



7 Westward Expansion



8 Insects



9 The U.S. Civil War



10 Human Body: Building Blocks & Nutrition



11 Immigration



12 Fighting for a Cause

Grade 2

Knowledge

Domains 7-12

Activity Book

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Printed in China
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Knowledge 12

Fighting for a Cause

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will learn about the significance of the phrase *fighting for a cause*. They will learn about seven important people in American history who fought for civil rights—such as the right to vote and the right to be free from discrimination—and human rights. Your student will learn about the way in which the work of these people had a profound impact on the ability of others to exercise their rights. They will also understand the connection between ideas and action, and how ordinary people can have an extraordinary impact on the lives of others.

Over the next several days, your student will become familiar with the following historical figures whose sacrifices and dedication advanced the rights of certain groups and sought to promote the common good:

- Susan B. Anthony
- Eleanor Roosevelt
- Mary McLeod Bethune
- Jackie Robinson

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fighting for a cause.

1. Draw and Write

Have your student draw and/or write about what they have learned regarding the different causes for which people fought (equal rights, women's rights, human rights) and the contributions made by the historical figures noted above. Some possibilities might include Susan B. Anthony traveling around the country by wagon, carriage, or train, fighting for women's suffrage; Jackie Robinson being inducted into the Baseball Hall of Fame; or Mary McLeod Bethune establishing a school for girls. Ask questions to help your student use the vocabulary learned at school.

2. Rights and Responsibilities

Talk with your student about some of the rights held by U.S. citizens. Have your student share some of the rights they have learned about in class, and together talk about the responsibilities of citizens to properly exercise those rights. For example, citizens have the right to vote, but they also have a responsibility to learn about the candidates.

3. Sayings and Phrases: Two Heads are Better Than One

Your student may talk about this saying and its meaning in relation to the attitude and work of the people they are hearing about who stood for change. Discuss the meaning of this saying with your student, and together think about some situations in which you can use it. Have your student share with you a specific example of things they have accomplished at times when they worked with someone else to solve a problem.

4. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *courage*—It often takes a great deal of courage to stand up for what is right.
- *ballots*—Susan B. Anthony and several other women cast their ballots for president before it was legal to do so.
- *admirable*—President Lincoln had many admirable qualities.
- *proud*—Juanita was proud when she learned to play the piano.
- *challenge*—Jackie Robinson had the courage to challenge people's attitudes about professional athletes.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on the activists who fought for civil rights and human rights, and a list of books and other resources relevant to this topic is included in this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

1.1
CONTINUED

Take-Home

Recommended Resources

Freedom on the Menu: The Greensboro Sit-Ins, by Carole Boston Weatherford and illustrated by Jerome Lagarrigue (Puffin, 2007) ISBN 978-0142408940

Heroes for Civil Rights, by David A. Adler and illustrated by Bill Farnsworth (Holiday House, 2007) ISBN 978-0823420087

The Story of Ruby Bridges, by Robert Coles and illustrated by George Ford (Scholastic Paperbacks, 2010) ISBN 978-0439472265

My Brother Martin: A Sister Remembers—Growing Up with the Rev. Dr. Martin Luther King Jr., by Christine King Farris and illustrated by Chris Soentpiet (Aladdin, 2006) ISBN 978-0689843884

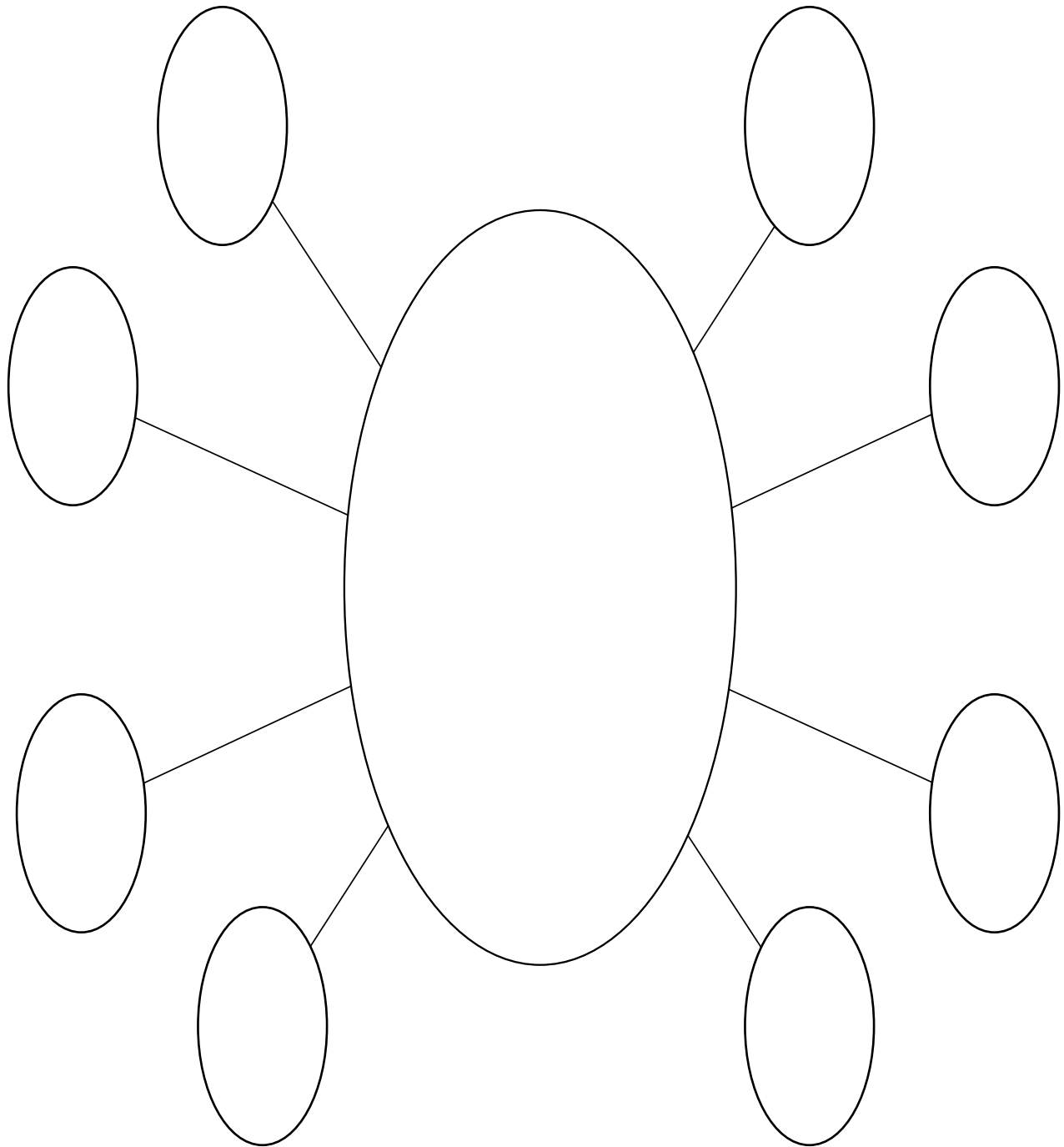
Who Was Eleanor Roosevelt? by Gare Thompson and illustrated by Nancy Harrison (Grosset and Dunlap, 2004) ISBN 978-0448435091

