UNIT: *FAMOUS AMERICANS*

ANCHOR TEXT[1]

Lives: Poems About Famous Americans, selected by Lee Bennett Hopkins (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- ***Amelia and Eleanor Go for a Ride***, Pam Muñoz Ryan
- ***Amazing Grace***, Mary Hoffman

Informational Texts (Nonfiction)

- ***When Marian Sang***, Pam Muñoz Ryan
- The following texts are available from ***Domain 12 Read-Aloud Anthology***[2] from Core Knowledge Grade 2 Listening and Learning Strand:
  - "Susan B. Anthony: An Advocate for Women's Rights" (pages 33-37)
  - "Eleanor Roosevelt: A Voice for Human Rights" (pages 47-51)
  - "Mary McLeod Bethune: A Dedicated Teacher" (pages 61-64)
  - "Jackie Robinson: Champion of Equality" (pages 75-79)
  - "Rosa Parks: The Mother of the Civil Rights Movement" (pages 96-99)
  - "Martin Luther King Jr.: Defender of the Dream" (pages 110-114)
- "**U.S. Presidents: Abraham Lincoln**"[3] from ReadWorks.org
- ***50 American Heroes Every Kid Should Meet***, Dennis Denenberg

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "**Marian Anderson Sings at Lincoln Memorial**," UCLA Film and Television Archive

UNIT FOCUS

Students learn about famous Americans and their role in history. This builds on students' knowledge of US presidents, national symbols, and the election process. Students study various characteristics of famous Americans, such as perseverance, determination, and standing up for what is just. Students explore the differences between being famous and being a hero.

Text Use: Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics

Reading: RL.2.1, **RL.2.2**, **RL.2.3**, **RL.2.4**, **RL.2.5**, **RL.2.6**, **RL.2.7**, **RL.2.10**, **RI.2.1**, **RI.2.2**, **RI.2.3**, **RI.2.4**, **RI.2.6**, **RI.2.7**, **RI.2.8**, **RI.2.9, RI.2.10**

Reading Foundational Skills:[4] **RF.2.3a-g**, **RF.2.4a-c**

Writing: W.2.1, **W.2.2**, **W.2.3**, **W.2.5**, **W.2.6**, **W.2.7**, **W.2.8**

Speaking and Listening: SL.2.1a-c, **SL.2.2**, **SL.2.3**, **SL.2.4**, **SL.2.5**, **SL.2.6**

Language: L.2.1a-f, **L.2.2a-e**, **L.2.3a**, **L.2.4a-e**, **L.2.5a-b**, **L.2.6**

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[1] Some texts, questions, and tasks in this unit are originally included in—and in some cases adapted from—the Core Knowledge Grade 2 Domain 12 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (**http://creativecommons.org/licenses/by-nc-sa/3.0/**). Additional Information about the license specific to Core Knowledge is available **here**.

[2] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

[3] **http://www.readworks.org/passages/us-presidents-abraham-lincoln**

[4] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Famous Americans Unit Overview

Unit Focus

- **Topic:** Famous Americans from history
- **Themes:** The importance of never giving up and fighting for what is just
- **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics

Summative Unit Assessments

A culminating writing task:

- Summarize a text
- Determine a central message
- Organize, structure, and write a paragraph

A cold-read task:

- Understand grade-level texts
- Write in response to texts

An extension task:

- Conduct research and work collaboratively
- Read and understand grade-level texts
- Write poetry based on research and a mentor text
- Read poetry fluently

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: "Susan B. Anthony: An Advocate for Women's Rights" (sample tasks)
- Lesson 2: "Eleanor Roosevelt: A Voice for Human Rights," "Eleanor Roosevelt" from *Lives: Poems About Famous Americans*, and *Amelia and Eleanor Go For a Ride* (sample tasks)
- Lesson 3: *When Marian Sang*, "Marian Anderson Sings at Lincoln Memorial," and *Amazing Grace* (sample tasks)
- Lesson 4: "Mary McLeod Bethune: A Dedicated Teacher"
- Lesson 5: "Jackie Robinson: Champion of Equality"
- Lesson 6: "Rosa Parks: The Mother of the Civil Rights Movement" and "The Many and the Few" from *Lives: Poems About Famous Americans* (sample tasks)
- Lesson 7: "U.S. Presidents: Abraham Lincoln" from ReadWorks.org and "Abe" from *Lives: Poems About Famous Americans* (cold-read task)
- Lesson 8: "Martin Luther King Jr.: Defender of the Dream" and "Martin Luther King Day" (sample tasks)
- Lesson 9: *50 American Heroes Every Kid Should Meet* (extension task)
- Lesson 10: *Lives: Poems About Famous Americans* (culminating writing task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[5]

Assign each student a poem from ***Lives: Poems About Famous Americans*** selected by Lee Bennett Hopkins that has not been read in class. Focus on selecting poems about people researched for the extension task, such as Thomas Alva Edison ("American Wizard," Lawrence Schimel) or Anne Sullivan and Helen Keller ("Till," Tom Robert Shields).

Then ask students to respond to the following prompt: "Write a one-paragraph summary of the poem. In your summary, identify the main topic, describe the details and examples for the main topic, and identify a central message of the poem. Demonstrate command of proper grammar, usage, punctuation, and spelling, and use grade-appropriate words and phrases."

Teacher Notes:

- *Students are asked to summarize the poem and identify the main topic, describe the details and examples for the main topic, and identify a central message. (**RL.2.1, RL.2.2, W.2.2**) The completed writing should use words from the word display. (**L.2.6**)*
- *Students should write in complete sentences, using adjectives and adverbs properly. (**L.2.1e, f**) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (**L.2.1a-d, L.2.2c-e**)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (**W.2.5**)*
- *If time allows, help students publish their summaries using technology. (**W.2.6**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Famous Americans from history • **Themes:** The importance of never giving up and fighting for what is just • **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	This task assesses: • Summarizing a text • Determining a central message • Organizing, structuring, and writing a paragraph	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 8 (sample tasks included) **Express understanding of text:** • Lesson 1 (sample tasks included) • Lesson 7 (cold-read task) • Lesson 10 (use this task)

[5] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[6]

Have students independently read "U.S. Presidents: Abraham Lincoln"[7] from ReadWorks.org and "Abe" by Alice Schertle from *Lives: Poems About Famous Americans*. (**RL.2.10**; **RI.2.10**; **RF.2.4a**, **c**) Then ask them to independently read and answer in writing a combination of multiple-choice and constructed-response questions[8] about the text. Sample questions:

