

**Government for the People Unit**  
**(using Benchmark Advanced Gr. 3 Unit 1)**  
**by Sarah Ansari and Lilia Tsui**  
**adapted from American Heroes (3rd grade)**  
**by Diana Hernandez, San Bernardino City Unified School District**

**UNIT THEMES**

- The government has a great effect on our lives.
- Our government, chosen by the people, makes laws and keeps order in our society.
- People get to vote for the lawmakers who represent us in our government, voice their opinions about laws, and can work hard to change laws that they think are unfair.
- Influential Americans took risks and made vital contributions to our country's history.
- Cross-cultural respect theme: Everyone has a social responsibility to make the world a better place to live.
- 21<sup>st</sup> Century Theme: Global Awareness--Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.

**UNIT PLANNING PAGES**

**I. FOCUS/MOTIVATION**

- Cognitive Content Dictionary
- Observation Charts - Voting Rights
- Inquiry Charts
- Personal Interaction – Who was Martin Luther King Jr.?
- Literacy Awards: Historian Awards, bookmarks, Historian Notebook, Golden Pen
- Songs/Poetry
- Teacher made Big Book: The Important Book about Voting
- Portfolios

**II. INPUT**

- Pictorial Input
  - Dr. Martin Luther King Jr. pictorial
  - Narrative Input – Who was Martin Luther King Jr.?
- Graphic Organizer: American Voting Rights Timeline
- Read Aloud-
  - 10/2 Lecture with Primary Language
  - Input connected to Action Plan

**III. GUIDED ORAL PRACTICE**

- T-Graph for Social Skills/Team Points
- Personal Interaction/personal histories
- Sentence Patterning Chart (aka Farmer-in-the-Dell)

- Process Grid
- Poetry/chants
- Picture File Cards- free exploration, categorizing, organizing, labeling, open/closed sorts
- Poetry Group Frame
- Exploration Report
- Expert Groups
- Team Tasks
- Process Grid

#### IV. READING/WRITING

##### A. Total Group

- Cooperative Strip Paragraph: responding, revising and editing
- Poetry Frame
- Flip Chant
- Story Map
- Found poetry
- Strip Books
- Process Grid
- Memory Bank
- DRTA

##### B. Small Groups

- Team Tasks- anything modeled whole class
- Focused reading
- Process Grid
- Expert groups (heterogeneous)
- Primary language groups
- Flexible reading groups
  - SQ3R with Clunkers and Links (at/above)
  - Cooperative Strip Paragraph Group (struggling/emergent)
  - ELD Group Frame
  - Skills groups
  - Sentence Patterning Chart
  - Mind Mapping

##### C. Individual Activities - Portfolio

- Learning Log
- Interactive Journals
- Poetry Book
- Personal response
- Individual tasks
- Narrative writing
- Expository writing
- Poetry writing
- Personal exploration: investigate individual activist

##### D. Writer's Workshop

- Mini-lesson

- Write
- Peer Conferencing
- Teacher Conferencing
- Author’s Chair
- Publisher’s Circle

**V. EXTENDED ACTIVITIES FOR FURTHER INTEGRATION**

- Poetry/Songs
- 3<sup>rd</sup> Grade Activists’ Portraits Art Projects
- Group pastel portraits
- Individual pastel portraits with caption

**VI. CLOSURE**

- Process charts/learning
- Class Big Book - Important Book – Influential people
- Field Trip
- Team presentations
- Assessment: Learning Logs
- Assessment: Observation Charts
- Assessment: content-based paragraph writing
- Portfolio
- Team exploration
- Teacher/Student-made rubrics
- Personal exploration
- Teacher/Student rubric
- Team Action Plan – Social Responsibility
- Teacher and student made quizzes: classification
- Cause and effect expository writing
- Poetry writing
- Graffiti Wall
- Jeopardy/Family Feud Game
- Team ecosystem project with teacher/student developed rubric

## **SAMPLE DAILY LESSON PLANS**

*\*Strategies appearing in italics are presented daily in the classroom. Day 1 of the Sample Daily Lesson Plans for the demonstration represents 1 to 1 ½ weeks of instruction in the classroom.*

### **DAY 1:**

#### **FOCUS/MOTIVATION**

- *Three Personal Standards with Literacy Awards: Historian Awards*
- Prediction/Reaction Guide
- *Cognitive Content Dictionary (CCD) with Signal Word*
- Observation Charts
- *Inquiry Chart: What do we know about the right to vote? What do we want to know about the right to vote?*
- *Poetry/Chants*
- Big Book: The Important Book about Voting
- *Portfolios*

#### **INPUT**

- Graphic Organizer (Voting Rights Timeline)
  - 10/2 lecture with primary language groups
  - Learning Log
  - ELD Review
- *Poetry/Chants*

#### **GUIDED ORAL PRACTICE**

- *T-Graph for Social Skills- Team Points*
- *Poetry/Chants*
- Process Chant-highlighting, sketching, Picture File Cards
- Personal Interaction: Who do you believe has had the most influence? Why?

#### **READING/WRITING**

- Interactive Journals
- *Flexible Groups Reading-leveled, skill, heterogeneous, homogeneous, ELD*
- Writer's Workshop
  - Mini-lesson
  - Write/Plan
  - Author's Chair
  - Conference

#### **CLOSURE**

- *Poetry/Chants*
- Home-School Connection

## **DAY 2:**

### **FOCUS/MOTIVATION**

- *Cognitive Content Dictionary with Signal Word*
- Process Home-School Connection
- *Three Personal Standards with Literacy Awards*
- Review Big Book

### **INPUT**

- Pictorial Input- Influential Activist-Dr. Martin Luther King Jr.
  - 10/2 lecture with primary language groups
  - Learning Log
  - ELD Review
- Narrative Input – “Who was Dr. Martin Luther King Jr.?”
  - 10/2 lecture with primary language groups
  - Learning Log
  - ELD Review

### **GUIDED ORAL PRACTICE**

- *Poetry/Chants*
- Process Chant-highlighting, sketching, Picture File Cards
- *T-Graph for Social Skills*
- Picture File Cards
  - Free exploration
  - List, group, label
  - Exploration Report
- Personal Interaction: Why do you believe Dr. King had such influence?

### **READING/WRITING**

- Expert Groups
- *Team Tasks-*
  - Key
  - Menu
  - Process T-Graph for Social Skills
  - Team Share
- *Flexible Group Reading- leveled, skills, heterogeneous, homogeneous, ELD*
- Writer’s Workshop
  - Mini-lesson
  - Write/Plan
  - Author’s Chair
  - Conference

### **CLOSURE**

- *Poetry, chanting*
- Read Aloud
- Interactive Journals
- Home-School Connection

## **DAY 3:**

### **FOCUS/MOTIVATION**

- *Cognitive Content Dictionary with Signal Word*
- *Process Home-School Connection*
- *Three Personal Standards with Literacy Awards*
- *Process Inquiry Chart*

### **INPUT**

- *Process Graphic Organizer with word cards- Timeline of Voting Rights*
- *Process Pictorial Input-Influential Activist-Dr. Martin King Jr. with word cards and PFC*
- *Read Aloud*
  - *Personal Interaction: What do you think was the biggest obstacle for \_\_\_\_? Why?*

### **GUIDED ORAL PRACTICE**

- *Process T-Graph for Social Skills*
- *Poetry/Chants*
- *Process Chant- highlight, sketch, add picture file cards*
- *Sentence Patterning Chart (Farmer and the Dell)*

### **READING/WRITING**

- *Flexible Group Reading- leveled, skills, heterogeneous, homogeneous, ELD*
- *Expert Groups*
- *Team Tasks*
- *Whole Class Mind Map*
- *Process Grid*
- *Reading/Trading Game*
- *Flip Chant*
- *Interactive Journal writing*
- *Listen and Sketch*
- *Writer's Workshop*
  - *Mini-lesson*
  - *Write/Plan*
  - *Author's Chair*
  - *Conference*

### **CLOSURE**

- *Read Aloud*
- *Interactive Journals*
- *Home-School Connection*

## **DAY 4:**

### **FOCUS/MOTIVATION**

- *Cognitive Content Dictionary* with self-selected vocabulary/Stumper Word
- Process Home/School Connection
- *Three Personal Standards with Literacy Awards*
- Process Poetry- highlight, sketch, add picture file cards

### **INPUT**

- Process Narrative Input chart with words cards and conversation bubbles

### **GUIDED ORAL PRACTICE**

- *Process T-Graph for Social Skills*
- Process Chant- highlight, sketch, add picture file cards

### **READING/WRITING**

- Process Grid
- Cooperative Strip Paragraph
  - Model “walking the Process Grid,” Write
  - Read, respond, revise, edit
- *Flexible Group Reading- leveled, skills, heterogeneous, homogeneous, ELD*
  - Cooperative Strip Paragraph group- struggling/emergent readers
- Ear-to-Ear reading with Poetry Booklet
- Found Poetry
- Strip Book
- Focused Reading with personal Cognitive Content Dictionary
- *Team Tasks: T-Graph with Oral Evaluation, Team Share*
- Clunkers and Links- at or above grade level with SQ3R
- Directed Reading-Thinking Activity (DRTA)
- Writer’s Workshop/Team Writer’s Workshop

### **CLOSURE**

- ELD Group Frame- English Language Learners
- Portfolios--Individual Tasks
- *Process Inquiry Chart*
- Graffiti Wall
- *Poetry/chanting/singing*
- Action Plan- Social Responsibility in the United States
- Journals
- Home-School Connection
- Team Big Book
- Student generated tests
- Letter Home
- Jeopardy/Family Feud
- Evaluate Week- “What helped you learn?”
- Read Aloud

## Sample Literacy Award Text

\*Literacy Awards are intended to include authentic pictures and graphics. Pictures and graphics are not available due to copyright laws.