NAME: _____

DATE: _____

2.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

2.2

Activity Page



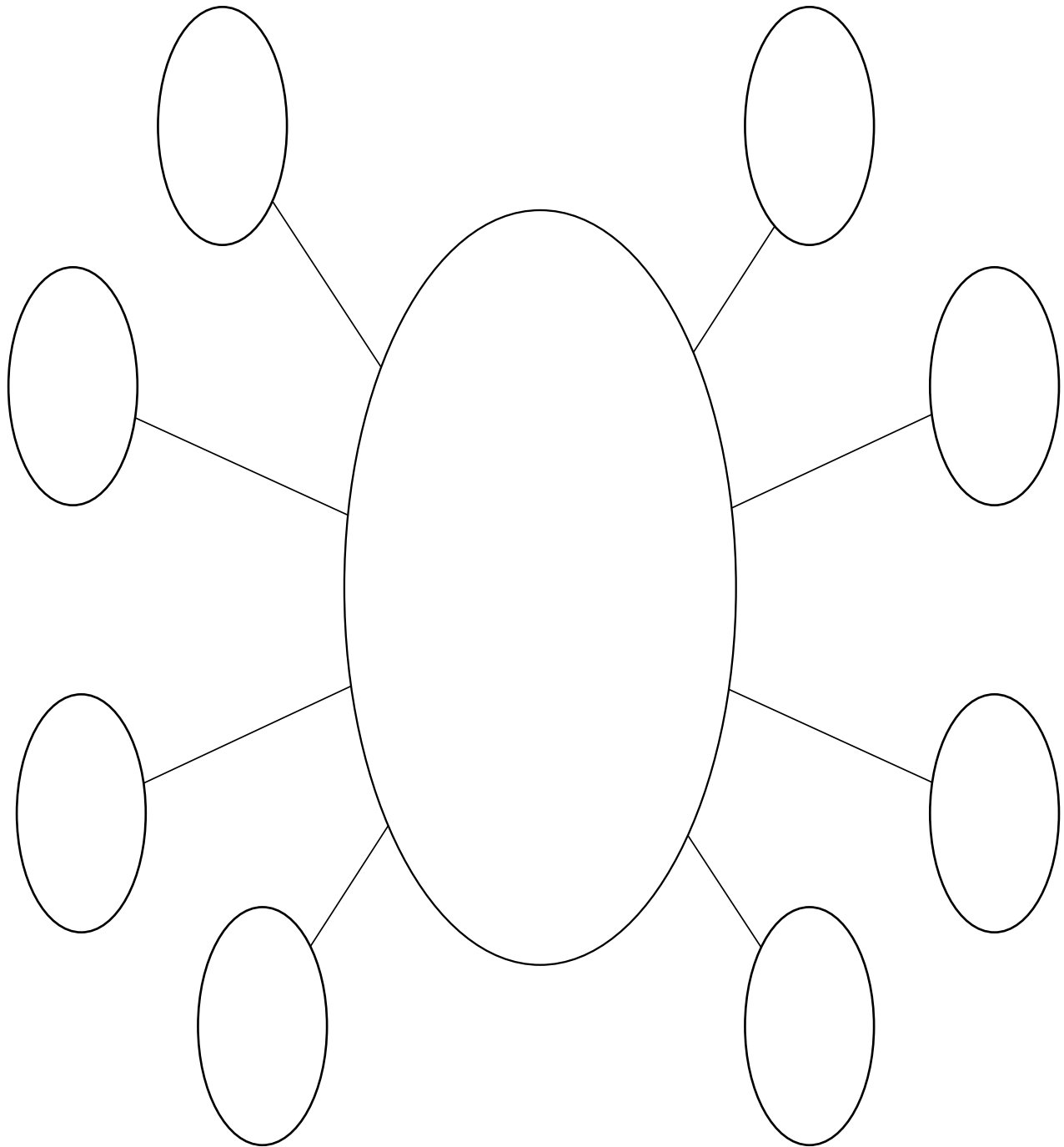
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