1. To be *humble* means that you do not show off your riches or talents. "U.S. Presidents: Abraham Lincoln" says Abraham Lincoln had a "**humble** background." What reasons does the author provide to show that Abraham Lincoln had a **humble** childhood? (**RI.2.1**; **RI.2.8**; **L.2.2c**, **d**; **L.2.6**)
2. According to "U.S. Presidents: Abraham Lincoln," what was important to Lincoln as a child? (**RI.2.1**; **RI.2.2**; **L.2.1a**, **b**, **d**, **e**, **f**; **L.2.2c**, **d**; **L.2.6**)
3. In "U.S. Presidents: Abraham Lincoln," what does it mean that "books were **scarce** on the frontier"? (**RI.2.1**, **RI.2.4**, **L.2.4a**)
    a. Books were useful.
    b. Books were expensive.
    c. Books were hard to find.
    d. Books were valuable to people.
4. What does the author of "U.S. Presidents: Abraham Lincoln" want us to know about Abraham Lincoln? (**RI.2.2**; **RI.2.6**; **L.2.1a**, **b**, **d**, **e**, **f**; **L.2.2c**, **d**; **L.2.6**)
5. Complete a Biography Chart for Abraham Lincoln using information from either text. (**RI.2.1**, **RI.2.2**, **W.2.8**)

Abraham Lincoln	Answer	Evidence
What is the person's birth date and date of death?		
What is the greatest problem or challenge this person experienced?		
How did this person help others during and after his/her lifetime?		
Why is this person famous?		
What is an important point in this person's life?		

[6] Cold-Read Task: Students read texts and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] http://www.readworks.org/passages/us-presidents-abraham-lincoln. Note: The Lexile level of the ReadWorks.org text is toward the middle of the grades 2-3 band. Depending on the time of year this assessment is given, some students are likely going to need additional support reading this text. Read aloud the text for those students.

[8] Ensure that students have access to the complete texts as they are testing.

6. Part A. What words and phrases repeat in "Abe"? (**RL.2.1**, **RL.2.4**)

   Part B. Even though some words and phrases repeat, they don't repeat in the same way. What changes in the repetition, and what meaning does that change reveal? (**RL.2.1**, **RL.2.2**, **RL.2.5**)

   a. Lincoln is the president in the second stanza, which means he is powerful.

   b. Lincoln goes from using an axe to using his hands, which means he is strong.

   c. Lincoln is young in the first stanza and old in the second stanza, which means he has become smarter.

   d. Lincoln goes from splitting things apart to bringing them together, which means he helps the nation.

7. How did Abraham Lincoln respond to the challenges he faced? What does his response reveal about Lincoln? Complete the following chart. One example is provided for you. (**RL.2.1**, **RL.2.3**, **RI.2.1**, **RI.2.8**, **RI.2.9**, **W.2.8**, **L.2.6**)

Challenge	Lincoln's Response	Characteristic
No time for education	Learned to read and write on his own	Smart

8. "Never giving up" is a common idea in several texts of this unit. How did Abraham Lincoln never give up? (**RI.2.1**; **RI.2.8**; **RI.2.9**; **L.2.1a**, **b**, **d**, **e**, **f**; **L.2.2c**, **d**; **L.2.6**)

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What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Famous Americans from history • **Themes:** The importance of never giving up and fighting for what is just • **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	This task focuses on: • Understanding grade-level texts • Writing in response to texts	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 (use this task)

EXTENSION TASK[9]

Have students work in small groups to respond to the following prompt: "Investigate the life of a famous American. What events led to this person becoming famous? Should this person be considered heroic? Write a poem about the life of the famous American you researched. Model your poem after the poems in ***Lives: Poems About Famous Americans*** selected by Lee Bennett Hopkins. Add a picture to your poem. Read your poem to the class once it is finished and answer any audience questions." (**W.2.3**)

Use the following process with students:

1. Divide the class into small groups of two or three students. (**SL.2.1a**)
2. Define the word *hero*. (**RI.2.4**)
3. Work with students to summarize the lives of the famous Americans studied throughout the unit. (**RI.2.1**, **RI.2.2**) Create a class chart similar to the following and determine whether the famous American should or should not be considered heroic based on his/her actions. (**RI.2.3**)

Who is the famous American?	**What actions or events led to this person becoming famous?**	**Is this person heroic? Why or why not?**
Susan B. Anthony		
Eleanor Roosevelt		
Amelia Earhart		
Marian Anderson		
Mary McLeod Bethune		
Jackie Robinson		
Rosa Parks		
Martin Luther King Jr.		

4. Read aloud the entries from ***50 American Heroes Every Kid Should Meet*** for those listed on the chart above. Ask students to determine whether the additional information supports their evaluations of heroism.

[9] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

5. Ask groups to select a famous American to investigate from a list of choices. (Encourage student selections by reading aloud portions of the entries in ***50 American Heroes Every Kid Should Meet***.) Possible people to consider: George Washington Carver, Davy Crockett, Ruby Bridges, Thomas Alva Edison, Pocahontas, Martin Luther King Jr., Helen Keller, Ben Franklin, Sarah Breedlove Walker (Madam C. J. Walker), or other people included in ***50 American Heroes Every Kid Should Meet***.
6. Have groups read an additional text about the person they are investigating. (**Teacher Note:** Groups may read the texts independently or as a small group, depending on their ability.) Sample texts:
    - *George Washington Carver: Teacher, Scientist, and Inventor*, Lori Mortensen
    - *A Picture Book of Davy Crockett*, David Adler
    - *The Story of Ruby Bridges*, Robert Coles
    - *A Picture of Book of Thomas Alva Edison*, David Adler
    - *Pocahontas*, Shannon Zemlicka
    - *Teammates*, Peter Golenbock
    - *Martin Luther King, Jr. and the March on Washington*, Frances Ruffin
    - *What's the Big Idea, Ben Franklin?*, Jean Fritz
    - *Helen Keller: Courageous Advocate*, Scott Welvaert
    - *Vision of Beauty: The Story of Sarah Breedlove Walker*, Kathryn Lasky
7. While they are reading, prompt groups to take notes about the person's life. (Where are they from? What makes the person famous? What actions did this person take in response to the various events? Is this person heroic? Why or why not? What should we remember about this person? What can we learn from their experiences?) (**W.2.7**, **W.2.8**)
8. Model for students how a poem from ***Lives: Poems About Famous Americans*** is constructed, emphasizing how the poem draws on and describes events in the person's life. What is the point or message of the poem? How do the chosen details support the message of the poem?
9. Compose a poem using **shared writing**[10] and the analyzed model from ***Lives: Poems About Famous Americans***. Demonstrate with students the process of creating a poem while also demonstrating written conventions.
10. Ask each group to compose their own poem using the notes they took from their reading and add an illustration to their poem to enhance the content. (**SL.2.5**) If time allows, help groups publish their poems using technology. (**W.2.6**)
11. Once the groups are done, have them read the poem to the class, demonstrating fluency. (**RF.2.4b**, **SL.2.4**)
12. Following the reading of each poem, conduct a class discussion in which students ask questions of the presenters to find out more information about the person studied. Add the person to the class chart created in step 3 and work as a class to determine whether the person should be considered a hero or not. (**SL.2.1b**, **c**; **SL.2.3**)