**Activist:** someone who fights for a specific cause or a belief. ([www.dictionary.com](http://www.dictionary.com))

Insert Authentic Graphic

Insert Authentic Graphic

Think about the story, “Who was Dr. Martin Luther King Jr.?” What resources could you use to find additional facts about his life? Find 3 or more facts about MLK and record them on the back of your award. Be sure to cite the source where you got your information!

Think of an event that you thought was not fair or unjust, that you would consider being an activist for. Write what event it was on the back of your award and sketch or write about why it would be something you would advocate for.

Here is an example:

“At the age of thirty-five, Martin Luther King Jr., was the youngest man to have received the Nobel Peace Prize.”([www.nobelprize.org](http://www.nobelprize.org), 2013)



## Sample Literacy Award Text

Activists here, Activists there,  
Activists, activists everywhere!  
Outspoken activists speaking truthfully,  
Diligent activists planning collaboratively,  
Courageous activists marching bravely,  
And persistent activists working collectively.  
Activists working within our schools,  
Activists protesting throughout our county,  
Activists advocating at our state capital,  
And activists promoting justice around the world.  
Activists here, Activists there,  
Activists, activists everywhere!  
Activists! Activists! Activists!

Insert Authentic Graphic

A **verb** is a part of speech that conveys action or a state of being. *Speaking*, and *working* are some examples of verbs. Circle the **verbs** in this chant and then write those verbs in a different tense (example: **marched**) on the back of this award.

Read a section of the Voting Rights Cadence chant. The words *fighting* and *protesting* are both similar in meaning. Words that have similar meanings are called **synonyms**. Notice how the words *fighting* and *protesting* are used.

Insert Authentic Graphic

Think of other words that you can list that have similar meanings and write them on the back of your award.

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## Teacher Made Big Book

# The Important Book About Voting

Adapted from Election Day by Nell Wilson, Winning the Right to Vote by T.P. Durban and One Nation from Many (Benchmark Advanced Grade 3, Unit 1)

## Table of Contents

Election Day-----	Page 1
The Founding of our Government-----	Page 2
African American’s Right to Vote-----	Page 3
Women’s Right to Vote-----	Page 4
Voting Rights for All-----	Page 5
Still Fighting Today-----	Page 6
Glossary-----	Page 7

## Page 1:

*The important thing about **voting** is that it is a right that people have had to fight for in U.S. history, and still fight for today.*

On **Election** Day, United States’ **citizens** age eighteen and older can vote. They vote in special places called **polls**, or mail in their **ballots**. They vote for **candidates**-- people running for office. It might be the president of the country, they mayor of a city, or a school board member.

How do people know who to vote for? Candidates **campaign** to win votes. Candidates try to convince voters why they are the best person for the job. They give speeches and run ads. They meet with voters to explain how they will help the country or their community. Meanwhile, campaign workers put up posters and make phone calls to ask citizens to vote for their candidate.

*But, the important thing about **voting** is that it is every citizen’s right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.*

## Page 2:

*The important thing about **voting** is that it is a right that people have had to fight for in U.S. history, and still fight for today.*

Voting is a right that many groups of people have had to fight for in U.S. history. Only men age twenty-one or older who owned land could vote in the first presidential election in 1788. In most states, only white men could vote, and only their **rights** were protected under the U.S. **Constitution**.

The Founding Fathers used the the Iroquois (EER-uh-kwoi) League of Nations, a government made up of six Native American nations in the northeast, as a model for the new U.S. Government. The

Iroquois League of Nations created a **constitution** that spelled out the **rights** and responsibilities of all their people. Each nation sent **representatives** to the council. Decisions had to be agreed upon by all members. A decision became law and had to be obeyed by all of the nations. This government is still working today.

*But, the important thing about **voting** is that it is every citizen's right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.*

### Page 3:

*The important thing about **voting** is that it is a right that people have had to fight for in U.S. history, and still fight for today.*

After the Civil War, all African Americans were free, but most still could not vote. In 1870, the Fifteenth **Amendment** to the **Constitution** was passed, which says that the color of a person's skin doesn't matter when it comes to the right to vote. It gave African American men the right to vote, yet some states passed laws to stop African Americans from voting by adding **poll** taxes or tests to pass to be able to vote. **Activists** fought these laws, and in 1944, Thurgood Marshall won a case in the Supreme Court, which allowed African Americans to vote in places that had stopped them. In 1965 the Twenty-Fourth **Amendment** was passed, which ended poll taxes, and the Voting Rights Act became the law. People today continue to work hard to ensure voting rights for African Americans.

*But, the important thing about **voting** is that it is every citizen's right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.*

### Page 4:

*The important thing about **voting** is that it is a right that people have had to fight for in U.S. history, and still fight for today.*

Women had to battle long and hard to win the vote, too. Some people hoped the Fifteenth **Amendment** would also give women the right to vote, but it didn't. Women continued to fight to win the vote. Some wanted to convince states to change their voting laws, and others thought it would be better to change the U.S. **Constitution**. Susan B. Anthony said this about the U.S. **Constitution**: "It was we, the people; not we, the white, male **citizens**; nor yet we, the male citizens; but we, the whole people, who formed the Union." In 1919 the Nineteenth **Amendment** was passed, and women began to vote in 1920 when the **amendment** was **ratified**.

*But, the important thing about **voting** is that it is every citizen's right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.*

### Page 5:

*The important thing about **voting** is that it is a right that people have had to fight for in U.S. history, and still fight for today.*

The right of every adult American to vote was protected by the Fourteenth, Fifteenth and Nineteenth **Amendments**, yet the voting rights of Native Americans, Mexican Americans, and Asian Americans still weren't guaranteed. They had to fight for the right to vote state by state.

In 1924 all Native Americans were officially recognized as citizens, giving them the right to vote. However, many states still prevented them from voting in **elections**. Many Chinese people came to the United States in the 1800s during the gold rush and to work building railroads. In 1882, Congress passed a law that stopped Chinese people and other Asians from becoming American **citizens** and having the right to vote. In the 1840s the United States and Mexico went to war. The U.S. took land from Mexico, and more than 70,000 Mexicans living on that land became American **citizens**. However, many were not allowed to vote. It wasn't until the Voting Rights Act of 1965 that the government protected their right to vote.

*But, the important thing about **voting** is that it is every citizen's right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.*

## Page 6:

*The important thing about **voting** is that it is a right that people have had to fight for in U.S. history, and still fight for today.*

In 1971, the Twenty-Sixth **Amendment** was added to the U.S. Constitution. This amendment changed the voting age from twenty-one to eighteen, giving young adults a way for their voice to be heard. Now their votes help elect our lawmakers.

Many **courageous** people fought hard for the **right--** and responsibility-- of voting. Their contributions have made it possible for many of us to vote. But some people's right to vote is still being challenged today. We need to work hard to make sure all voices are heard, and make sure others use their voices, too.

*But, the important thing about **voting** is that it is every citizen's right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.*

## Page 7:

### Glossary

**activist:** (noun)- a person who uses or supports strong actions (such as public protests) to help make changes in politics or society.

**amendment:** (noun)- a change or addition to the Constitution.

**ballot:** (noun)- a ticket or piece of paper used to vote in an election.

**campaign:** (noun; verb)- a race between candidates for elective office; to advocate.

**candidate:** (noun)- a person who is trying to be elected.

**citizen:** (noun)- a person who legally belongs to, gives allegiance to, and has the rights and protections of a country or community.

**contribution:** (noun)- something that is given to help a person, or a cause.

**constitution:** (noun)- a set of rules that guides how a country, state, or other political organization works.

**courage:** (noun)- the ability to do something that you know is difficult or dangerous.

**election:** (noun)- the act of selecting someone or something.

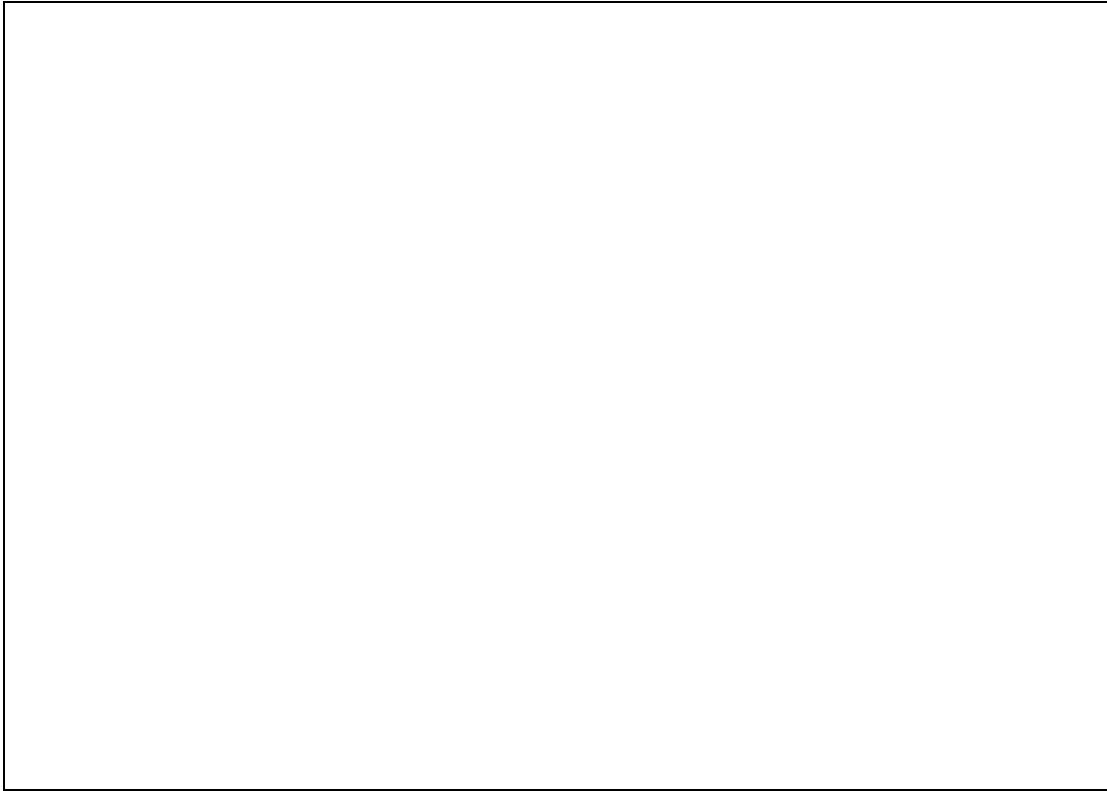
**polls:** (noun)- the place where votes are cast or recorded.