3.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

3.2

Activity Page



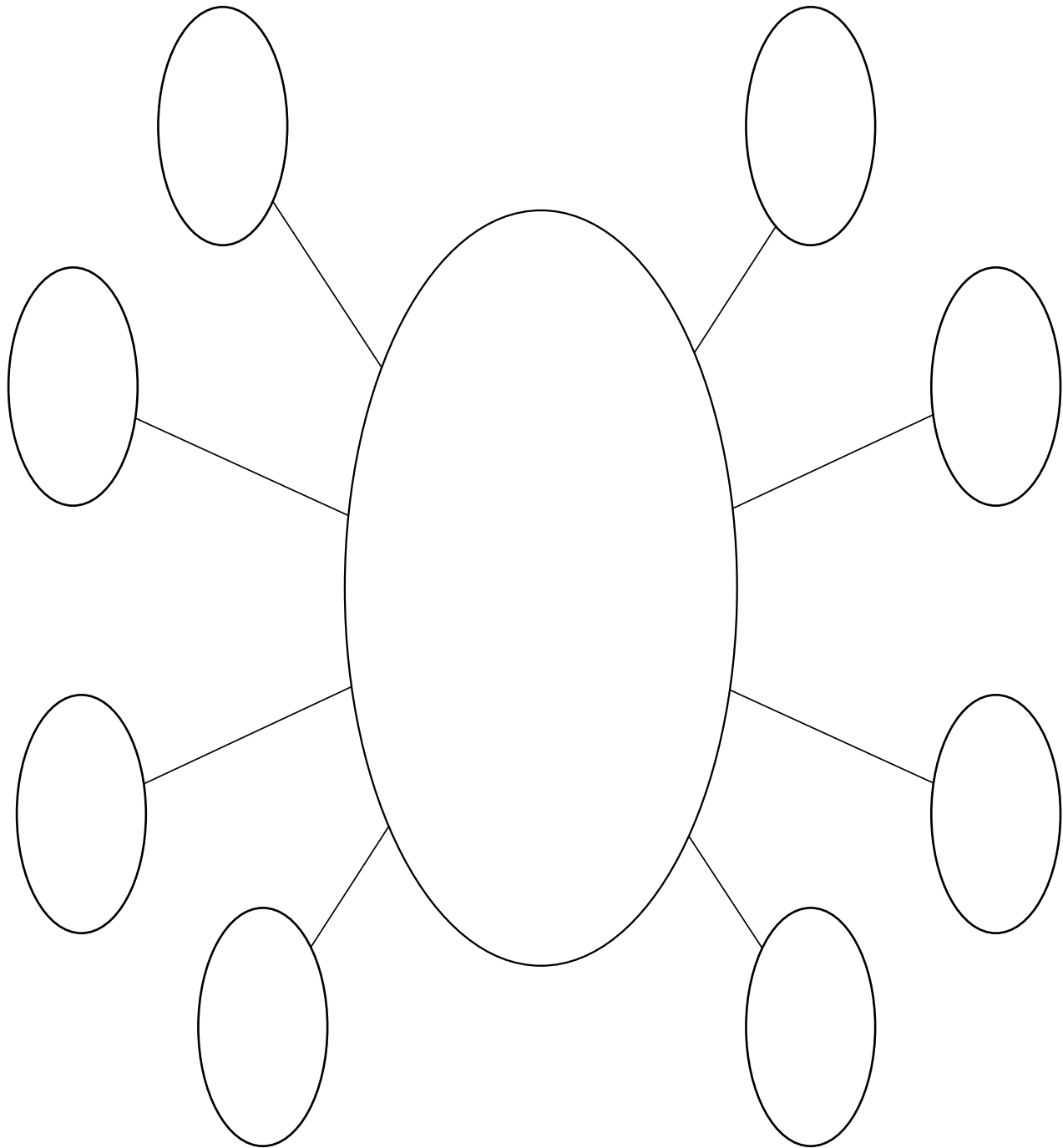
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