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

13. Combine the poems into a class book. Place the book in a classroom library for students to read independently. (**RF.2.3a-f**; **RF.2.4a**, **c**)

Teacher Notes:

- *Students are asked to describe the connection between a series of events and write a narrative poem modeled after the structure and language of* **Lives: Poems About Famous Americans**. *(**W.2.3**, **W.2.7**) They are also asked to present their narrative poem to the class.*
- *The completed writing should include a visual element to support the written text and use words from the word display. (**SL.2.5**, **L.2.6**) Students should write in complete sentences, using adjectives and adverbs properly. (**L.2.1e**, **f**) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (**L.2.1a-d**; **L.2.2a**, **c-e**)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (**W.2.5**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Famous Americans from history • **Themes:** The importance of never giving up and fighting for what is just • **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	This task focuses on: • Conducting research and working collaboratively • Reading and understanding grade-level texts • Writing poetry based on research and a mentor text • Reading poetry fluently	**Read and understand text:** • Lesson 6 (sample tasks included) • Lesson 8 (sample tasks included) **Express understanding of text:** • Lesson 2 (sample tasks included) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[11] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTES ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and notable historical figures. Students will progressively build knowledge using the following tools.

- Vocabulary Display: The class creates a display for the vocabulary words learned in the unit. Focus on selecting words related to the unit focus and words that have multiple meanings or are part of a word family. Students work with the teacher to define the word and create visual depictions of the various connections between words in the texts. Begin in Lesson 1.
- Famous Americans Learning Log: Students create and maintain an interactive notebook[12] **that contains a section for famous Americans studied in the unit. For each famous American, students complete the following. Begin in Lesson 1.**
    1. Biography Chart: On a three-column graphic organizer, students summarize biographical information and main life events for each person studied in the unit. Students build skill in asking and answering who, what, when, where, how, and why questions to demonstrate understanding of a text.
    2. General notes and written responses about the people studied in the unit.
- Class Timeline: The class creates a timeline to connect the lives of the various individuals studied in the unit. A similar task is suggested in *Domain 12 Read-Aloud Anthology* from Core Knowledge Grade 2 Listening and Learning Strand. Begin in Lesson 1.

TEXT SEQUENCE	TEXT USE
LESSON 1:[13] "Susan B. Anthony: An Advocate for Women's Rights" (Available on pages 33-37 of the *Domain 12 Read-Aloud Anthology*[14] from Core Knowledge Grade 2 Listening and Learning Strand)	**TEXT DESCRIPTION:** "Susan B. Anthony: An Advocate for Women's Rights" is a biography, which includes details about the life and contributions of Susan B. Anthony. **TEXT FOCUS:** This text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary. Students will identify the main purpose of a biography, as the teacher explains that many will be read throughout the unit. Students will identify the main causes for which Anthony fought and use this text to identify characteristics of a person that would make the person "famous," including words, thoughts, and actions. Students will keep a journal of famous Americans throughout the unit. **MODEL TASKS**

[12] http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/

[13] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

[14] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	LESSON OVERVIEW: Students begin exploring the vocabulary relative to this unit and create a vocabulary display to use when they write. They engage in multiple whole-class readings of "Susan B. Anthony: An Advocate for Women's Rights" and summarize the main details. Students complete a Biography Chart and write a paragraph to summarize the significance of Anthony's life. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. • Class Discussion: Lead a discussion in which students ask and answer questions to demonstrate their understanding of a biography. Encourage students to ask questions by providing question stems or conversation starts and developing a routine to ensure that all students are participating in the question asking and answering. (**SL.2.1a-c**, **SL.2.2**) Sample questions include: o What does the author want us to understand by reading this this text? (**RI.2.1**, **RI.2.2**) o How is this text different from the informational texts we read in our last unit? o What is the main purpose of this biography and biographies in general? (**RI.2.6**) • Second Reading: Read the text to students and display or project the text so students can follow along with the printed text. • Word Work: Build a **vocabulary display**[15] throughout the unit that students can rely on in their writing. (**L.2.6**) o Prompt students to identify words related to the unit focus (e.g., *advocate*, *discrimination*, *influential*, *brave*, *hero*/*heroine*) and words from word families or those with related or multiple meanings (e.g., *equal*/*equality*, *refused*, *rights*, *fair*/*fairer*, *critic*/*criticized*, *fearless*, *limited*, *unsure*, *unable*, *just*/*unjust*, *announced*/*announcement*). o As a class, define the words in context (using illustrations when appropriate) and/or demonstrate how to use known root words or affixes and individual words to determine the meaning of unknown and compound words. (**RI.2.4**; **L.2.4a**, **b**, **c**, **d**) o Work with students to verify the meanings of the words. (**L.2.4e**)

[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
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Have students work in groups to visually represent the relationships and connections among the words using semantic mapping[16] or concept mapping.[17] (RI.2.3) As part of their mapping, prompt students to add real-life connections between the words and show how they are used. (L.2.5a) Display the words for students to use when they write.

Note for Small-Group Instruction: Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed here[18] and here.[19]
Class Discussion: Lead a discussion in which students ask and answer questions to demonstrate their understanding of the text.

Focus the discussion on identifying the main topic of the text, as well as the focus of specific paragraphs within the text. (RI.2.1, RI.2.2)
Begin the Famous Americans Learning Log. Create a class chart (a five-row table with three columns) to summarize the text (e.g., identify the main topic of the text and describe Anthony's life, focusing on her words, thoughts, and actions). Have students create the same organizer in the Susan B. Anthony section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)

<table>
<tr><th>Susan B. Anthony</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person's birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person's life?</td><td></td><td></td></tr>
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[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[17] http://www.timrasinski.com/presentations/Concept%20Map.pdf
[18] http://www.timrasinski.com/presentations/vocabulary_presentation.pdf
[19] http://www.timrasinski.com/presentations/word_ladders_1-3.pdf