**ratify:** (verb)- to formally approve (a law).

**rights:** (noun)- the power or privilege to which one is justly entitled.

**representative:** (noun)- standing or acting for another.

# POETRY BOOKLET



**Name:** \_\_\_\_\_

# Activists Here, Activists There, Activists, Activists Everywhere

By Diana Hernández, María Martínez, and Frank Silva

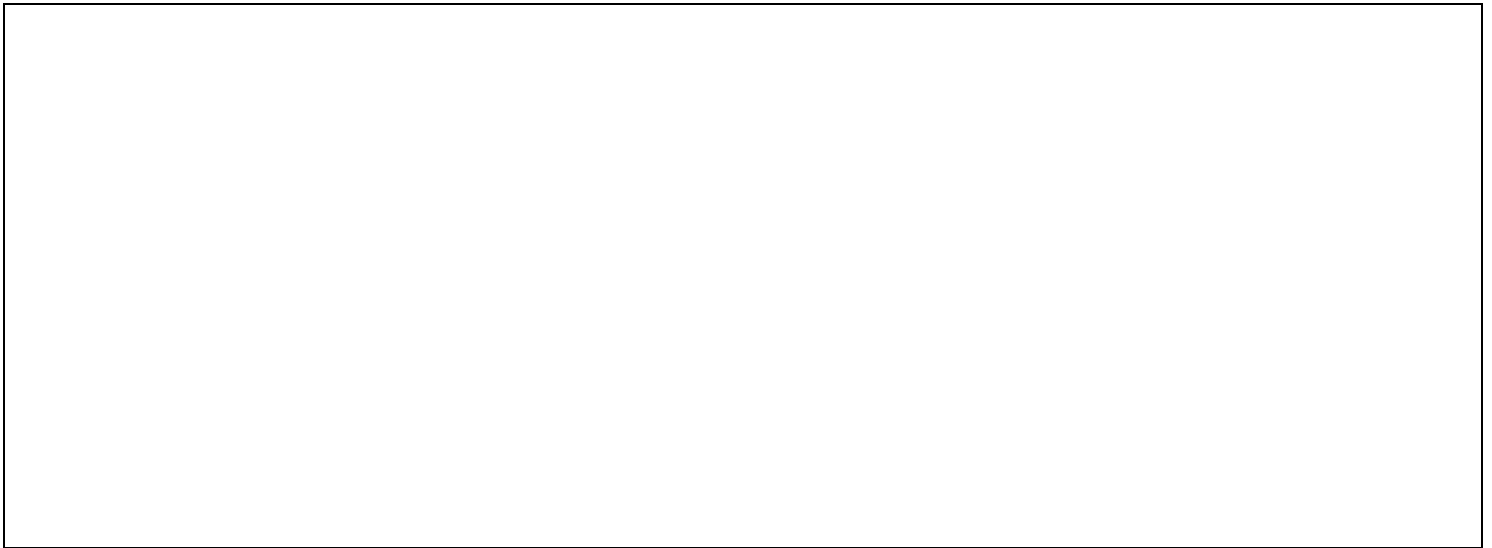
Adapted by Sarah Ansari

Activists here, Activists there,  
Activists, activists everywhere!

Outspoken activists speaking truthfully,  
Diligent activists planning collaboratively,  
Courageous activists marching bravely,  
And persistent activists working collectively.

Activists working within our schools,  
Activists protesting throughout our county,  
Activists advocating at our state capital,  
And activists promoting justice around the world.

Activists here, Activists there,  
Activists, activists everywhere!  
Activists! Activists! Activists!



# Our Government

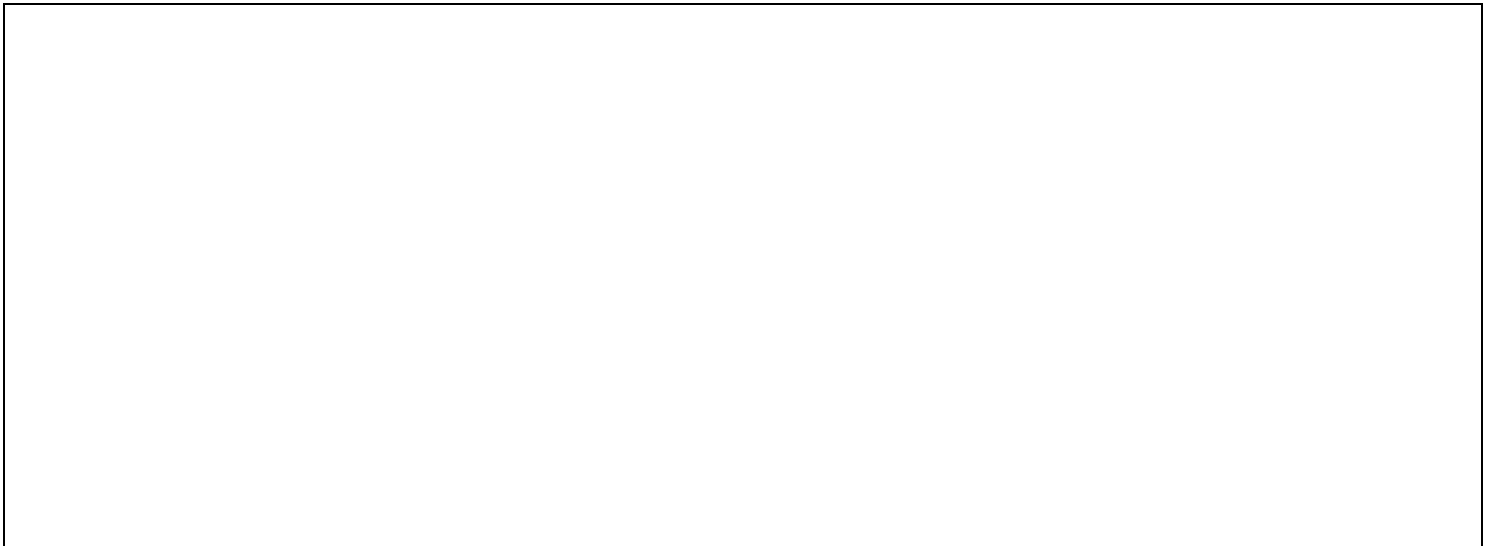
By Sarah Ansari and Lilia Tsui

(Sung to the tune of "Twinkle Twinkle Little Star"/"ABCs")

Our government makes laws and keeps order,  
Including protecting immigrants at the border.

We vote for our leaders at the polls,  
To represent our interests is the goal.

When we feel the laws are unfair,  
It's up to us to protest and show we care.





# Activism Bugaloo

By Diana Hernández, María Martínez, Frank Silva  
Adapted by Sarah Ansari

We're the Freedom Riders and we're here to say,  
we marched with Dr. King to make a change.

Everything started while on a bus,  
because two local women said "that's enough!"

Claudette Colvin, Rosa Parks too,  
doing the activism **BUGALOO**.

Community activists, Dr. King too,  
decided it was time to change the rules.

"Jim Crow" laws just couldn't stay-  
segregation, discrimination, hey, no way!

Boycotts, marches, protests too,  
doing the activism **BUGALOO**.

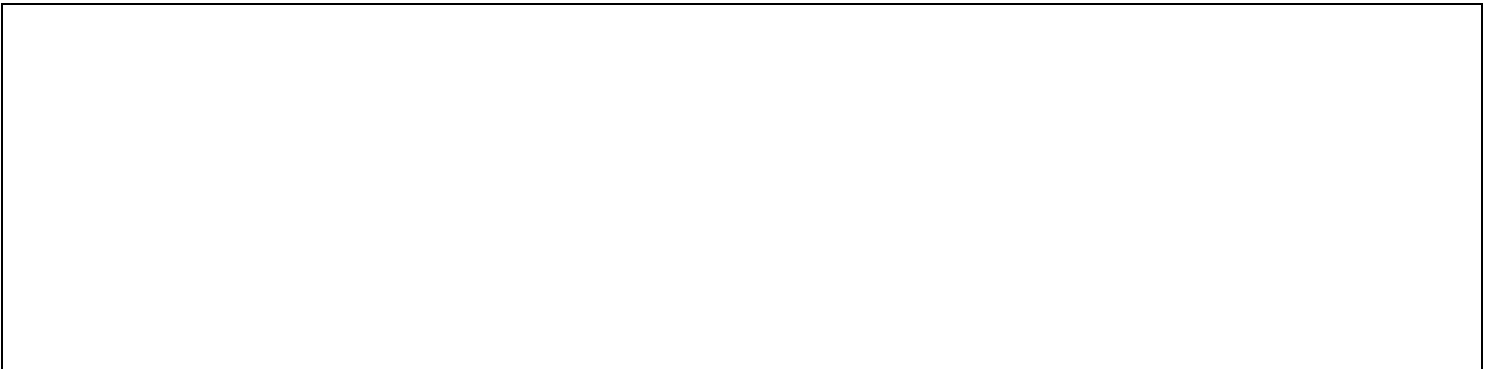
In North Carolina, others did 'sit,'  
at "White Only" tables- people had a fit!