4.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

4.2



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

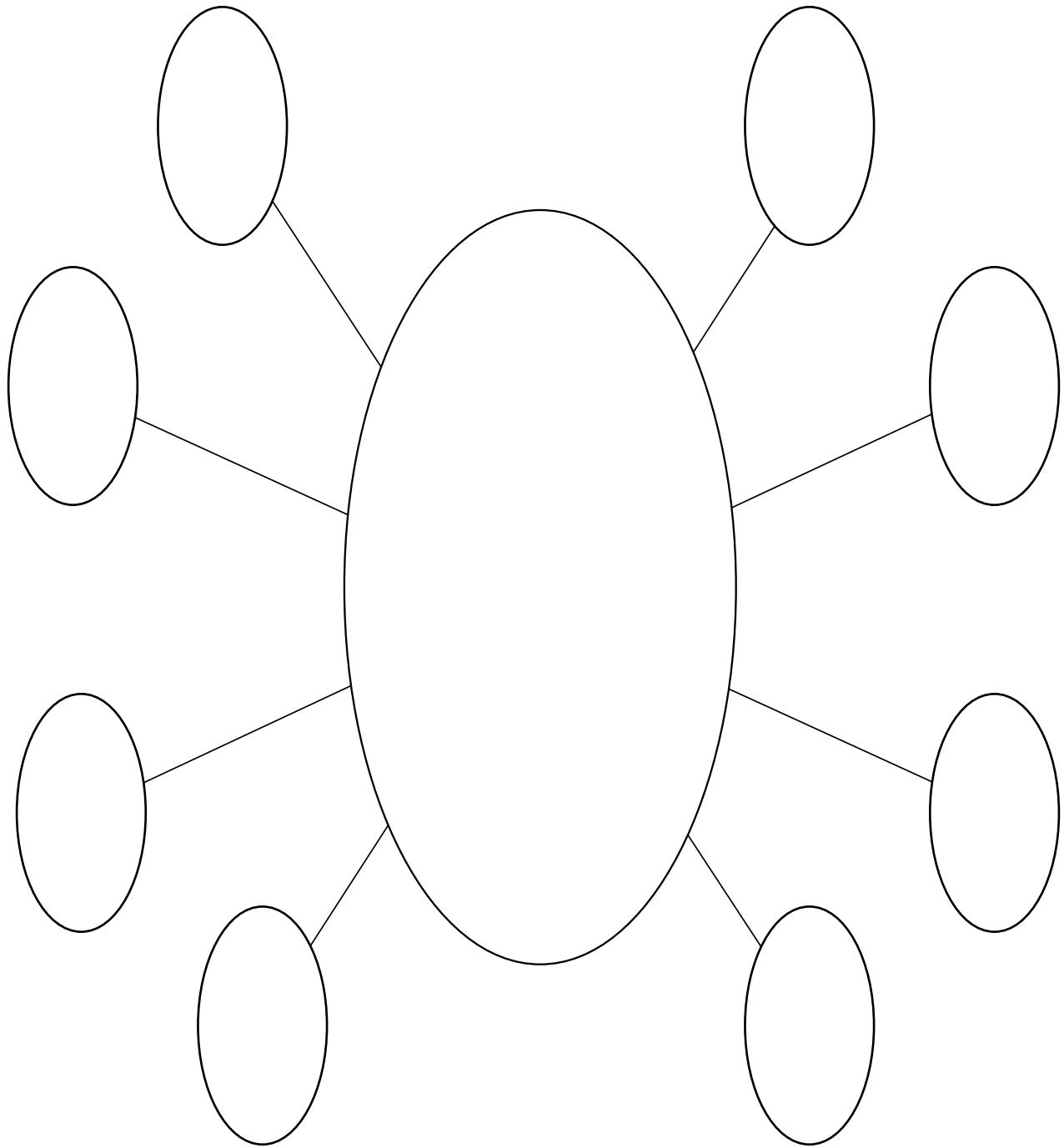
<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

NAME: _____

DATE: _____

5.2

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

5.3

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Dear Caregiver,

Your student has been learning about some famous people who fought for a cause and helped to bring about changes in our country. Over the next several days, your student will become familiar with the following historical figures who sought to promote the common good. The sacrifice and dedication of these individuals also advanced the rights of certain groups. They are

- Rosa Parks
- Martin Luther King Jr.
- Cesar Chavez

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fighting for a cause and the civil rights movement.

1. Compare and Contrast

Throughout this domain, your student has learned about the contributions and dedication of various leaders in their fights for different causes. Talk with your student about the similarities among these leaders as well as their individual differences. Have your student share with you what they found inspiring about these leaders, including how their work made a difference in the lives of others.

2. Twenty Questions

Play Twenty Questions with your student (taking turns being the clue-giver) based on the activists they have been hearing about and the achievements of those activists. For example, ask questions about Rosa Parks refusing to give up her bus seat, Martin Luther King Jr. giving his “I Have a Dream” speech, or Cesar Chavez fighting to improve the lives of migrant farmworkers. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *boycott*—Rosa Parks's actions on the bus helped start the Montgomery Bus Boycott.
- *extraordinary*—Eleanor Roosevelt was an extraordinary woman who accomplished many things in her life.
- *plight*—The drought was a major factor in bringing about the plight of farmers.
- *obstacles*—All individuals who fight for a cause have to overcome at least some obstacles.

4. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources included in the previous caregiver letter, recommending resources related to those who fought for civil rights and human rights.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

PP.1

Assessment

Directions: Listen to your teacher read the names of some people who fought for a cause. You will see these names in the word box at the top of the page. Write the name of each person on the line under the image of that person. Then your teacher will read four descriptions of things these people did. Draw a line from the person to the thing for which they are remembered on the right side of the page.

Eleanor Roosevelt

Mary McLeod Bethune

Jackie Robinson

Susan B. Anthony



I was a professional baseball player who fought for African American athletes to play professional sports on teams with white athletes.



I was the “eyes and ears” for my husband who had polio, and, while serving at the United Nations, I helped write a document arguing for human rights for everyone.



