to become doctors and lawyers, and girls were not considered equal to boys and were not expected to have careers.</p> <p>Her mother wanted Ruth to be important and valued just like a son was valued. She wanted Ruth to do great things to show women could do great things.</p>
Page 7	<p>Here we read that there was unfairness in America, that there were signs that read "no dogs or Jews allowed". How is this an example of unfairness like we have read about in some other texts?</p> <p></p>	<p>This is like the unfairness of having segregated buses and schools like in <i>The Story of Ruby Bridges</i> and <i>Rosa</i>. It's also like what we read about in <i>Sit-In</i> when African Americans weren't allowed to be served at the Woolworth's counter.</p>
Pages 10-12	<p>Explain why Ruth was motivated to become a lawyer.</p>	<p>Ruth was motivated to become a lawyer because she wanted to carry out her mom's dream. She also wanted to bravely stand up and be a fighter for fairness.</p>

Page 16	What evidence from the text describes why Ruth was becoming a warrior?	Ruth never gave up, even when she wasn't valued because she was a woman. She was one of nine women in her law school, she had perfect grades, and she graduated at the top of her class. She was motivated to fight for fairness.
Page 17	In what way did Ruth continue to encounter injustice? How was Ruth beginning to make an impact toward change?	Ruth was rejected from every law firm after she graduated from school. Ruth began teaching law as a professor at a law school.

***No Truth Without Ruth* – READING 2, QUESTION SEQUENCE 2, DAILY TASK 11**

TEXT	
<p>Text: <i>No Truth Without Ruth: The Life of Ruth Bader Ginsburg</i></p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
860L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The organization is clear, chronological, and somewhat easily predictable. The illustrations and text features (timeline, Top 10 Moments) extend meaning.	The language features of the text are very complex. There is a high volume of unfamiliar Tier II vocabulary words, such as persecution, mourning, warrior, rejected, controversial, and legislation. The sentence structures varies including simple, compound, and complex sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of the text are moderately complex. There are multiple levels of meaning: (1) the life of Ruth Bader Ginsburg, and (2) It takes courage and strength to consistently advocate for changes that impact rights and opportunities for others.	The knowledge demands of the text are very complex. The experiences portrayed in the text are uncommon among the majority of readers. There are cultural references that may be unfamiliar to the readers such as Jewish immigrants fleeing Poland and Russia for religious freedom and the mention of World War II.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that it takes courage and strength to consistently advocate for changes that impact the rights and opportunities of others. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> describe how reasons support specific points the author makes about Ruth being courageous and strong as the “people’s” change-maker; and describe how Ruth Bader Ginsburg is a change-maker for people.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- controversial (explicit)
- violated (embedded)
- illegal (embedded)
- denied (embedded)
- debating (explicit)
- policy (embedded)
- legislation (embedded)
- dissent (embedded)

DAILY TASK

Imagine you have been asked to write an article for your school newspaper. In your Change-Maker's Journal, write an informational paragraph that explains how Ruth was "the people's" change-maker.

Consider these questions:

- Why is the text titled, *No Truth Without Ruth*?
- How does Ruth view problems?
- What actions does she take for change?

In your writing, be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.



Extension Activity: Explain how Ruth inspires you to advocate for what is right.

In your writing, be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.

POSSIBLE STUDENT RESPONSE

Ruth Bader Ginsburg is a change-maker for American people. She serves as a Supreme Court Justice to protect the rights and opportunities of American citizens. The text, *No Truth Without Ruth: The Life of Ruth Bader Ginsburg* is titled to show how Ruth always fights for and defends the truth. Ruth views problems as opportunities, not barriers. She experienced injustice as a young woman. Through dedication and hard work, she became a warrior for change and fairness. Ruth founded the Women's Rights Project, where she was a fierce fighter for fairness and the truth. Her actions were changing the way the country treated women. Even when Ruth had to dissent, or disagree, she was making her voice heard for fairness and truth. Ruth Bader Ginsburg continues to be an influential fighter against injustice.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: Due to the length of the text, read pages 19-end today.</i>	
Page 22	How did Ruth help change the “old-fashioned” ideas of the law?	Ruth founded the Women’s Rights Project where she fought to change the unfair treatment of women. She was a fierce fighter for fairness, and she spoke up for the truth.
Page 23	<p>What does the author mean by, “...she wore her mom’s circle pin and her earrings. She was suiting up in armor to fight her opponent that day: the United States government.”?</p>  (This is an opportunity for a collaborative talk structure.)	I think the author is talking about her mom’s pin and earrings being her armor because thinking of her mom gave her strength. People wear armor when they are prepared to fight.
Pages 25-28	<p>How did Ruth continue to advocate, or defend, women’s rights?</p> <p>Make connections across texts: What does this tell you about how Ruth views problems?</p>	<p>Ruth continued to appear in front of the Supreme Court, where she argued for women’s rights. She won many times and was actually changing the way the country treated women.</p> <p>Ruth views problems as opportunities, just like in the texts <i>What Do You Do With a Problem</i> and <i>Wilma Unlimited</i>.</p>
Page 30	<p>Use the information on this page of the text and explain why the author uses the repeated phrase, “No truth without Ruth!”</p> 	The author is using the repeated phrase because every time Ruth fought for people’s rights, she used the truth. She wanted to fight for what was right, or true.
Page 33	What other position did Ruth hold that helped her fight for truth?	Ruth became a Judge on the Supreme Court.
Page 35	Why could someone describe Ruth as the “people’s change-maker”?	Ruth could be described as the “people’s change-maker” because she was a fierce fighter for fairness and truth for all people- women, men, and children.