Hit us, pushed us, yelled at us too,  
doing the activism **BUGALOO**.

Onto Alabama we then went,  
As we marched "Bull" Connor and police dogs were sent.

Knocked us down with water cannons and batons,  
but our message was justice, we couldn't be wrong.

Equality, justice, civil rights too,  
doing the activism **BUGALOO**.



# Voting Rights Cadence

By Sarah Ansari and Lilia Tsui  
Adapted from D. Hernandez

Voting rights are here to stay,  
Though some still try to take them away.  
We're working hard to keep alive,  
The Voting Rights Act of '65.

Sound off: Suffragists    Sound off: Fighting prejudice  
Sound off: 1, 2, 3, 4...We protest!

In the South 'Jim Crow' was law,  
Legalized discrimination everyone saw.  
Segregation and violence every day,  
People of color wouldn't live this way!

Sound off: Time for change    Sound off: Protests  
Sound off: 1,2,3,4...Civil rights!

Dr. King using non-violence,  
Fought to ensure that no one was silenced.  
Together with people from every race,  
Marched on Washington to state their case.

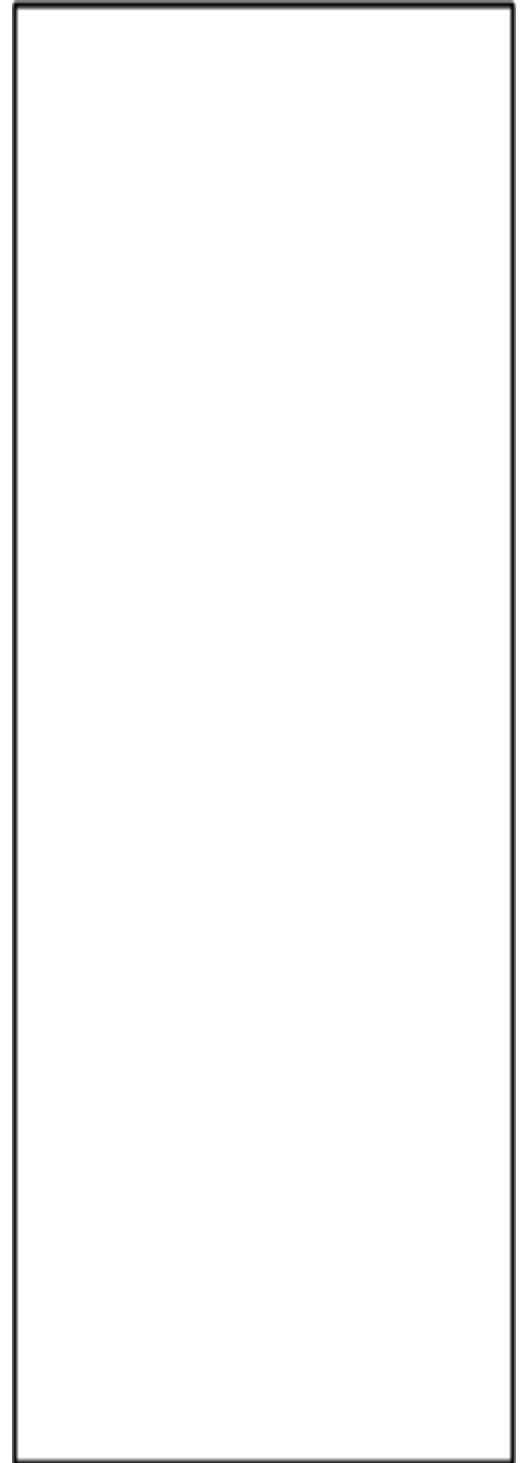
Sound off: "I have a dream."    Sound off: "Where do we go from here?"  
Sound off: 1,2,3,4...Equality!

Native Americans, though first here,  
Weren't allowed to vote, let's be clear,  
Asians and Mexicans, also fighting for their rights,  
Could now cast a ballot without a fight.

Sound Off: Racism    Sound Off: Fighting for years  
Sound Off: 1,2,3,4... The fight continues!!

Dr. King's popular now, but that wasn't the way,  
When people worried their power would be taken away.  
The fight for equality caused such a strife,  
An assassin tragically took his life.

Sound off: An end to war    Sound off: No more poverty  
Sound off: 1,2,3,4...Justice and peace!!



# Yes Ma'am

By Diana Hernández, María Martínez, and Frank Silva

Adapted by Lilia Tsui and Sarah Ansari

Do you know about Dr. King?

Do you know about Dr. King?

What do you know?

What do you know?

Anything else?

Anything else?

Yes Ma'am!

Yes Ma'am!

He was an activist.

He believed in justice for all.

He fought against discrimination.

He received the Nobel Peace Prize.

Do you know about Rosa Parks?

Do you know about Rosa Parks?

What do you know?

What do you know?

Anything else?

Anything else?

Yes Ma'am!

Yes Ma'am!

She worked with the Women's Political Council.

She refused to give up her seat.

She was taken to jail in 1955.

She sparked the Montgomery Bus Boycott.

Do you know about Alice Paul?

Do you know about Alice Paul?

What do you know?

What do you know?

Anything else?

Anything else?

Yes Ma'am!

Yes Ma'am!

She believed women should be able to vote.

Went to England to learn from suffragists.

She organized a march in 1917.

Worked until the 19th amendment was passed.

Do you know about César Chávez?

Do you know about César Chávez?

What do you know?

What do you know?

Anything else?

Anything else?

Yes Ma'am!

Yes Ma'am!

He was a migrant worker himself.

With Dolores Huerta he helped organize a union.

They fought for better wages.

They believed in civil rights for all.



**Graphic Organizer -- Timeline “Winning the Right to Vote”  
(from texts “Election Day” and “Winning the Right to Vote”)**

(Color Code and order: General; Women; African Americans; Native Americans; Today)

1776: Only men who own land can vote in most states.

1787: U.S. Constitution says each state can decide who can vote. Most states decide that only white men aged 21 or older who own land can vote.

1807: The few women who can vote lose the right to vote in all states.

1848: The first women’s rights convention is held in Seneca Falls, New York. It began the women’s suffrage movement.

1868: The 14th Amendment becomes part of the U.S. Constitution. Former slaves become American citizens but some states still insist on not allow African Americans to vote.

1869: Wyoming is the first state to give women the right to vote.

1870: The 15th Amendment says an American citizen cannot be kept from voting because of the color of his skin. Some states still tried to make it difficult by adding poll taxes or requiring tests before people can vote.

1876: Supreme Court says Native Americans are not citizens and cannot vote.

1887: Dawes Act makes some Native Americans citizens.

Late 1800’s: Women continue to petition for the right to vote, give speeches, organize parades to inspire others.

1920: Women age 21 and older can vote because the 19th Amendment gives American women the right to vote.

1924: Indian Citizenship Act makes Native Americans citizens. But some states still controlled voting and denies Native Americans the right to vote.

1944: Lawyer and activist Thurgood Marshall won a case in the Supreme Court that made it possible for more African Americans to vote in some elections in places that had stopped them.

1962: Native Americans were only able to win the right to vote by fighting for it state by state. New Mexico is the last state to give the vote to Native Americans.

1965: 24th Amendment got rid of poll taxes and ensured African Americans had the right to vote.

1971: All citizens age 18 and older can vote.

Today: Many unfair laws still exist in different states. People continue to fight to exercise their right to vote.

Possible 10/2s:

“One key event in the history of voting is in \_\_\_\_ when \_\_\_\_\_.”

“One major change in the history of voting is in \_\_\_\_ when \_\_\_\_\_.”

“Why is it important for all different groups of people to have voting rights?”







## ELD Review

### ELD Matrix: New ELD Standards, Revised Bloom’s Taxonomy, and Depth of Knowledge

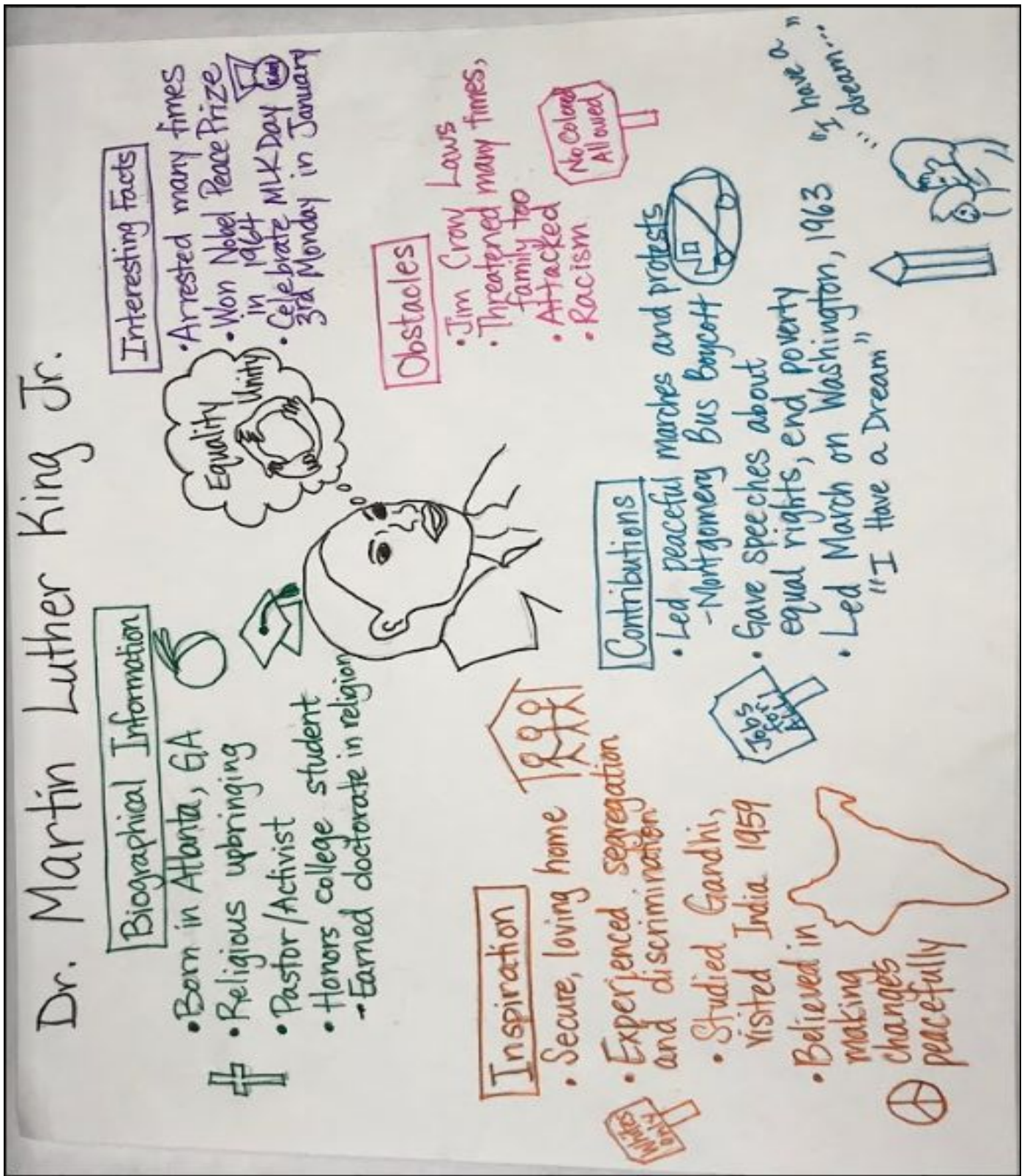
#### Input Chart: Timeline: Winning the Right to Vote

#### Grade Level: **Grade 3**

Stages of Language Acquisition	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
<b>California (ELD) Proficiency Level Descriptors</b>	Emerging  Expanding		Bridging		
<b>Level of Questioning</b>	Point To, Locate, Trace Ended  Yes/No		Either/Or		Open
<b>Create</b> <i>Arrange, assemble, collect, compose, combine, construct, create, design, develop, devise, forecast, formulate, hypothesize, imagine, invent, manage, organize, plan, prepare, propose, set up</i>	Show me the key events that led to women gaining the right to vote.	Did women have the right to vote in 1787?	Was it easy or difficult for women to have the right to vote?	Why did some African Americans not get to vote?	Hypothesize what Thurgood Marshall would say today about unfair voting laws in the United States.
<b>Evaluate</b> <i>Appraise, argue, assess, choose, compare, critique, decide, debate, defend, determine, discuss, estimate, evaluate, judge, justify, predict, prioritize, rate, recommend, select, support, value, verify, weigh</i>	Point to the details about Native American’s right to vote.	Were Native Americans citizens in 1876?	Did the 19th Amendment help women or African Americans get the right to vote?	Was Thurgood Marshall important? Why?	Predict what women suffragist would do about the unfair laws in the United States today.
<b>Analyze</b> <i>Analyze, appraise, calculate, categorize, classify, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, explain, identify, infer, question, test</i>	Identify the first state that gave women the right to vote using the timeline.	Did all African Americans get the right to vote when they became citizens in 1868?	Were the “suffragists” activists or slaves?	Explain why poll taxes made it difficult for people to vote.	Analyze the timeline and explain what it is meant to teach.

Stages of Language Acquisition	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
<b>California (ELD) Proficiency Level Descriptors</b>	Emerging  Expanding		Bridging 		
<b>Level of Questioning</b>	Point To, Locate, Trace  Ended		Yes/No 	Either/Or 	Open
<b>Apply</b> <i>Apply, calculate, categorize, classify, change, choose, compare, construct, demonstrate, describe, determine, distinguish, dramatize, employ, estimate, explain, extend, illustrate, interpret, judge the effects, operate, practice, schedule, select, show, sketch, solve, use</i>	Point to the year when Native Americans were made citizens.	Was Thurgood Marshall a helpful in African American’s fight to vote?	Was the Supreme Court decision in 1876 fair or unfair?	Compare the journey of African American and Native American voters. What do they have in common?	Describe how poll taxes and literacy tests kept people from voting.
<b>Understand</b> <i>Categorize, cite, clarify, classify, describe, discuss, explain, express, identify, indicate, interpret, locate, match, paraphrase, predict, recognize, restate, review, select, summarize, translate</i>	Identify from the timeline the year when all citizens gained the right to vote.	Did states decide who can vote?	Did the US Constitution or the states decide who can vote?	Summarize what women did in the suffrage movement to gain the right to vote.	Explain what you have learned about different groups of people’s right to vote.
<b>Remember</b> <i>Arrange, choose, define, describe, draw, , find, give example, identify, label, locate, list, match, name, recall, recite, recognize, record, repeat, reproduce, select, state, tell</i>	Point to the image of the US Constitution.	Did women want to vote?	Did the Native Americans or African Americans gain the right to vote in 1962?	Tell some of the details about what women suffragists did.	Identify one event from the timeline and tell the information about the event.

**Pictorial Input Chart**  
**Martin Luther King Jr.**





## ELD Review

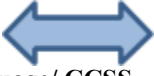





### ELD Matrix: New ELD Standards, Revised Bloom’s Taxonomy, and Depth of Knowledge

#### Input Chart: Pictorial: Dr. Martin Luther King Jr.

#### Grade Level: Grade 3

Stages of Language Acquisition	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
<b>California (ELD) Proficiency Level Descriptors</b>	Emerging  Expanding		Bridging		
<b>Level of Questioning</b>	Point To, Locate, Trace Ended		Yes/No		Either/Or  Open
<b>Create</b> <i>Arrange, assemble, collect, compose, combine, construct, create, design, develop, devise, forecast, formulate, hypothesize, imagine, invent, manage, organize, plan, prepare, propose, set up</i>	Show me Dr. Martin Luther King Jr.	Did Dr. King want jobs for all?	Would you rather protest by marching or writing letters?	What other methods could Dr. King have used to protest?	Hypothesize what Dr. King would say now about the poverty in the United States.
<b>Evaluate</b> <i>Appraise, argue, assess, choose, compare, critique, decide, debate, defend, determine, discuss, estimate, evaluate, judge, justify, predict, prioritize, rate, recommend, select, support, value, verify, weigh</i>	Point to one of Dr. King’s contributions.	Was Dr. King a pastor?	Do ‘the hands’ mean people together or people separated?	Why do you think “I have a Dream” was such a famous speech?	Predict what Dr. King would say today about discrimination in the United States.
<b>Analyze</b> <i>Analyze, appraise, calculate, categorize, classify, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, explain, identify, infer, question, test.</i>	Identify Dr. King’s obstacles using the Pictorial Input Chart.	Did Dr. King study religion?	Examine the chart to see if Dr. King had been arrested many times. Was he a good man or a criminal?	Use the Pictorial Input Chart to infer or explain what Dr. King did.	Analyze the Pictorial Input Chart and explain what it is meant to teach.



Stages of Language Acquisition	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
<b>California (ELD) Proficiency Level Descriptors</b>	Emerging  Expanding		Bridging 		
<b>Level of Questioning</b>	Point To, Locate, Trace  Ended		Yes/No 		Either/Or  Open
<b>Apply</b> <i>Apply, calculate, categorize, classify, change, choose, compare, construct, demonstrate, describe, determine, distinguish, dramatize, employ, estimate, explain, extend, illustrate, interpret, judge the effects, operate, practice, schedule, select, show, sketch, solve, use</i>	Point to the “No Colored Allowed” sign.	Was Dr. King an activist?	Did Dr. King’s have a happy or difficult childhood?	Explain how protests helped to end “Jim Crow” Laws.	Compare Dr. King’s accomplishments to other leaders that you know about; how are they similar?
<b>Understand</b> <i>Categorize, cite, clarify, classify, describe, discuss, explain, express, identify, indicate, interpret, locate, match, paraphrase, predict, recognize, restate, review, select, summarize, translate</i>	Show me the symbol for Peace.	Did Dr. King grow up in a loving home?	Was Dr. King born in the state of California or Georgia?	Summarize why segregation was unfair.	Explain what you have learned about the life of Dr. King.
<b>Remember</b> <i>Arrange, choose, define, describe, draw, find, give example, identify, label, locate, list, match, name, recall, recite, recognize, record, repeat, reproduce, select, state,</i>	Point to the religious upbringing symbol.	Did Dr. King suffer discrimination?	Recall why Dr. King protested. Did he protest for equal rights or to keep people segregated?	Name which of Dr. King’s contributions you think were the most important.	Identify one category from the Pictorial Input Chart and give specific examples to retell the information.

## Narrative Input

Adapted from, Who was Martin Luther King Jr.? by Bonnie Bader

1. On January 15, 1929, a baby boy was born in the city of Atlanta, Georgia. The doctors said he was perfect. His parents were so happy. They named him Michael, the same name that his father had. When little Michael was five, his father decided to change both of their names to Martin. So now, the little boy became Martin Luther King Jr.
2. One of Martin's good friends was white. The boys had known each other since they were three years old. The boy didn't live near Martin, but his father owned a store across the street from the King's house. Martin and the boy were always together. But when they turned six, they started school. Martin went to a school for African American children. The boy went to a school for white children. One day the boy's father told his son that he could no longer play with Martin. Martin ran home and cried to his mother. It was the end of their friendship.
3. This was the first time that Martin realized how certain white people felt about African Americans. Even so, his parents told Martin not to dislike white people. It was his duty as a good boy to love everyone.
4. As time passed, he became more and more aware of the problems facing African Americans, especially in the South. Everywhere he looked there were "Whites only" signs. African Americans could not go into many hotels, restaurants, and stores. African Americans could not even drink out of the same water fountains as whites.
5. In many cities, African Americans had to ride in the back of the bus. If they tried to sit in the front, they were thrown in jail. And if African Americans wanted to go to a movie theater, they had to sit way up in the balcony. These rules were called Jim Crow laws. And they made Martin very angry.
6. One day, Martin's father took him to buy a pair of shoes. The store was empty. But the white store owner told them that they would have to wait in the back of the store.
7. Martin's father became very angry. Why did they have to sit in the back of the store? If he couldn't buy shoes for his son in the front of the store, he would not buy them at all. He took Martin by the hand and led him out of the store.
8. As they walked down the street, his father said, "I don't care how long I have to live with this system, I will never accept it." The "system" in the South kept African Americans apart from white people. It was called segregation.
9. That night at dinner, the family had a long talk. Martin's mother told him that he should always keep a sense of hope.
10. That same night while lying in his bed, Martin imagined how life would be different if white and African Americans were not separated. He also decided, that very night, that he would do something to change the "system" that his father had been angry about. He promised himself from that day forward that he would fight to change Jim Crow Laws, so he could live in a country where African Americans had the same opportunities as their fellow white friends.

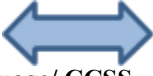





## ELD Review

ELD Matrix: New ELD Standards, Revised Bloom's Taxonomy, and Depth of Knowledge

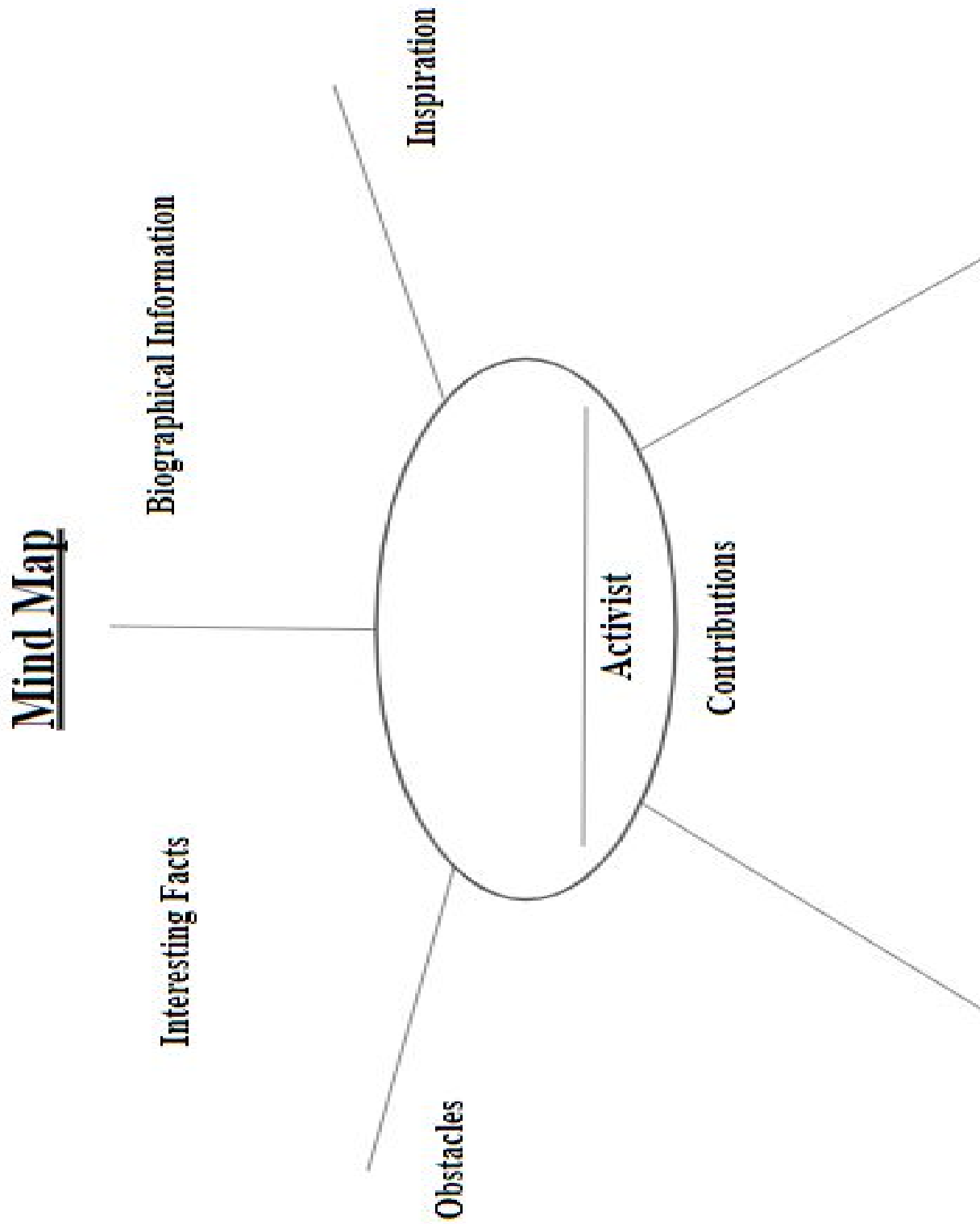
Input Chart: Narrative Input: Who was Martin Luther King Jr.? Adapted from the book by Bonnie Bader

Grade Level: 3<sup>rd</sup>

Stages of Language Acquisition	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
California (ELD) Proficiency Level Descriptors	Emerging  Expanding  Bridging				
Level of Questioning	Point To, Locate, Trace Ended  Yes/No  Either/Or  Open				
<b>Create</b> <i>Arrange, assemble, collect, compose, combine, construct, create, design, develop, devise, forecast, formulate, hypothesize, imagine, invent, manage, organize, plan, prepare, propose, set up</i>	Point to a characteristic that makes Martin Luther King Jr. brave.	Do you think life in the south was fair?	Was Martin Luther King's name Martin or Michael when he was born?	What would have happened if Martin Luther King Jr. had never been born?	If you were Martin Luther King Jr.'s dad, what would you have done at the shoe store?
<b>Evaluate</b> <i>Appraise, argue, assess, choose, compare, critique, decide, debate, defend, determine, discuss, estimate, evaluate, judge, justify, predict, prioritize, rate, recommend, select, support, value, verify, weigh</i>	Locate a sign that would be found in the south when Martin Luther King Jr. was a boy.	Might you observe African-Americans and Caucasian Americans eating together in restaurants?	Were there Jim Crow laws or Uncle Sam laws during this time period?	Explain why you might think Martin's father was angry. What did he mean when he said "I will never accept this system?"	Do you think that Martin Luther King Jr.'s mom is right to tell him to love everyone, even if white people did not treat him fairly? Why?
<b>Analyze</b> <i>Analyze, appraise, calculate, categorize, classify, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, explain, identify, infer, question, test</i>	Identify a picture to show me that life was hard for African Americans in the south during this time?	Determine if Martin Luther King Jr. was correct in trying to change the laws.	Was Martin Luther King Jr. encourage or discourage by his parents?	Why do you think the store owner made Martin and his father go to the back of the store, even though it was empty?	Infer what Martin Luther King Jr.'s mom meant when she told him that he should always keep a sense of hope.

Stages of Language Acquisition	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
California (ELD) Proficiency Level Descriptors	Emerging  Expanding		Bridging 		
Level of Questioning	Point To, Locate, Trace Ended 		Yes/No 	Either/Or 	Open
<b>Apply</b> <i>Apply, calculate, categorize, classify, change, choose, compare, construct, demonstrate, describe, determine, distinguish, dramatize, employ, estimate, explain, extend, illustrate, interpret, judge the effects, operate, practice, schedule, select, show, sketch, solve, use</i>	Identify a picture that demonstrates an example of segregation.	Were African-Americans allowed to ride in the front of the bus?	Were there “ <i>All People Welcome signs</i> ” or “ <i>White only</i> ” signs posted in restaurants, hotels and stores?	What would happen to an African American if he/she decided to go into a “ <i>Whites only restaurant</i> ”? Why?	How can use use the lesson you learned from Dr. Martin Luther King Jr. in your life?
<b>Understand</b> <i>Categorize, cite, clarify, classify, describe, discuss, explain, express, identify, indicate, interpret, locate, match, paraphrase, predict, recognize, restate, review, select, summarize, translate</i>	Select where in the story Martin Luther King Jr. made up his mind to changed “Jim Crow Laws”.	Did African-American children attend the same schools as all children?	Did young Martin Luther King Jr. make a friend or lose a friend because of his skin color?	Explain why things were different when Martin Luther King Jr. was growing up.	Describe why Jim Crow laws were unfair.
<b>Remember</b> <i>Arrange, choose, define, describe, draw, find, give example, identify, label, locate, list, match, name, recall, recite, recognize, record, repeat, reproduce, select, state, tell</i>	Find an example of peaceful protest.	Did <b><i>all people</i></b> believe segregation was correct?	Was Martin Luther King Jr. born in the city of Oklahoma or Atlanta?	List how African Americans were separated during this time period.	Identify an example of a Jim Crow law.

**Whole Class Mind Map**  
**(also used in Expert Groups)**



## Expert Group #1 Alice Paul

**Expert** \_\_\_\_\_

### **Biographical Information**

Alice Paul was born in 1885 in New Jersey. Her parents believed in equal women's rights. In fact, her mother was a suffragist--a person who fought for women's right to vote. Alice also became a women's rights activist and worked throughout her life on this cause. She died at age 92 in 1977.

### **Inspiration**

Before 1920, American women did not have the right to vote. When Alice Paul was a child, her mother would bring her along to suffragist meetings. Hence from a young age, Alice Paul believed that women should be able to vote. She thought women would be good leaders. Alice Paul joined the cause for women's right to vote. She went to England and met many suffragists. They were women-- and men-- who supported the right of women to vote. Suffragists there marched in the streets and made speeches. Alice admired how they worked to get the vote for women.

## **Contributions**

Back home, Alice Paul pushed American suffragists to be more like those in England. It was time to be bold and speak out for the right to vote. Alice Paul helped organize a parade in Washington, D.C. in 1917. Between five thousand to ten thousand people from all over the world came to march and support American women's right to vote. People filled the city that day. The parade was a success because it brought attention to the issue of women's right to vote.



## **Obstacles**

Even though hundreds of thousands of people watched the parade, many were unhappy about it. They shouted that women should stay home. Marchers were pushed and tripped. More than one hundred went to the hospital. These obstacles did not stop Alice Paul. She kept fighting for the cause. She was sent to jail several times but she kept working. Finally in 1920, women gained the right to vote.



## **Interesting Facts**

She earned a bachelor's degree in Biology, then a master's degree in Sociology, and later a doctorate degree in Social Work. In her work fighting for women's rights, she organized a hunger strike and was once jailed for seven months. Alice Paul wrote the Equal Rights Amendment in 1923.



**Expert Group #2**  
**Rosa Parks**

**Expert** \_\_\_\_\_

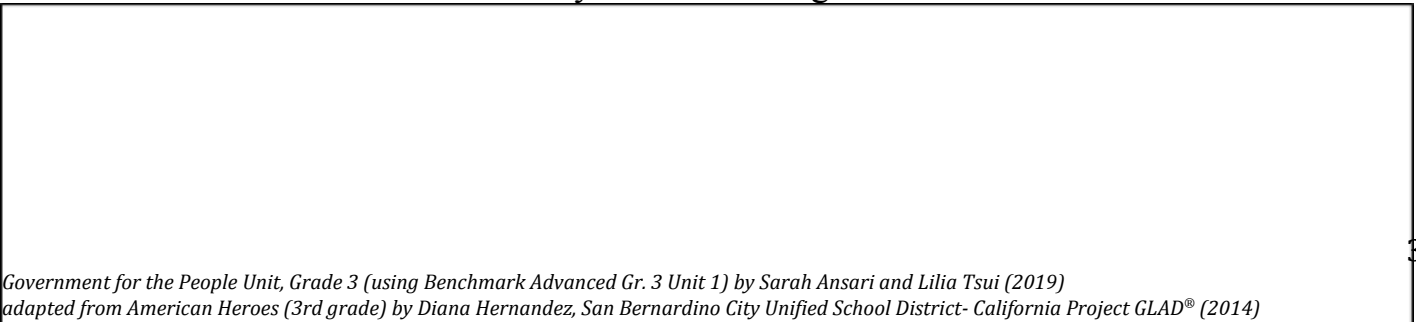
**Biographical Information**

Rosa Parks was born in 1913 in Alabama. Her mother was a teacher and her family valued education very much. She lived with her mother, brother, and grandmother and went to a school for black children. She had to leave school at 16 years old, early in 11th grade, because she needed to care for her dying grandmother and her ill mother. At 19, she married Raymond Parks and together, they became civil rights activists.



**Inspiration**

During the time Rosa Parks was growing up, Jim Crow laws kept African Americans from enjoying all their rights. Public places were often segregated. For example, at the movies, whites could sit downstairs. African Americans had to sit in the balcony. African Americans could not swim in the same pools or go to the same schools as whites. In many places, African American were also kept from voting. Rosa Parks felt that these Jim Crow laws were demeaning and was tired of being pushed around. She decided to join the civil rights group NAACP and started to work with many others to change these unfair laws.





## **Contributions**

Rosa Parks was part of the civil rights movement that fought for racial equality. On December 1, 1955, Rosa Parks boarded a city bus in Montgomery, Alabama. She was going home from work. The first ten seats of the bus were for white passengers only. Rosa Parks sat behind those seats in a seat for African Americans. Soon the bus was full and a white man got on. The bus driver told Rosa Parks to give her seat to the man. She politely refused to move, so the bus driver called the police. Rosa Parks was arrested because she didn't do what the driver told her to do. Her actions led to the bus boycott in Montgomery, which brought national attention to the civil rights movement.

## **Obstacles**

For refusing to give up her seat on the bus, Rosa Parks was arrested and jailed. Even though she was released several hours later, she ended up losing her job because of her actions on the bus. People who disagreed with her also threatened and harassed her. She tried to register to vote in Alabama twice. She had the right to vote, but was turned down both times. Together with many others, Rosa Parks worked hard to change these unfair Jim Crow laws.

## **Interesting Facts**

Rosa Parks wrote an autobiography about her experience. In her book, Parks wrote, "I had no idea when I refused to give up my seat on that Montgomery bus that my small action would help put an end to the segregation laws in the South." Rosa Parks was awarded the Presidential Medal of Freedom in 1996. She has been called the "Mother of Civil Rights Movement". In the 1987, she founded a center for youth in Michigan to teach youth about civil rights.

**Expert Group #3**  
**César Estrada Chávez**

**Expert** \_\_\_\_\_

**Biographical Information**

César Estrada Chávez was born on March 31, 1927, in Arizona near the California-México border. As a child, Chávez grew up in a small adobe home, the same home in which he was born. In 1938, the family was evicted from the ranch they had worked for nearly 50 years. His family moved to California and become migrant farmworkers. During his lifetime, Chávez was a farmworker, labor leader, and a civil rights activist. He died on April 23, 1993 at age 66, in San Luis, Arizona of natural causes.

**Inspiration**

The Estrada Chávez family faced many hardships in California. They would pick peas and lettuce in the winter, cherries and beans in the spring, corn and grapes in the summer, and cotton in the fall. “We lived under a tree with just a canvas on top of us, and sometimes in a car,” Chávez at times would say. Chávez attended more than 36 different schools before dropping out in the eighth grade. The segregation of Mexicans from Anglo students was a common practice in California schools during this time, and this prejudice upset Chávez. Dr. King’s words and actions inspired Cesar Chávez. Chávez worked the fields until 1952 and then became an organizer for the Community Service Organization (CSO), a Latino civil rights group.

## Contributions

In 1962, Chávez co-founded the National Farmworkers Association (NFWA) with Dolores Huerta. Later it became known as the United Farm Workers (UFW). The UFW was a union that fought for higher wages, medical insurance, and the right for farmworkers to speak out against unfair conditions by their employers. They tried to convince farmworkers across California to join their group. Chávez and the NFWA led a strike of California grape pickers on a march from Delano to the state capitol in Sacramento. This strike lasted 5 years and attracted national attention. Cesar Chávez went on a hunger strike to show his support for the farmworkers. For twenty-five days, Cesar Chávez didn't eat. He wanted people to remember that the farmworkers were carrying out a peaceful protest. In 1969, the strike in Delano ended and workers received more pay and other important rights to protect their health and safety.

## Obstacles

Even though Cesar Chávez and Dolores Huerta fought for better wages and working conditions, they still had to struggle against large grape growing farms and even the California state government, so that migrant farmworkers would be treated fairly. Chávez and Huerta had to travel across California to convince farmworkers to join their group. Other people had tried to organize a farmworkers' group before and failed. Promises had been made that their lives would be better. Those promises had not been kept. Chávez and Huerta had to keep the group united.

## Interesting Facts

César Estrada Chávez is buried at the National Chávez Center in California. There is a portrait of Chávez in the National Portrait Gallery in Washington, D.C. In 1994, Chávez was awarded the Presidential Medal of Freedom. Many streets, parks, and schools have been renamed to honor Chávez throughout California, and the nation.

**Expert Group #4**  
**Thomas Paine**

**Expert** \_\_\_\_\_

**Biographical Information**

Thomas Paine was born in 1737 in England. In 1774, Paine met Benjamin Franklin, who invited him to America. Paine worked to supporting the American Revolution, and Franklin invited him to stay. Paine decided to move back to England, in stead, to pursue inventions, such as a smokeless candle. He then moved to France, and finally returned to U.S.A. in 1802. Paine died in NY in 1809 at 72 years old.

**Inspiration**

Thomas Paine believed that slavery should be abolished. He wanted a world peace organization. He favored public schools and equal rights for women. Paine believed that the colonists should be independent from England and became a key person in America’s fight for independence.

## Contributions

When he first arrived in America, Thomas Paine found that many colonists were undecided about independence from England. Paine had no doubts. The colonists needed their own government and constitution. In 1776, Paine wrote a pamphlet called *Common Sense*. He explained that it was just common sense to separate from England. He used plain, clear language. Thousands of copies of *Common Sense* were sold. It became what we call today a best seller. Paine's writing swayed many of the undecided.

## Obstacles

Thomas Paine was not always successful. At age 12, he had failed out of school. Not many people agreed with his ideas about women's rights and abolishing slavery at the time. Later on, he became unpopular in the U.S.A. because of his religious views as he criticized Christianity, the most common religion at the time.

## Interesting Facts

Thomas Paine is often called the "Father of the American Revolution" because of his influence with his pamphlet. John Adams said, "Without the pen of the author of *Common Sense*, the sword of George Washington would have been raised in vain." During his time in France, he was also imprisoned for his ideas. He continued to write more while in prison.

## Process Grid

Activist	Biographical Information	Inspiration	Contributions	Obstacles	Interesting Facts
<b>Dr. Martin Luther King Jr.</b>	<ul style="list-style-type: none"> <li>*Born in Atlanta, GA in 1929</li> <li>*Religious upbringing</li> <li>*Pastor/Activist</li> <li>*Earned doctoral degree studying religion</li> </ul>	<ul style="list-style-type: none"> <li>*Secure, loving home</li> <li>*Experienced segregation and discrimination</li> <li>*Believed in making changes peacefully.</li> <li>*Studied Gandhi's work and visited India in 1959</li> </ul>	<ul style="list-style-type: none"> <li>*Led peaceful marches and protests like bus boycott in Montgomery.</li> <li>*Gave speeches about how African Americans were treated differently than whites.</li> <li>*In 1963, led the March on Washington and gave speech that millions saw on TV</li> </ul>	<ul style="list-style-type: none"> <li>*Jim Crow Laws</li> <li>*Threatened many times, family too</li> <li>*Attacked, including bombs</li> <li>*Racism</li> </ul>	<ul style="list-style-type: none"> <li>*Arrested many times</li> <li>*Won the Nobel Peace Prize in 1964</li> <li>*3rd Monday in January we celebrate MLK day</li> </ul>
<b>Alice Paul</b>	<ul style="list-style-type: none"> <li>*Born in 1885 in New Jersey</li> <li>*Parents believed in equal women's rights</li> <li>*Women's rights activist</li> <li>*Died at age 92 in 1977</li> </ul>	<ul style="list-style-type: none"> <li>*Mother was suffragist- brought Alice to meetings with her as a child</li> <li>*Believed women should have right to vote</li> <li>*Thought women would be good leaders</li> <li>*Went to England to study suffragists</li> </ul>	<ul style="list-style-type: none"> <li>*Pushed American suffragists to be bold and speak up</li> <li>*Organized parade in Washington in 1917</li> <li>*Helped women gain the right to vote in 1920</li> </ul>	<ul style="list-style-type: none"> <li>*Many unhappy women were trying to get the right to vote</li> <li>*Shouted at, pushed, tripped, sent to hospital</li> <li>*Jailed several times</li> </ul>	<ul style="list-style-type: none"> <li>*Wrote the Equal Rights Amendment in 1923 (has not yet been adopted)</li> <li>*BS in Biology), MA in Sociology, PhD in Social Work</li> <li>*Jailed for 7 months, organized hunger strike</li> </ul>
<b>Rosa Parks</b>	<ul style="list-style-type: none"> <li>*Born in 1913 in Alabama</li> <li>*Mother was a teacher and family valued education</li> <li>*Left school at 16, early in 11th grade, because she needed to care for her dying grandmother and her ill mother</li> <li>*Along with her husband, were civil rights activists</li> </ul>	<ul style="list-style-type: none"> <li>*Felt Jim Crow laws were demeaning</li> <li>*Tired of being pushed around</li> <li>*Joined civil rights group NAACP</li> <li>*Worked with many others to change unfair Jim Crow laws</li> </ul>	<ul style="list-style-type: none"> <li>*Part of the civil rights movement that helped put an end to the segregation laws in the South</li> <li>*Her actions led to the bus boycott in Montgomery</li> <li>*Fought for racial equality</li> </ul>	<ul style="list-style-type: none"> <li>*Tried to register to vote in Alabama twice but was turned down</li> <li>*Jim Crow Laws</li> <li>*Arrested and jailed for refusing to give up seat on bus</li> <li>*Lost her job</li> <li>*Threatened and harassed</li> </ul>	<ul style="list-style-type: none"> <li>*Wrote an autobiography about her experience</li> <li>*Founded a center for youth in Michigan to teach youth about civil rights</li> <li>*Awarded Presidential Medal of Freedom in 1996</li> <li>*called the "Mother of Civil Rights Movement"</li> </ul>
<b>César Chávez</b>	<ul style="list-style-type: none"> <li>*Born on March 31, 1927, in Yuma Arizona</li> <li>*As a child, Chávez grew up in a small adobe home</li> <li>*In 1938, the family was evicted from the ranch they had worked for nearly 50 years</li> <li>*His family moved to California and become migrant farmworkers</li> </ul>	<ul style="list-style-type: none"> <li>*As migrant farmworkers, his family faced many hardships in California--moved often and couldn't stay in one school.</li> <li>*Chávez attended more than 36 different schools before dropping out in the eighth grade.</li> <li>*The segregation of Mexicans from Anglo students was a</li> </ul>	<ul style="list-style-type: none"> <li>*In 1962, Chávez co-founded the National Farmworkers Association (NFWA) with Dolores Huerta</li> <li>*The UFW was a union that fought for higher wages, medical insurance, and the right for farmworkers to speak out against unfair conditions</li> </ul>	<ul style="list-style-type: none"> <li>*Even though Chávez and Huerta fought for better wages and working conditions, they still had to struggle.</li> <li>*Had to travel across California to convince farmworkers to join their group</li> <li>*Had to keep the group united</li> </ul>	<ul style="list-style-type: none"> <li>*César Chávez is buried at National Chávez Center in California.</li> <li>*There is a portrait of Chávez in the National Portrait Gallery in Washington, D.C.</li> <li>* In 1994, awarded the Presidential Medal of Freedom.</li> <li>*Many streets, parks, and schools throughout CA and</li> </ul>

		<p>common practice in California, this prejudice upset Chávez.</p> <p>*Dr. King's words and actions inspired Cesar Chávez</p>	<p>*Chávez and the NFWA led a strike of California grape pickers on a march that lasted 5 years and attracted national attention.</p>		<p>the nation have been renamed to honor Chávez.</p>
<p><b>Thomas Paine</b></p>	<p>*Born in 1737 in England</p> <p>*Met Benjamin Franklin in 1774, and came to America</p> <p>*Moved back to England, then France, and returned to U.S.A. in 1802.</p> <p>*Died in NY at 72 years old in 1809</p>	<p>*Believed in abolishing slavery, women's rights and public schools.</p> <p>*Wanted a world peace organization</p> <p>*Key person in America's fight for independence</p>	<p>*Wrote a pamphlet called <i>Common Sense</i> to convince colonists to separate from England</p> <p>*Convinced many people to join the Revolution</p> <p>*Very popular and widely read author</p>	<p>*Failed out of school at age 12</p> <p>*His ideas about women's rights and abolishing slavery were unpopular at the time</p> <p>*Became unpopular in the U.S.A. because of his religious views (criticized Christianity)</p>	<p>*Called "Father of the American Revolution" because of his influence with his pamphlet</p> <p>*Imprisoned in France for his ideas, and wrote more while in prison</p>

**Project GLAD®**

**Government for the People Unit/Unidad de Gobierno para la gente  
HOME-SCHOOL CONNECTION #1 / Conexión entre la escuela y el hogar 1ª**

Talk to your parents or other family member about voting. Has someone in your family voted before? What did they vote on? How did they decide? Write or sketch their thoughts below.

*Habla con tus padres u otro miembro de familia sobre la votación. ¿Alguien en tu familia ha votado antes? ¿En qué votaron? ¿Cómo decidieron? Escribe o dibuja tus pensamientos abajo.*

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Student Signature  
*Firma del estudiante*

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Parent Signature  
*Firma de padre/madre*



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**Government for the People Unit/Unidad de Gobierno para la gente  
HOME-SCHOOL CONNECTION #2 / Conexión entre la escuela y el hogar 2ª**

Talk to your parents or another family member. Ask them what they know about Dr. Martin Luther King Jr. Afterwards, write or sketch their answer below.

*Habla con tus padres u otro miembro de tu familia acerca de lo que saben sobre la vida de Dr. Martin Luther King Jr. Luego, escribe o dibuja tu respuesta abajo.*

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Student Signature

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Parent Signature

*Firma del estudiante*

*Firma de padre/madre*

**Project GLAD®**

**Government for the People Unit/Unidad de Gobierno para la gente  
HOME-SCHOOL CONNECTION #3 / Conexión entre la escuela y el hogar 3ª**

Talk to your parents or other family member about segregation in the United States of America. Write or sketch their thoughts below.

*Habla con tus padres u otro miembro de familia acerca de segregación en los Estados Unidos. Escribe o dibuja sus pensamientos abajo.*

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Student Signature

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Parent Signature

**Graffiti Wall Questions**

**(Multiple-Choice) Read the question and place a checkmark next to the correct answer.**

Where was Dr. Martin Luther King Jr. born?

- a) San Francisco, California \_\_\_\_\_
- b) Mobile, Alabama \_\_\_\_\_
- c) Atlanta, Georgia \_\_\_\_\_
- d) New Orleans, Louisiana \_\_\_\_\_

**(Fill in the Blank)**

- a. One thing that Dr. Martin Luther King Jr. did in his fight for civil rights was \_\_\_\_\_.
- b. Rosa Parks began the bus boycott in Montgomery, Alabama when she \_\_\_\_\_.
- c. Alice Paul believed that women \_\_\_\_\_.
- d. Cesar Chávez helped farmworkers by \_\_\_\_\_.

**(True-False) Write (T) True or (F) False next to each statement.**

- \_\_\_ “I have a dream” is Dr. King’s most famous speech.
- \_\_\_ Thomas Paine wrote a pamphlet explaining why it was common sense to separate from England.
- \_\_\_ “No Colored People” signs were common in the South.
- \_\_\_ ‘Jim Crow laws’ were laws that gave equality to all people.

**(Open Ended) Answer the following questions.**

1. Why did Dr. King and others feel that segregation was not fair?
2. What obstacles did women suffragists like Alice Paul face?
3. Why is it important for people to participate in government?

4. How can people be an active part in our government?