I started a school for African American girls, a hospital, and a library. I also served on the Black Cabinet.



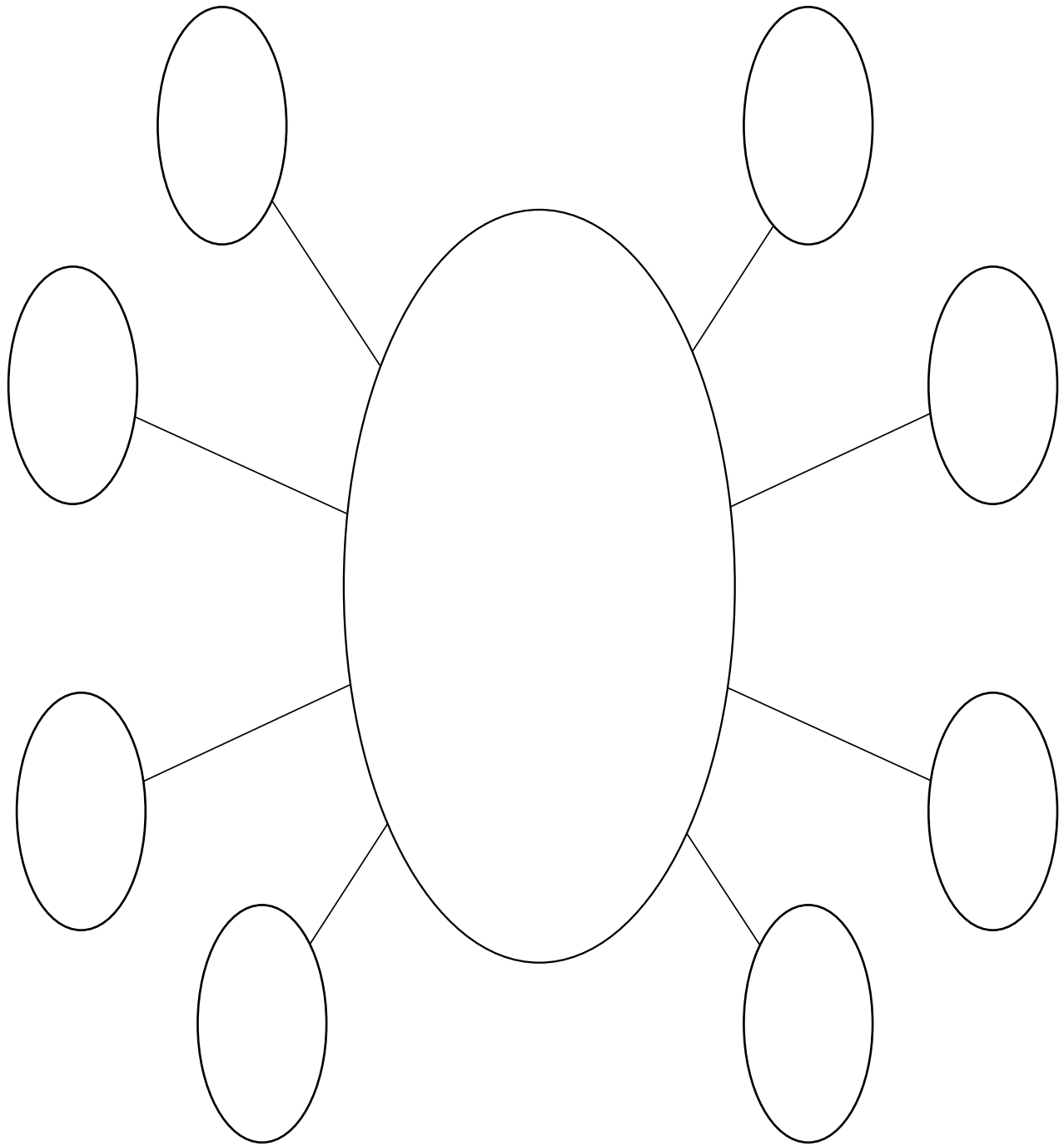
I fought to end slavery and for women to have the right to vote.