END-OF-UNIT TASK**END-OF-UNIT TASK**

Your school embodies and celebrates being “change-makers.” To pay tribute to historical agents of change, your school is hosting a “Hall of Change Exhibit.” Your teacher has asked you to prepare an informational speech about three key “change agents” from American history explaining their contributions that led to change in our country.

Part 1: To prepare, create a graphic organizer naming the three agents of change you chose. For each change agent, explain the contributions he or she made that inspired others and led to change. Then, integrate, or combine, how these famous Americans were able to change perspectives that led to change. To complete your graphic organizer, explain how these actions of change have inspired you to be a change-maker in your school and community.

Part 2: Using the information you’ve recorded in your graphic organizer, write an informational speech for the “Hall of Change Exhibit.” In your speech, be sure to include information about the three “change agents” you highlighted in your graphic organizer, as well as how you’ve been inspired to be an agent of change in your school and community.

In your writing, be sure to:

- introduce your topic;
- use facts and definitions to provide information;
- include vocabulary from our unit; and
- provide a concluding statement or section.

Part 3: Create bulleted speech cards that highlight the key points in your full length speech. Deliver your speech to your “student” audience.

In your speech, be sure to:

- recount experiences with appropriate facts;
- use relevant descriptive details; and
- speak audibly in coherent sentences.

STUDENT RESPONSE

Change Agent #1:

Elizabeth Blackwell: Fought for the right to have women in medicine. She opened a medical school just for women.

Change Agent #2:

Rosa Parks: Stood up for equal rights by refusing to give her seat on a bus to a white passenger. She inspired the Montgomery Bus Boycott.

Change Agent #3:

Ruth Bader Ginsburg: Fought for fairness and truth. She paved the way for women to become lawyers. She is a Supreme Court Justice who continues to advocate for people's rights.

Part 1: Graphic Organizer

How they led change:

All of these women led change by using their words and actions to inspire others to change and view things differently. They were determined and courageous.

How they inspired you:

I know I can make a difference and change things by using kind words and peaceful actions.

Part 2:

**Student answers may vary based on their selection of different change agents mentioned throughout the unit.*

Change-makers are people who are able to inspire change through their words and actions. Anyone can be a change-maker. There are several famous change-makers that have made an impact in American: Elizabeth Blackwell, Rosa Parks, and Ruth Bader Ginsburg are some women who have led change.

Elizabeth Blackwell grew up in a time where women were not viewed as equal to men. Women were not given the same rights and opportunities to go to college and have careers. Elizabeth fought to change the way people viewed what women were capable of accomplishing. She applied to many colleges to learn to become a doctor, but was told no twenty-eight times. She was finally accepted to Geneva Medical School, where she proved she was smart enough. She graduated at the top of her class and became the first woman doctor in

America. She also opened a medical school just for women to study to become doctors. Elizabeth had courage and determination, and because of her, there are many women working as doctors.

Rosa Parks was a courageous women who refused to give her seat on the bus to a white passenger. She broke the law in order to stand up for what she felt was right. Rosa wanted all people to have equality and freedom. She wanted segregation to end. Rosa’s courageous act led and inspired others to boycott the buses and walk instead. Rosa fought peacefully for justice and desegregation. Finally in 1964, the Supreme Court rules segregation was wrong with the Civil Rights Act of 1964. Rosa played an important role in making things change and creating new laws that altered people’s perspectives.

Ruth Bader Ginsburg loved learning and was inspired to become a lawyer to fight for fairness. Ruth faced mistreatment at law school. Women were not seen as people who deserved to be lawyers or the same rights as men. Even though Ruth was challenged with unfair treatment at school, she graduated at the top of her class. But, when Ruth tried to get a job as a lawyer, she was rejected. Instead of being a lawyer, Ruth was a professor at a law school where she began to fight for truth to change America. Ruth helped found the Women’s Rights Project where she fought for women to have equal rights. Ruth won court case after court case, and she was seen as a warrior for change. President Bill Clinton appointed Ruth to the Supreme Court where she continued to fight for the rights of women, as well as the rights for all American people.

These brave women have shown me how to be a change-maker. I know through kind words and peaceful actions I can help make change. All citizens have the ability to be a change-maker by participating in community events, talking to people, and helping with opportunities to make our community better. I want to be part of making the community better by listening and helping others. I also want to make sure to think about other people and their needs.