TEXT SEQUENCE	TEXT USE
	• **Note for Small-Group Reading:** Allow groups to select a biography that interests them from a classroom or school library. As this unit focuses on famous people, stock the classroom library with many similar books at different reading levels for students using suggestions in the text set list as a guide. (**RI.2.10**) These books can also be checked out at a school or local library and temporarily stored in the classroom library. Have small groups read the texts when they finish classwork early or during a designated time, and have them track their reading on a log. (**RI.2.10**, **RF.2.3a-f**, **RF.2.4a-c**) **EXPRESS UNDERSTANDING:** • Student Practice: Begin a timeline to connect the people studied to their place in history. (**RI.2.3**) A similar task is suggested on page 40 of the ***Domain 12 Read-Aloud Anthology*** from Core Knowledge. o Using the Biography Chart, explain to students that the class is going to create a timeline to keep track of the various people studied in the unit. Create a bulletin-board-size timeline. o Assign each group an event (e.g., Susan B. Anthony's birth, the signing of the Emancipation Proclamation, Anthony's death, etc.) and ask them to locate the specific dates and create an illustrated entry on an index card to place on the timeline. (**W.2.8**, **SL.2.5**) o Discuss as a class how a person becomes *famous*. (**SL.2.1a-c**, **SL.2.4**, **SL.2.6**) Define the word and consider the characteristics of famous people based on the Susan B. Anthony passage and real-life connections. (**RI.2.4**, **L.2.5a**) Identify the events and how they contributed to Anthony's fame. (**SL.2.2**, **SL.2.3**) • Independent Writing: Have students use the Biography Chart to write a one-paragraph informative summary of the life of Susan B. Anthony. Ask them to write the paragraph in the Susan B. Anthony section of their Famous Americans Learning Log. (**RI.2.1**, **RI.2.2**, **W.2.2**) o Ensure that students introduce the topic, use facts to develop points, and provide a concluding statement. o Place students into pairs and have them swap their summaries. o Ask partners to compare the writing against the Biography Chart and the timeline to ensure accuracy. (**W.2.8**) o Prompt pairs to check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a proofreading anchor chart[20] as necessary. (**W.2.5**, **SL.2.1a**, **L.2.1a-f**, **L.2.2b-e**, **L.2.6**)
LESSON 2:	**TEXT DESCRIPTION:** "Eleanor Roosevelt: A Voice for Human Rights" describes the life of Eleanor Roosevelt. *Amelia and Eleanor*

[20] https://www.pinterest.com/sweney/writing-anchor-charts/

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td>“Eleanor Roosevelt: A Voice for Human Rights” (Available on pages 47-51 of the Domain 12 Read-Aloud Anthology[21] from Core Knowledge Grade 2 Listening and Learning Strand)

“Eleanor Roosevelt,” Rebecca Kai Dotlich, from Lives: Poems About Famous Americans, selected by Lee Bennett Hopkins

Amelia and Eleanor Go for a Ride, Pam Muñoz Ryan</td><td>
Go for a Ride describes the night that Amelia Earhart and Eleanor Roosevelt left a White House function to fly in an airplane. “Eleanor Roosevelt” from Lives: Poems About Famous Americans is a poem about Roosevelt.

<u>TEXT FOCUS</u>: By reading these texts together, students will understand why Eleanor Roosevelt is famous, specifically for her contributions to equal rights for women. The texts allow students to practice reading with accuracy and fluency as well as to continue to closely examine the vocabulary from the texts.

<u>MODEL TASKS</u>

LESSON OVERVIEW: Students engage in multiple readings of “Eleanor Roosevelt: A Voice for Human Rights” and complete a graphic organizer in their journal. Students listen to Amelia and Eleanor Go for a Ride read aloud and then partner read “Eleanor Roosevelt.” Then they participate in a class discussion. Finally, students participate in shared and independent writing.

READ AND UNDERSTAND THE TEXTS:

• <u>First Reading</u>: Read aloud “Eleanor Roosevelt: A Voice for Human Rights” without interruption.

• <u>Student Practice</u>: Continue the Famous Americans Learning Log. Create another class chart (a five-row table with three columns) to summarize “Eleanor Roosevelt: A Voice for Human Rights” (e.g., identify the main topic of the text and describe Roosevelt’s life, focusing on her words, thoughts, and actions). Have students create the same organizer in the Eleanor Roosevelt section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)
<table>
<tr><th>Eleanor Roosevelt</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person’s birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person’s life?</td><td></td><td></td></tr>
</table>
• <u>First Reading</u>: Provide students with a copy of the poem “Eleanor Roosevelt” and/or project the poem for students to
</td></tr>
</table>

[21] To access the Core Knowledge texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	read. Read aloud the poem once. • Second Reading: Divide the class into pairs and create a **word list**[22] from the poem (e.g., *chiseled*, *rarest*, *beguiling*, *endeared*, *recall*, *chancellor*, *burdens*, *gallant*, *courageous*, *humbly*, and *dealt*). Define any unknown words for students. (**L.2.4a**, **b**; **L.2.6**) Have students practice reading the words aloud with their partner. Then read the poem again as students **read chorally**.[23] Allow proficient readers to be leaders while reading the poem. • Third Reading: Ask pairs to work together to practice reading the poem with accuracy and expression. (**RL.2.10**; **RF.2.4a**, **b**, **c**). • **Note for Small-Group Reading:** This poem can also be used for foundational skills instruction. (**RF.2.3a-f**) Base the tasks for small-group reading on student needs using a foundational skills curriculum. • Class Discussion: As a class or with a partner, have students ask and answer questions about the poem to demonstrate understanding of key details. (**RL.2.1**, **RL.2.7**) Encourage students to ask questions by providing **question stems or conversation starters**[24] and developing a routine to ensure that all students are participating in the question asking and answering. (**SL.2.1a-c**, **SL.2.2**) Since this is the first discussion, provide students with sample questions to begin their discussion. Sample questions for "Eleanor Roosevelt": o Ask students, "Who is the speaker in the poem? How do you know?" (**RL.2.6**) o Project the poem. Beside each stanza, summarize the meaning and write one adjective to describe Eleanor Roosevelt. (**RL.2.3**, **L.2.1e**, **L.2.6**) o Ask students, "How does the information provided in 'Eleanor Roosevelt: A Voice for Human Rights' support the thoughts conveyed in the poem?" (**RI.2.9**, **W.2.8**) (**Teacher Note:** Prompt students to refer to the Biography Chart created earlier in the lesson. If necessary, add information and/or revise information on the chart as a class.) o Ask students, "What do you notice about the structure of this poem? What is memorable about it? Identify examples to support your ideas." (**RL.2.4**) • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Eleanor Roosevelt's life. Consider using a different color index card or ink to record events for Eleanor Roosevelt to more

[22] http://www.fcrr.org/studentactivities/F_014c.pdf
[23] http://www.fcrr.org/studentactivities/F_023b.pdf
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	easily see how the different events of the two women connect in history. (**RI.2.3**) • First Reading: Read aloud *Amelia and Eleanor Go for a Ride* without interruption. Display or project the images for students to view during the reading. • Class Discussion: As a class or with a partner, have students ask and answer questions about the poem to demonstrate understanding of key details. (**RL.2.1**, **RL.2.7**) Encourage students to ask questions by providing **question stems or conversation starters**[25] and developing a routine to ensure that all students are participating in the question asking and answering. (**SL.2.1a-c**, **SL.2.2**) Following the discussion, have students practice writing answers to at least one of the questions in their Famous Americans Learning Log as writing practice. Sample questions for *Amelia and Eleanor Go for a Ride*: o How are Amelia and Eleanor "birds of a feather"? Describe what this means with examples from the text or illustrations. (**RL.2.3**, **L.2.6**) o Retell the events of the text. How does the story begin? How does it end? How do events lead to the ending? (**RL.2.2**, **RL.2.5**) o What does it mean when the text says, "Eleanor marveled, 'It's like sitting on top of the world!'" when they are flying? (**RL.2.3**, **L.2.6**) o Who is telling this story? How do you know who is speaking? (**RL.2.6**) o Compare and contrast Amelia and Eleanor. How are they alike and different? Why are they such good friends? List the reasons why Amelia Earhart and Eleanor Roosevelt are famous. How are their opinions about what they can and can't do different from others around them? (**RL.2.2**, **RL.2.6**) o Why might this text focus on the friendship between Eleanor and Amelia? What does it teach us about life and the two women? (**RL.2.2**) • Word Work: Continue building a **vocabulary display**[26] (as introduced in Lesson 1) that students can rely on in their writing. (**L.2.6**) o Divide the class into groups of two to four students. o Provide each group with specific sentences, stanzas, and/or paragraphs from "Eleanor Roosevelt" and *Amelia and Eleanor Go for a Ride* and a graphic organizer that has four columns: (1) Word, (2) What it modifies, (3)

[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	Definition, and (4) Illustration. o Ask the groups to locate five or six descriptive words (e.g., *rarest*, *charming*, *gentle*, *courageous*, *outspoken*, *determined*, *daring*, *naturally*, *adventurous*, *carefully*, *bold*, *dangerous*, *especially*, *practical*, *elegant*, *certainly*, *celebrated*, *mysterious*, *faster*, *slowly*) and write a word in each row of column one. o Have the groups identify what each word modifies or describes and fill in column two for each word. (**L.2.1e**) o Ask the groups to define the words using context clues and complete column three, then illustrate the phrases in column four. (**L.2.4a**) o Have the groups review their chart and label the words as either adjective or adverb based on how each word functions in the sentence. (**L.2.1e**) o Ask each group to present their graphic organizers and discuss as a class the differences between adjectives and adverbs. (**SL.2.6**) o Reinforce the vocabulary for students to practice independently. For example, students could create an additional visual representation of one of the words and provide a complete sentence caption using the word. Display those words for students to use when they write. (**SL.2.5**; **L.2.1e**, **f**; **L.2.6**) o Display the words for students to use when they write. • **SAMPLE TASK:** Access a **complete lesson**[27] from Achievethecore.org with questions for *Amelia and Eleanor Go for a Ride*. • Student Practice: As a class, compare and contrast the most important points presented by all three texts on Eleanor Roosevelt (e.g., work with civil rights, fearlessness, ambition to help others). Record information on a graphic organizer, such as a three-ring Venn diagram. Have students include a copy of the graphic organizer in the Eleanor Roosevelt section of their Famous Americans Learning Log. (**RI.2.9**) **EXPRESS UNDERSTANDING:** • Student Practice: Have students create their own version of the Biography Chart for Amelia Earhart to place in the Amelia Earhart section of their Famous Americans Learning Log. (**RI.2.1**; **RI.2.2**; **RI.2.8**; **L.2.1a**, **b**, **d**, **e**; **L.2.2a**, **c**; **L.2.6**) o After pairs complete their organizer, have them form groups of four. (**SL.2.1a-c**) o Ask the small groups to discuss their answers to the questions and make edits based on small-group discussions.

[27] http://achievethecore.org/file/761

TEXT SEQUENCE	TEXT USE
	(**SL.2.2**, **SL.2.3**) o Have the groups identify which questions cannot be answered by the text and determine the steps they would need to take to locate the answers to their questions. o Lead a whole-class discussion to check the group work. o Conduct a shared research project to locate the answers to student questions about Amelia Earhart, following the steps suggested by each group. (**W.2.7**, **W.2.8**) • Shared Writing: Conduct a **shared writing**[28] task in which students use the poem "Eleanor Roosevelt" as a mentor text and write a poem about Amelia Earhart. The poem should include characteristics of Earhart, similar to the way Hopkins describes Roosevelt in the poem, as well as similar kinds of figurative language and line structures. (**W.2.3**, **W.2.5**, **SL.2.1a**, **L.2.6**) • Model for students how "Eleanor Roosevelt" is constructed, emphasizing how the poem draws on and describes events in Roosevelt's life. What is the point or theme of the poem? (**RL.2.2**) How do the chosen details develop the central idea of the poem? (**RL.2.1**, **RL.2.7**) How does the structure of the poem support the central idea? (**RL.2.4**, **RL.2.5**) o Compose a poem about Amelia Earhart using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (**W.2.6**) Use the analyzed model of "Eleanor Roosevelt" and demonstrate with students the process of creating a poem. o Practice grade-level grammar, usage, conventions, and spelling. For example, demonstrate how to use apostrophes to form possessives and contractions, choose between using an adjective and an adverb based on what it modifies, and spell different words by generalizing patterns. (**L.2.1a-f**; **L.2.2a**, **c**) o Model the use of classroom resources for using and spelling words. Have students spell the words aloud as they are being written. (**RF.2.3b**, **e**; **L.2.2d**-**e**; **L.2.6**) o Read aloud the lines of the poem and ask for suggestions from students to improve the language, line breaks, etc. (**W.2.5**; **SL.2.1a**, **b**, **c**; **L.2.5a**, **b**) o When the writing is complete, read the poem aloud simultaneously with the students. (**RF.2.3a**, **c**, **d**, **f**; **RF.2.4a-c**)

[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Study the poem. Ask students to identify words with inconsistent but common spelling-sound correspondences, identify collective and irregular plural nouns, and verify the correct verb tense and use of adjectives or adverbs. (**RF.2.3e**; **L.2.1a**, **b**, **d**, **e**) ○ Have students copy the poem into the Amelia Earhart section of their Famous Americans Learning Log. • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Amelia Earhart's life. Consider using a different color index card or ink to record events for Amelia Earhart to more easily see how the different events of the three women's lives connect in history. (**RI.2.3**)
LESSON 3: ***When Marian Sang***, Pam Muñoz Ryan "**Marian Anderson Sings at Lincoln Memorial**," UCLA Film and Television Archive ***Amazing Grace***, Mary Hoffman	**TEXT DESCRIPTION:** *When Marian Sang* tells the story of how Marian Anderson, a great opera singer, came to be famous in the midst of adversity. "Marian Anderson Sings at Lincoln Memorial" is the newsreel of Anderson singing at Lincoln Memorial in 1939. *Amazing Grace* is the fictional story of a little girl who wants to be the boy lead in a play and works hard to get the part that she wants. **TEXT FOCUS:** *When Marian Sang* and *Amazing Grace* both tell the story of someone who works hard to achieve her dreams. Students will explore the idea of "never giving up" as a characteristic of people who become famous. (**RL.2.2**, **RI.2.9**) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *When Marian Sang* read aloud and reread sections in pairs. Students identify the struggles that Marian faced. Students watch the video to gain a deeper appreciation for Marian's talent. Students chorally read and practice fluency with *Amazing Grace.* The class creates a graphic organizer to compare and contrast Marian and Grace and identify the message "never give up." The class will participate in a discussion surrounding this message. Lastly, students write a paragraph to compare the lesson of "never giving up" presented in both texts. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud *When Marian Sang* and project or display the text for students to follow along with the illustrations and the text. • Second Reading: Divide the class into pairs. Read aloud the first page of *When Marian Sang,* and then display or project the illustrations of the text. ○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (**RI.2.3**; **RI.2.7**; **SL.2.1a**, **c**; **SL.2.2**) ○ Stop at various moments to ask questions about the key details in the text to determine what Marian wants, identify what her problem is, and describe how she continues to work hard to achieve her goal. (**RI.2.1**, **RI.2.2**)

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

When the retelling is done, have students complete a Biography Chart for Marian Anderson and place it in the Marian Anderson section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)

<table>
<tr><th>Marian Anderson</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person’s birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person’s life?</td><td></td><td></td></tr>
</table>

Third Reading: Display specific sections of When Marian Sang (e.g., words, sentences, and/or passages) and prompt students to partner read[29] the displayed sections. (RI.2.10, RF.2.4a-c) Watch the video of Marian singing so that students can gain a deeper appreciation of her voice.
Word Work: Continue building a vocabulary display[30] (as introduced in Lesson 1) that students can rely on in their writing. (L.2.6)

Select specific pages to reread to the class. While reading each page, ask students to note words or phrases that show Marian’s attitude to “never give up.” Example words or phrases include: (L.2.5a)

unwavering faith (page 10)
determined (page 12)
no matter what humiliations she endured (page 14)
worked hard (page 18)

Add the words and phrases to the display as characteristics of famous people. Discuss how the words have similar but slightly different meanings. (L.2.5b)

</td></tr>
</table>

[29] http://www.fcrr.org/studentactivities/F_016a.pdf
[30] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Guide a whole-class discussion to identify the struggles that Marian faced. As students present points from the text, display them in the classroom. Sample questions: o What goal did Marian want to achieve? What struggles did Marian face along the way? (**RI.2.1**, **RI.2.2**) o What steps did Marian take to achieve her goal? How did each step help her come closer to reaching her goal? (**RI.2.1**, **RI.2.3**) o Why did the author write this book? What does the author want to explain? (**RI.2.6**) • First Reading: Read *Amazing Grace* aloud the text as students **read chorally.**[31] Allow proficient readers in the class to be the leaders while reading the text. • Second Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading targeted sections of *Amazing Grace* with accuracy and expression. Then ask each pair to **partner read**[32] the entire text. (**RL.2.10**, **RF.2.3a-f**, **RF.2.4a-c**) • Class Discussion: Create a class T-chart with one side including descriptions and experiences that illustrate the idea of never giving up from *When Marian Sang* and the other side including descriptions and experiences that illustrate the idea of never giving up from *Amazing Grace.* (**RL.2.1**, **RL.2.2**, **RI.2.9**) After completing the T-chart, engage students in a discussion based on the following questions: o Who else have we learned about so far who "never gave up"? o Why do you think so many of the famous Americans we are studying are determined? How does determination lead to becoming memorable? **EXPRESS UNDERSTANDING:** • Independent Writing: Have students independently write a paragraph in the Marian Anderson section of their Famous Americans Learning Log. Ask them to write in response to the following question: How is the idea of "never giving up" presented in both texts? (**RI.2.9**, **W.2.1**) o Ensure that students identify how the idea is presented in each text, state an opinion about how they are similar, provide reasons to support their opinion, use linking words, and provide a conclusion. (**RL.2.2**, **RI.2.2**, **W.2.1**) o Place students into pairs and have them swap their paragraphs.

[31] http://www.fcrr.org/studentactivities/F_019a.pdf
[32] http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	○ Prompt pairs to check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a proofreading anchor chart[33] as necessary. (**W.2.5**, **SL.2.1a**, **L.2.1a-f**, **L.2.2b-e**, **L.2.6**) • **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Marian Anderson's life. Consider using a different color index card or ink to record events for Marian Anderson to more easily see how the different events of the four women's lives connect in history. (**RI.2.3**)
LESSON 4: "Mary McLeod Bethune: A Dedicated Teacher" (Available on pages 61-64 of the *Domain 12 Read-Aloud Anthology*[34] from Core Knowledge Grade 2 Listening and Learning Strand)	**TEXT DESCRIPTION:** This biography informs the reader of the work of Mary McLeod Bethune and her contributions to civil rights and our nation. **TEXT FOCUS:** Use this text for students to identify the main topic and describe the connections between Bethune and Eleanor Roosevelt. (**RI.2.2**, **RI.2.3**) Students will identify the main purpose of the text as being to inform the reader about Bethune's work and complete a Biography Chart on Bethune to place in the Mary McLeod Bethune section of their Famous Americans Learning Log. (**RI.2.6**) Use the lesson and process for reading aloud beginning on page 59 of the *Domain 12 Read-Aloud Anthology* from Core Knowledge Grade 2 Listening and Learning Strand. Continue to develop a vocabulary display of academic vocabulary words (e.g., *however*, *attended*, *gradually*, *gathered*, *intended*, *scattered*, *achieved*, *received*, *discovered*, *opportunity*, *power*, *involved*, *tirelessly*, *federal*, *privilege*, *proud*, and *scholarship*). Focus students on using various strategies and understanding the connections between the words based on affixes, root words, and shades of meaning. (**RI.2.4**, **L.2.4a-e**, **L.2.5a-b**) Add entries to the class timeline.
LESSON 5: "Jackie Robinson: Champion of Equality" (Available on pages 75-79 of the *Domain 12 Read-Aloud Anthology*[35] from Core Knowledge Grade 2	**TEXT DESCRIPTION:** "Jackie Robinson: Champion of Equality" provides the reader with information on how Jackie Robinson entered the major leagues of baseball, the challenges he faced along the way, and the successes he achieved as a result of his hard work. **TEXT FOCUS:** Use this text for students to practice for the cold-read task. Read the text aloud and have students independently answer a series of multiple-choice and constructed-response questions about the text in the Jackie Robinson section of their Famous Americans Learning Log. Then work as a class to discuss the answers. (**SL.2.2**, **SL.2.3**) Have students work with a peer or

[33] https://www.pinterest.com/sweney/writing-anchor-charts/

[34] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

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<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td>Listening and Learning Strand)</td><td>small group to revise their responses and consider how they might approach the questions differently based on the class discussion. (W.2.5, SL.2.1a-c, L.2.1f) End the lesson by having students complete a Biography Chart for Jackie Robinson and add events to the class timeline.

Possible questions for the practice cold-read task:

1. Identify the main topic of this text, including the problems that Jackie Robinson faced. (RI.2.1, RI.2.2)
2. How did people's attitudes toward black people affect Robinson's athletic career? (RI.2.1, RI.2.3)
3. How is the lesson that Jackie Robinson learned through his experiences similar to or different from the lesson Marian Anderson learned? (RI.2.1, RI.2.9)
4. "Never giving up" is a recurring idea in this unit. What reasons does the author provide to support the idea that Jackie Robinson never gave up? (RI.2.1, RI.2.8)</td></tr>
<tr><td>LESSON 6:

"Rosa Parks: The Mother of the Civil Rights Movement" (Available on pages 96-99 of the Domain 12 Read-Aloud Anthology from Core Knowledge Grade 2 Listening and Learning Strand)

"The Many and the Few," J. Patrick Lewis, from Lives: Poems About Famous Americans, selected by Lee Bennett Hopkins</td><td><u>TEXT DESCRIPTION</u>: "Rosa Parks: The Mother of the Civil Rights Movement" is a biography focused on Rosa Parks sitting on the bus, and the repercussions and changes that resulted from her decision to not give up her seat. "The Many and the Few" is a poem that tells the story of Parks with rhyme and verse.

<u>TEXT FOCUS</u>: Students are asked to connect their understanding of Rosa Parks's journey to the journeys of other historical figures previously read about in this unit.

<u>MODEL TASKS</u>

LESSON OVERVIEW: Students will participate in several reads of "Rosa Parks" and listen to a reading of "Rosa Parks: The Mother of the Civil Rights Movement." Students will complete the Biography Chart on Rosa Parks and participate in a discussion on the importance of persistence as a trait of famous Americans.

READ AND UNDERSTAND THE TEXT:

• <u>First Reading</u>: Read aloud "Rosa Parks: The Mother of the Civil Rights Movement." Only interrupt minimally, to define essential vocabulary for basic understanding. Allow students to appreciate and fully engage with the text.
• <u>Second Reading</u>: Reread the text aloud. Project or provide students with the text so they can follow along.
• <u>Student Practice</u>: Divide the class into pairs. Have each pair work together to complete the Biography Chart for Rosa Parks and place it in the Rosa Parks section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)

<table><tr><th>Rosa Parks</th><th>Answer</th><th>Evidence</th></tr></table></td></tr>
</table>

TEXT SEQUENCE	TEXT USE

What is the person's birth date and date of death?		
What is the greatest problem or challenge this person experienced?		
How did this person help others during and after his/her lifetime?		
Why is this person famous?		
What is an important point in this person's life?		

- Class Discussion: Ask each pair to join with another pair to form a group of four. Have the group of four share their responses on the Biography Chart for Rosa Parks and make changes, as needed. Facilitate a whole-class discussion to share charts. (**SL.2.1a-c**, **SL.2.3**)
- Word Work: Display the word *persistence* on the board or overhead projector. Ask students to use the root word, *persist*, as a clue to the meaning of the word *persistence.* (**L.2.4c**)
    - Provide students with sentences that may help them determine the meaning of the word *persistence.* (**L.2.4a**) Examples:
        - Marian Anderson's *persistence* allowed her to become one of the most well-known singers of her time.
        - The *persistence* of Jackie Robinson on the field helped end segregation in baseball.
    - Have students discuss the word with their shoulder partner.
    - Ask pairs to verify the meaning of the word using a dictionary, write a sentence using the word, and draw an illustration that depicts the meaning of the word. (**L.2.4e**, **SL.2.5**, **L.2.1f**)
    - Ask pairs to share their work with the class and share why it is important to have *persistence*. (**SL.2.4**, **SL.2.6**)
    - Guide students to determine the meaning of new words (*persist, persistent)* using the information they have gained. Add the words to the class vocabulary display for students to use when they write. (**L.2.6**)
- First Reading: Read the poem "The Many and the Few" aloud as students listen.
- **Note for Small-Group Reading:** Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and receive additional support. This can help students be more prepared to participate in the whole-class discussion. As this is a poem, it can be useful for working with struggling readers on fluency and reading with

TEXT SEQUENCE	TEXT USE
	expression. (**RF.3.4b**) A rubric for assessing reading fluency is available **here**.[36] Divide the poem into smaller chunks (e.g., two or three stanzas) that would be able to be easily practiced. Students can also break into small groups and practice **reciting the poetry** for fluency practice. Additional techniques for how to address fluency can be found in the **ELA Instructional Framework**.[37] • Second Reading: Read the poem aloud as students read **chorally**.[38] • Class Discussion: Have students work in groups to analyze the language, rhythm, and meaning of the poem to determine a central message. (**SL.2.1a-c**, **SL.2.2**) (**Teacher Note:** The following process is based on the **TP-CASTT** [39] strategy. If this is the first time for students to analyze poetry in this way, model how to conduct this process using "Eleanor Roosevelt.") 1. Analyze the title. Ask students, "How much is *many*? How much is a *few*? Who do you think this title is talking about?" (**L.2.4a**, **L.2.5a**) 2. Facilitate the class in paraphrasing the poem. Guide students to write the poem line by line in their own words. As they move through the poem, display their translation on the board. (**RL.2.1**, **RL.2.2**) 3. Work as a class to describe how words and phrases supply rhythm and meaning in the poem. (**RL.2.4**) Discuss the effect of the language: "Does the language make the poem more interesting? Does it help you understand Rosa Parks? How is this language different from language used in written essays? Does it help you create images in your mind as you read?". (**RL.2.3**, **L.2.3a**; **L.2.5b**; **L.2.6**) 4. Ask students, "Who is the speaker of this poem? How does the speaker of the poem feel about Rosa Parks?" (**RL.2.6**) 5. Review the title again. Ask students, "Who are *the many*? Who are *the few*? Does the title have the same or different meaning than before?" (**L.2.4a**, **L.2.5a**) 6. Ask students, "What can we learn about Rosa Parks and her actions from reading this poem? What does the speaker want us to know about her?" Work with students to write a one-sentence statement of the central message of the poem. (**RL.2.2**, **RL.2.3**, **L.2.1f**) **EXPRESS UNDERSTANDING:** • Class Discussion: Facilitate a **Shared Inquiry discussion**[40] about the *persistence* of Rosa Parks as she led the civil rights

[36] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[37] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading
[38] http://www.fcrr.org/studentactivities/F_023b.pdf
[39] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	movement. Engage students in asking and answering questions to demonstrate their understanding of the word *persistence* and how it relates to the work of Rosa Parks. Ensure that students use accountable talk[41] throughout the discussion and refer to the texts to provide support for their ideas. (**SL.2.1a-c**, **SL.2.2**, **SL.2.3**, **SL.2.4**, **SL.2.6**) Sample discussion questions: o Identify ways in which Rosa Parks was *persistent.* (**RI.2.4**) o How did Rosa Parks's *persistence* lead to a boycott of the bus system in Alabama? (**RI.2.3**) o Explain how Rosa Parks's actions helped to the civil rights movement. (**RI.2.3**) • Student Writing: Have students write a response in the Rosa Parks section of their Famous Americans Learning Log to one of the discussion questions. Provide them with an answer frame[42] to support them in organizing their writing. (**W.2.2**, **L.2.1a-f**, **L.2.2a-e**) Also ensure that they use words from the word display in their written responses. (**L.2.6**) • **Note for Small-Group Writing:** If a selected students need additional targeted writing or grammar support, provide this support during small-group writing. • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Rosa Parks's life. Consider using a different color index card or ink to record events for Rosa Parks to more easily see how the different events connect in history. (**RI.2.3**)
LESSON 7: "U.S. Presidents: Abraham Lincoln"[43] from ReadWorks.org "Abe," Alice Schertle, from ***Lives: Poems About Famous Americans***, selected by Lee Bennett Hopkins	**TEXT DESCRIPTION:** "U.S. Presidents: Abraham Lincoln" provides a brief biography of Abraham Lincoln. The reading level of the text is at the high middle range of the grades 2-3 band. If this unit is not taught at the end of grade 2, consider reading that text aloud to students. "Abe" describes Lincoln's life as a child and as the president, focused on how he worked to end the Civil War. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task

[40] https://www.youtube.com/watch?v=r-M3aLcE88E
[41] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[42] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[43] http://www.readworks.org/passages/us-presidents-abraham-lincoln

TEXT SEQUENCE	TEXT USE
LESSON 8: "Martin Luther King Jr.: Defender of the Dream" (Available on **pages 110-114 of the *Domain 12 Read-Aloud Anthology***[44] from Core Knowledge Grade 2 Listening and Learning Strand) "Martin Luther King Day," X. J. Kennedy, from ***Lives: Poems About Famous Americans***, selected by Lee Bennett Hopkins	**TEXT DESCRIPTION:** "Martin Luther King Jr.: Defender of the Dream" is a biography that chronicles the life of Martin Luther King. "Martin Luther King Jr." is a poem that explains why we celebrate Martin Luther King. **TEXT FOCUS:** Both texts focus on the life and memory of Martin Luther King Jr. These texts connect to the unit focus and help students further define what it means to be a famous American. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the biography read aloud and read the poem in small groups. They ask and answer questions about both texts. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud "Martin Luther King Jr.: Defender of the Dream" as students listen. • Class Discussion: Ask students questions so they can demonstrate understanding of the key details in the text. Have students answer the following: o What is the main topic of this text? (**RI.2.2**) o What are the connections between Martin Luther King Jr. and the other famous Americans that we have read about in this unit? (**RI.2.3**) Update the class timeline with events from Martin Luther King Jr.'s life. Consider using a different color index card or ink to record events for Martin Luther King Jr. o How did Martin Luther King Jr. use *persistence* to achieve his goal? (**RI.2.4**) o What reasons does the author give to support the statement, "African Americans living in southern states where segregation was legal began to protest"? (**RI.2.8**) • First Reading: Have students read the poem, "Martin Luther King Day" in small groups. (**RL.2.10**) • Class Discussion: Have students work in groups to analyze the language, rhythm, and meaning of the poem to determine a central message. (**SL.2.1a-c**, **SL.2.2**) (**Teacher Note:** The following process is based on the TP-CASTT [45] strategy.) 1. Analyze the title. Ask students, "What is Martin Luther King Day? Why do we celebrate it?" (**RL.2.2**, **L.2.4a**) 2. Facilitate the class in paraphrasing the poem. Guide students to write the poem line by line in their own words.

[44] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

[45] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

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As they move through the poem, display their interpretation on the board. (RL.2.1, RL.2.2)
3. As a class describe how words and phrases supply rhythm in the poem. (RL.2.4) Discuss the effect of the language: “Does the language make the poem more interesting? Does it help you understand Martin Luther King Jr.? Does it help you create images in your mind as you read?”. (RL.2.3, L.2.3a, L.2.5b, L.2.6)
4. Ask students, “Who is the speaker? How does the speaker feel about Martin Luther King Jr.?” (RL.2.6)
5. Review the title. Ask, “Why is Martin Luther King Day important? Does the title have the same or different meaning than before?” (RL.2.2, L.2.4a)
6. Ask, “What can we learn about Martin Luther King Jr. and his actions from this poem? What does the speaker want us to know?” Have students write one-sentence on the central message of the poem. (RL.2.2, RL.2.3, L.2.1f)
• Second Reading: Read aloud “Martin Luther King Jr.: Defender of the Dream” as students read chorally.[46] (RI.2.10)
• Have students create a Biography Chart for Martin Luther King Jr. and place it in the Martin Luther King Jr. section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)
<table>
<tr><th>Martin Luther King Jr.</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person’s birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person’s life?</td><td></td><td></td></tr>
</table>
• Word Work: Continue building a vocabulary display[47] that students can rely on in their writing. (L.2.6)
o Ask students to locate academic vocabulary words that describe the famous Americans that they have read about in this unit. (e.g., activists, challenge, humiliating, character, movement, freedom, justice). (RI.2.4)
o Discuss with students the meanings of these words not only in this text, but how they can apply to the other
</td></tr>
</table>

[46] http://www.fcrr.org/studentactivities/F_023b.pdf
[47] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

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	Americans read about in this unit. (**L.2.4a-c**, **L.2.5a**) o Another option for word work is located on pages 116-117 of the *Domain 12 Read-Aloud Anthology* from Core Knowledge Grade 2 Listening and Learning Strand. (**L.2.4d**) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students use the Biography Chart to write a one-paragraph informative summary of the life of Martin Luther King Jr. Ask them to write the paragraph in the Martin Luther King Jr. section of their Famous Americans Learning Log. (**RI.2.1**, **RI.2.2**, **W.2.2**) o Ensure that students introduce the topic, use facts to develop points, and provide a concluding statement. o Place students into pairs and have them swap their summaries. o Ask each partner to compare the writing against the Biography Chart and the timeline to ensure the accuracy of the included information. (**W.2.8**) o Prompt pairs to check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a proofreading anchor chart[48]. (**W.2.5**, **SL.2.1a**, **L.2.1a-f**, **L.2.2b-e**, **L.2.6**)
LESSON 9: *50 American Heroes Every Kid Should Meet*, Dennis Denenberg Independent reading text for research	**TEXT DESCRIPTION:** This text provides a biographical overview of the life and work of 50 famous Americans, many of whom are also highlighted in *Lives: Poems About Famous Americans*. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task
LESSON 10: *Lives: Poems About Famous Americans*, selected by Lee Bennett Hopkins	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

[48] https://www.pinterest.com/sweney/writing-anchor-charts/