NAME: _____

DATE: _____

6.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

6.2

Activity Page



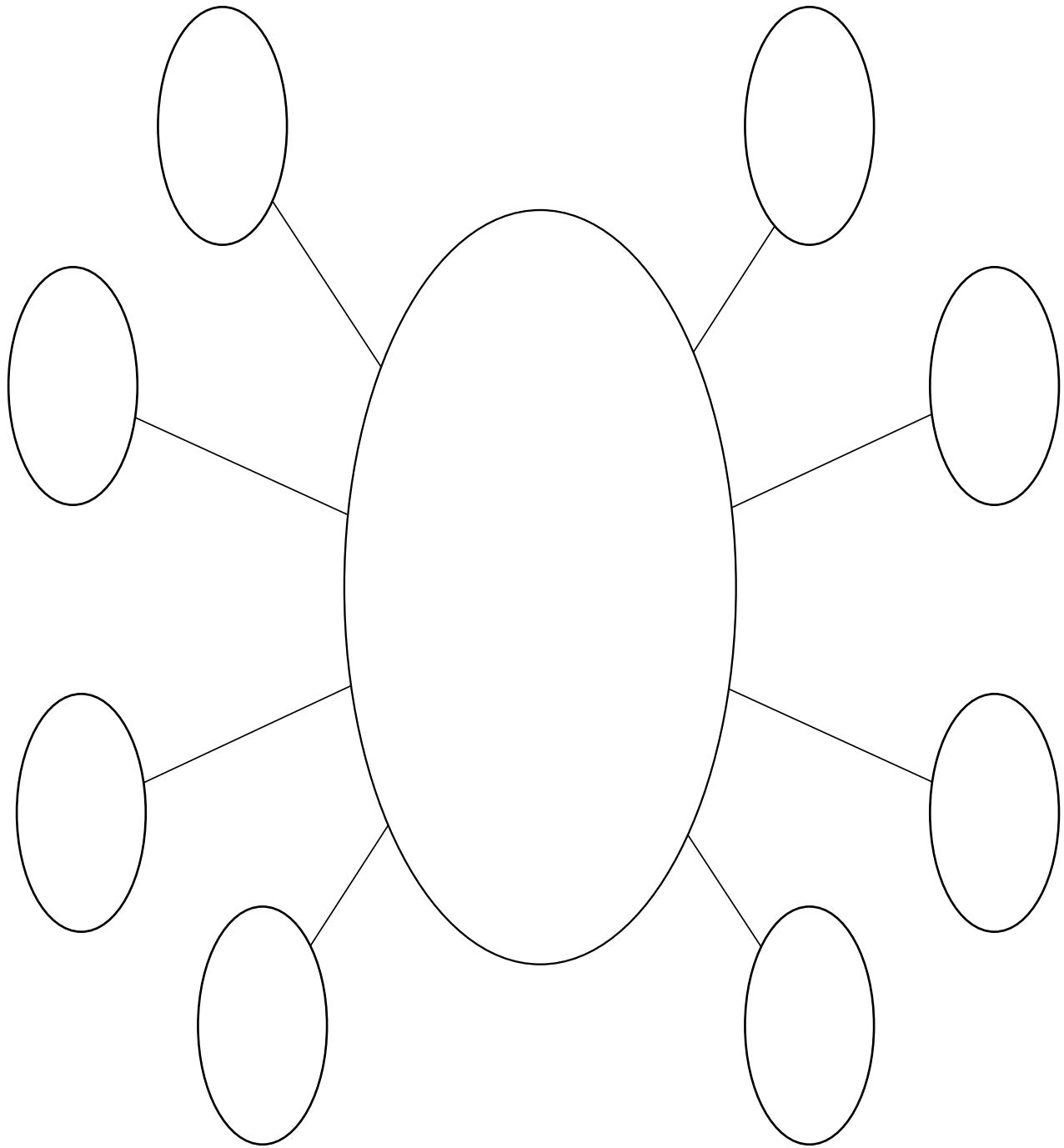
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

7.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

7.2



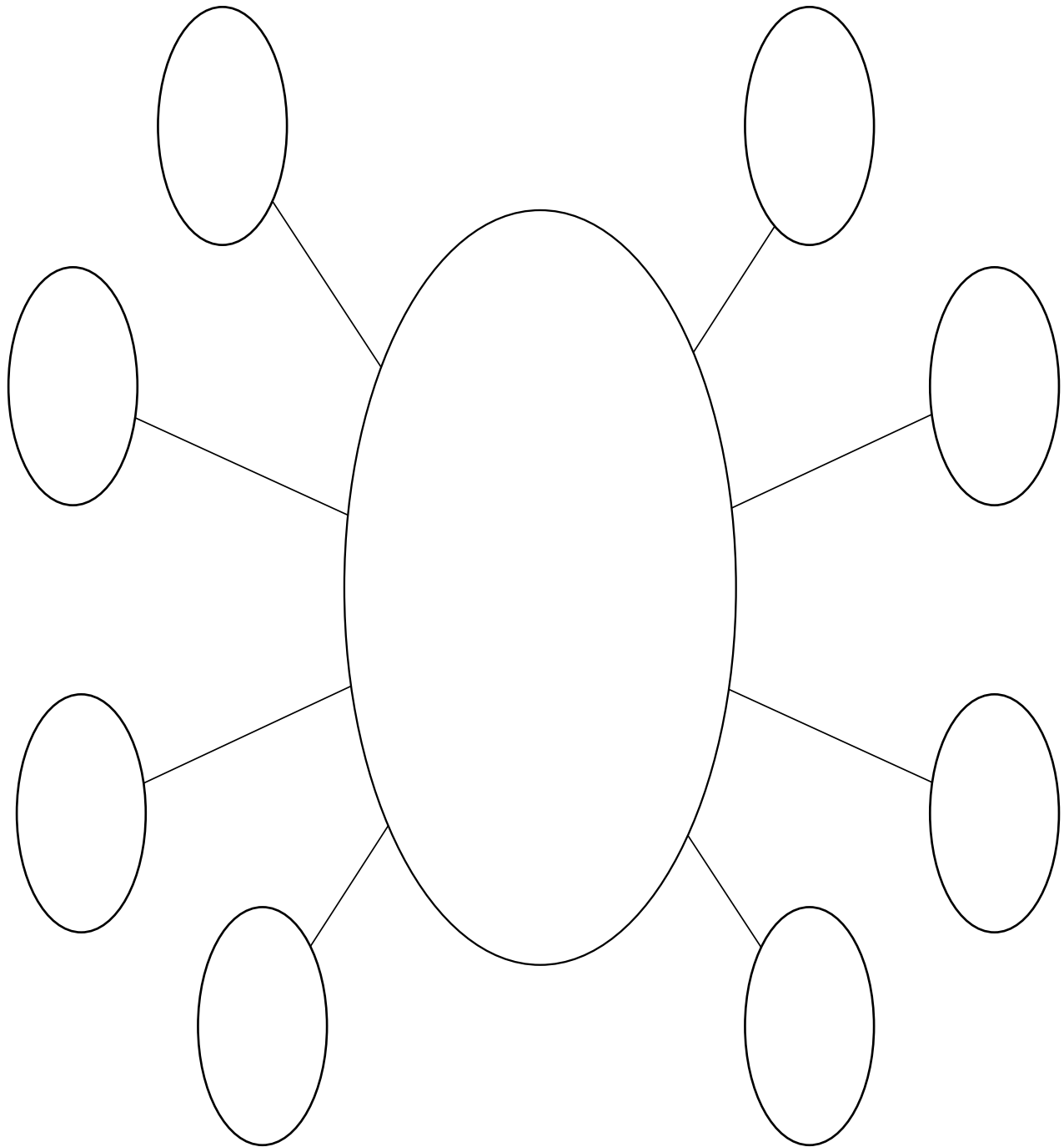
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

8.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

8.2

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

9.1



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

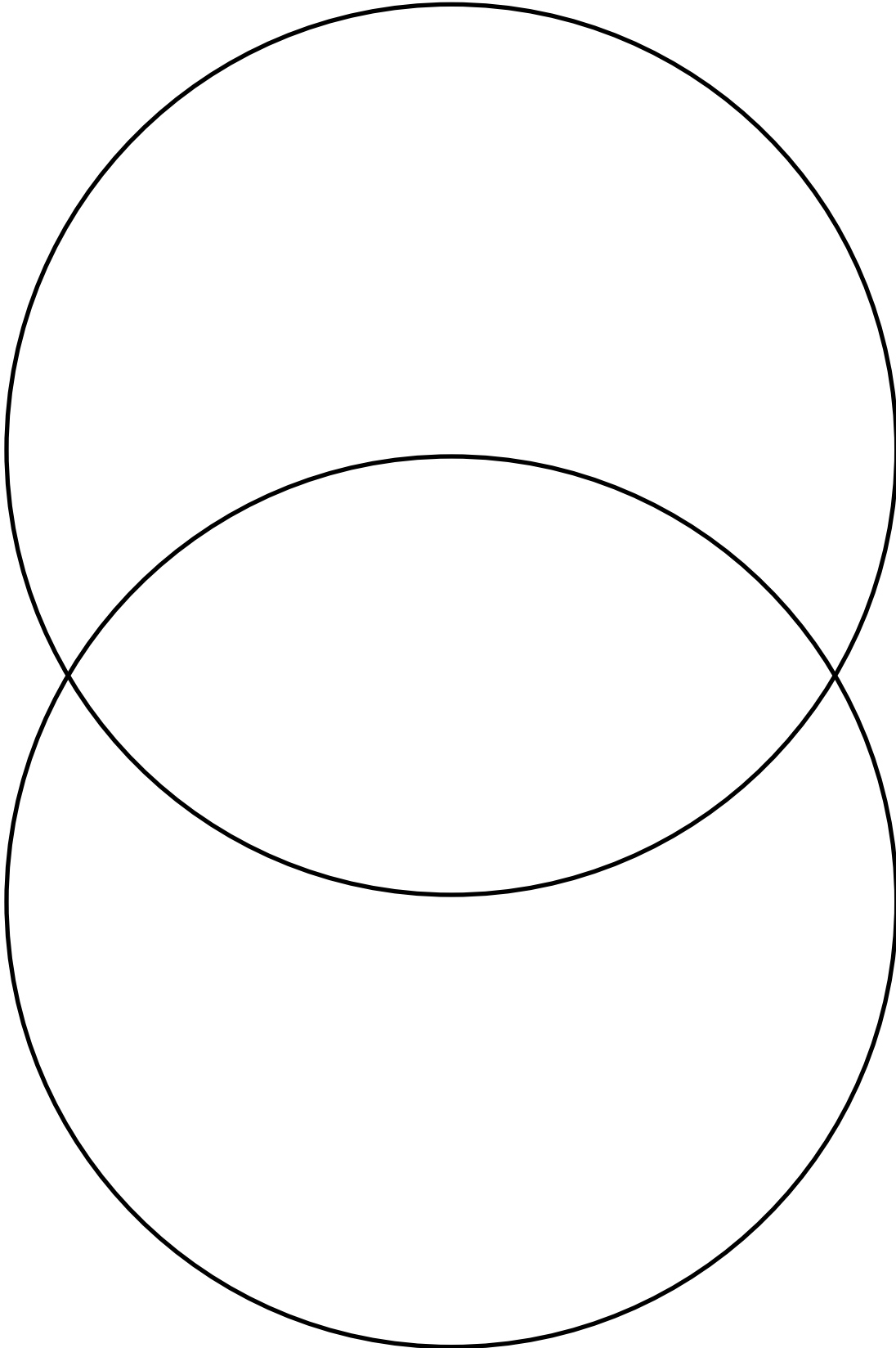
DR.1

Activity Page

Directions: Write how the two leaders—Martin Luther King Jr., and Cesar Chavez—are alike in the overlapping part of the Venn diagram. Write how the leaders are different in the circle for each leader.

Martin Luther King Jr.

Cesar Chavez



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



15.



NAME: _____

DA.2

Assessment

DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Susan B. Anthony Rosa Parks Mary Bethune

2. Martin Luther King Jr. Jackie Robinson Cesar Chavez

3. Mary Bethune Rosa Parks Eleanor Roosevelt

4. Eleanor Roosevelt Susan B. Anthony Rosa Parks

5. Rosa Parks Mary Bethune Susan B. Anthony

6. Eleanor Roosevelt Susan B. Anthony Mary Bethune

7. Cesar Chavez Martin Luther King Jr. Jackie Robinson

8. Mary Bethune Eleanor Roosevelt Rosa Parks

9. Jackie Robinson Martin Luther King Jr. Cesar Chavez

10. Martin Luther King Jr. Cesar Chavez Jackie Robinson

NAME: _____

DATE: _____

DA.3

Assessment

Directions: Read each sentence. Think about your response to the question or statement. Write a complete sentence to respond to each question or statement.

1. Choose one of the people you have learned about, and write about the cause for which they fought.

2. Why did the people in this domain feel a need to fight for change?

3. What are some of the different ways these people fought for their causes?

4. If you could meet one of the people you learned about, whom would you choose? Be sure to explain why.

5. What is the most interesting thing you learned from *Fighting for a Cause*?

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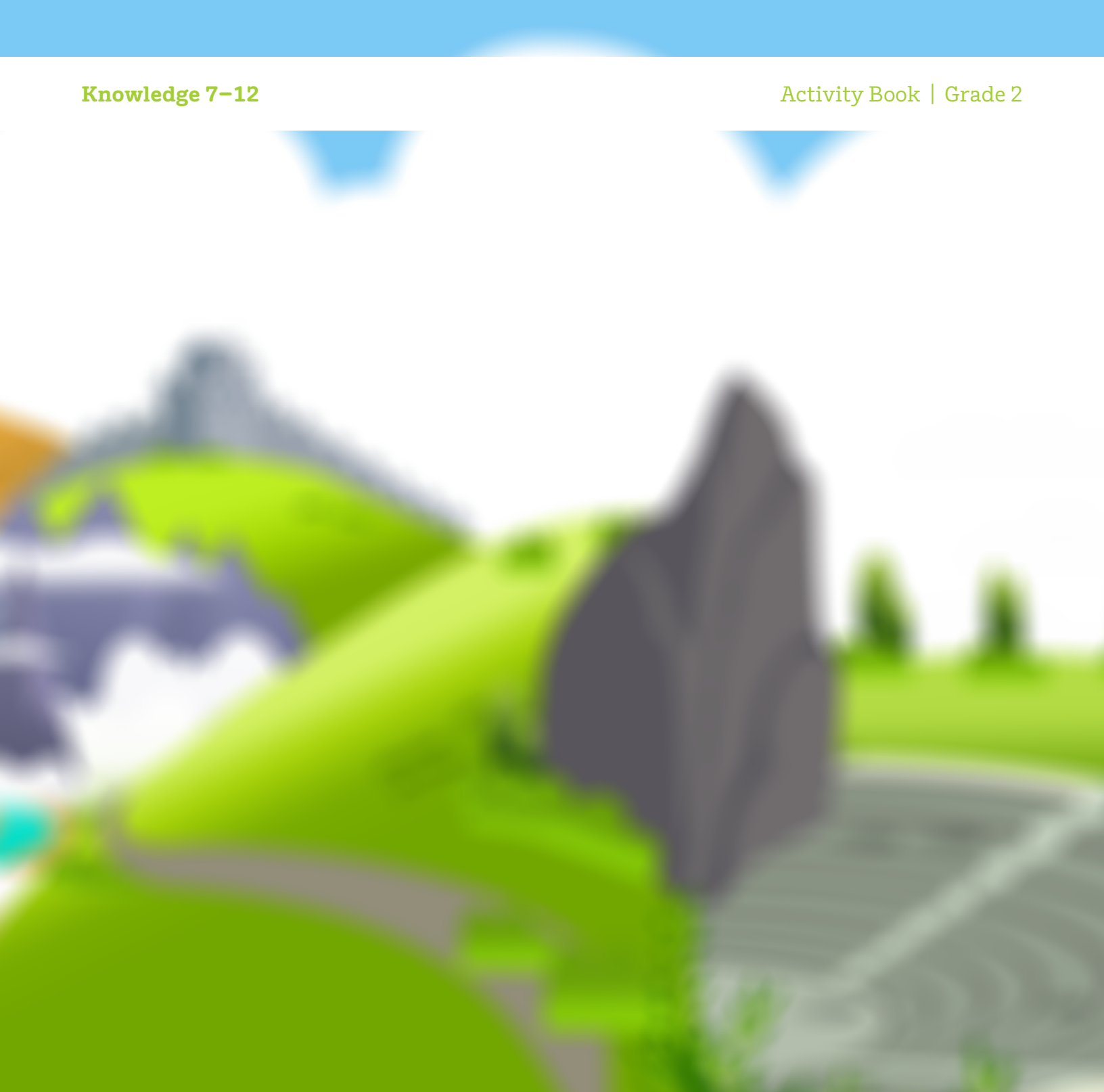
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