Bulleted Lists:		
Elizabeth Blackwell: <ul style="list-style-type: none"> • Women were equal to men • Wanted to be a doctor • Applied to many schools • Graduated top of her class • First American woman to become a doctor • Opened a medical school just for women. 	Rosa Parks: <ul style="list-style-type: none"> • Refused to give up her seat • All people as equal • End segregation • Peaceful fight • Civil Rights Act of 1964 	Ruth Bader Ginsburg: <ul style="list-style-type: none"> • Women were equal to men • Wanted to be a lawyer • Mistreated at school • Graduated top of her class • Professor of law • Women’s Rights Project • Supreme Court Justice

END-OF-UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	<p>The response: does not</p> <ul style="list-style-type: none"> (1) Explain the contributions he or she made that inspired others and led to change. (2) Integrate how these famous Americans were able to change perspectives that led to change. (3) Explain how these actions of change have inspired you to be a change-maker in your school and community. include few supporting details or evidence from text set. 	<p>The response: partially</p> <ul style="list-style-type: none"> (1) Explains the contributions he or she made that inspired others and led to change. (2) Integrates how these famous Americans were able to change perspectives that led to change. (3) Explains how these actions of change have inspired you to be a change-maker in your school and community. includes some supporting details or evidence from text set. 	<p>The response: adequately</p> <ul style="list-style-type: none"> (1) Explains the contributions he or she made that inspired others and led to change. (2) Integrates how these famous Americans were able to change perspectives that led to change. (3) Explains how these actions of change have inspired you to be a change-maker in your school and community. includes sufficient supporting details or evidence from text set. 	<p>The response: effectively</p> <ul style="list-style-type: none"> (1) Explains the contributions he or she made that inspired others and led to change. (2) Integrates how these famous Americans were able to change perspectives that led to change. (3) Explains how these actions of change have inspired you to be a change-maker in your school and community. includes relevant and sufficient supporting details or evidence from text set.
Word Choice (Content Vocabulary)	<p>The response includes little or no use of content vocabulary. (Ex. <i>courage, actions, peacefully, segregation, equal rights, justice, freedom</i>)</p>	<p>The response includes some use of content vocabulary. (Ex. <i>courage, actions, peacefully, segregation, equal rights, justice, freedom</i>)</p>	<p>The response includes some use of content vocabulary. (Ex. <i>courage, actions, peacefully, segregation, equal rights, justice, freedom</i>)</p>	<p>The response includes effective and appropriate use of content vocabulary. (Ex. <i>courage, actions, peacefully, segregation, equal rights, justice, freedom</i>)</p>

Mechanics	The response demonstrates limited command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. *See Foundational Literacy Standards.	The response demonstrates inconsistent command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. *See Foundational Literacy Standards.	The response demonstrates adequate command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. *See Foundational Literacy Standards.	The response demonstrates consistent command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. *See Foundational Literacy Standards.
Structure	<p>Student work includes less than three of the following elements:</p> <ul style="list-style-type: none"> a graphic organizer that explains three change-makers, how they influenced change, and how the student is inspired to be a change-maker. A multi-paragraph speech elaborating on the ideas present in the graphic organizer. introductory paragraph (1) paragraph for each change-maker (1) paragraph explaining how the student has been inspired to lead change closing statement or section Bulleted speech cards that highlight key phrases from formal speech. 	<p>Student work includes some of the following elements:</p> <ul style="list-style-type: none"> a graphic organizer that explains three change-makers, how they influenced change, and how the student is inspired to be a change-maker. A multi-paragraph speech elaborating on the ideas present in the graphic organizer. introductory paragraph (1) paragraph for each change-maker (1) paragraph explaining how the student has been inspired to lead change closing statement or section Bulleted speech cards that highlight key phrases from formal speech. 	<p>Student work includes most of the following elements:</p> <ul style="list-style-type: none"> a graphic organizer that explains three change-makers, how they influenced change, and how the student is inspired to be a change-maker. A multi-paragraph speech elaborating on the ideas present in the graphic organizer. introductory paragraph (1) paragraph for each change-maker (1) paragraph explaining how the student has been inspired to lead change closing statement or section Bulleted speech cards that highlight key phrases from formal speech. 	<p>Student work includes all of the following elements:</p> <ul style="list-style-type: none"> a graphic organizer that explains three change-makers, how they influenced change, and how the student is inspired to be a change-maker. A multi-paragraph speech elaborating on the ideas present in the graphic organizer. introductory paragraph (1) paragraph for each change-maker (1) paragraph explaining how the student has been inspired to lead change closing statement or section Bulleted speech cards that highlight key phrases from formal speech.

Total: _____

Above Expectation: 11 -12 points

Meets Expectation: 8-10 points

Needs More Time: 4-7 points

Below Expectation: 0-3 points

*Points are not designed to be averaged for a grade.

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings*</i>)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> • How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? 	

- What is the criteria for success on this task?
What does an excellent response look/sound like?

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the Unit Starter.	
<ul style="list-style-type: none"> • What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? 	

- How can the questions and tasks provided in the Unit Starter inform adjustments to upcoming lessons?

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.

- What is the desired understanding(s) for this reading?
- How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading?
- How will my students demonstrate their learning at the end of the lesson?
- How does the desired understanding for this reading fit within the larger context of the unit?

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.

- Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge?
- What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings?
- Where do I need to focus students' time and attention during the read aloud/shared reading?

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson