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Untold Stories Grade 3

This sample includes the following:

Management Guide Cover (1 page)

Management Guide Table of Contents (2 pages)

Introducing the Resource (1 page)

Character Traits Chart (1 page)

Using this Resource (4 pages)

Biography Mini-Lesson (4 pages)

Presentation Rubric (1 page)

Text Cards and Lessons

Susan La Flesche Picotte (7 pages)

Francisco P. Ramirez (7 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Untold Stories

Management Guide

Grades 2–3

Introducing the Resource

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What Are Untold Stories?

Information is everywhere. In today's highly digitized world, it is easy for students to feel overloaded. The presence of news, social media, blogs, the internet, textbooks, and even their cell phones can overwhelm students to the point where they become distracted from what's really valuable in their learning. Students receive information daily, hourly, and even minute-by-minute. Some information is good, and some is not so good. Much of the information students take in is about people and places they can't even relate to, as their experiences may differ from the information received.



Untold Stories fills a need in today's classroom—the need to add more value and insight to student learning through sharing authentic stories. By focusing student attention on the not-so-familiar stories of ordinary people doing extraordinary things, the learning gives shape to raw emotions and makes the stories come to life. *Untold Stories* conveys the culture, history, experiences, and values that provide readers deeper understandings of the experiences of diverse people from throughout history.

Real-life stories are the essential building blocks of empathy and connection. These stories will connect, engage, and inspire readers as they read about people like you and me, who are living examples of empowerment, struggle, joy, resilience, and innovation.

The reality is that everyone has a story to tell. Stories not only of struggle, but more importantly, stories of bravery, determination, and hope.



Think about Sheyann Webb, who is a humanitarian, civil rights activist, mentor, and youth advocate. Throughout her life, she has had numerous encounters with racism and poverty, so she has dedicated her life to assisting youth in America to build self-esteem, confidence, overcome adversity, and find real purposes in their lives.

Consider Vicki Draves, who despite not being able to practice daily because of racism, found a way to persevere and become the first Asian American woman to win an Olympic gold medal.



Finally, think of Derek Rabelo, a 23-year-old surfer, who is blind. He relies on his heightened sense of hearing to navigate the oceans. This is a skill that took courage and perseverance to perfect.

Make Social-Emotional Connections (cont.)

Character Education Traits (cont.)

Character Trait	Purpose
citizenship	Citizenship means engaging in things that make the community a better place to be. Being a good citizen at school includes respecting the people, rules, and school property.
commitment	Commitment means being dedicated and finishing what you start. This shows the importance of keeping your word and doing what is expected, even when it is challenging or not preferred.
compassion	Compassion means understanding and showing deep care for someone's feelings. This shows the importance of supporting one another by practicing perspective taking and building empathy.
cooperation	Cooperation means working well together to reach the same goal. This shows students how teamwork can accomplish more than working alone.
courage	Courage means doing the right thing, even when it is difficult. This demonstrates that it's expected to be afraid sometimes, but courage is shown when we do the right thing despite those worries.
creativity	Creativity means approaching situations with a unique perspective. When students feel safe and comfortable, they will be more confident in expressing their original ideas and solutions.
fairness	Fairness means treating others justly. This includes following the rules, taking turns, and sharing.
honesty	Honesty means telling the truth. This encourages students to genuinely express their thoughts and feelings.
leadership	Leadership means being a positive role model to their peers. People can be leaders by using their kind words and actions to influence others to create positive change.
loyalty	Loyalty means being devoted and faithful to those you care for. This shows how students can build and keep healthy relationships by remaining true to their family and friends.
perseverance	Perseverance means continuing to do something you value, even when times are tough. This teaches students not to give up in the face of a challenge.
respect	Respect means showing kindness and consideration for others. This reinforces the importance of treating others how you want to be treated.
responsibility	Responsibility means taking ownership of your actions and doing what is expected of you. For students, this includes going to school, doing their work, and being a good friend to others.
trustworthiness	Trustworthiness means acting in ways that make others feel comfortable, especially when they are in need of help. Students can embody trustworthiness when they stick by their word and keep their promises to do what is right.

How to Implement This Resource

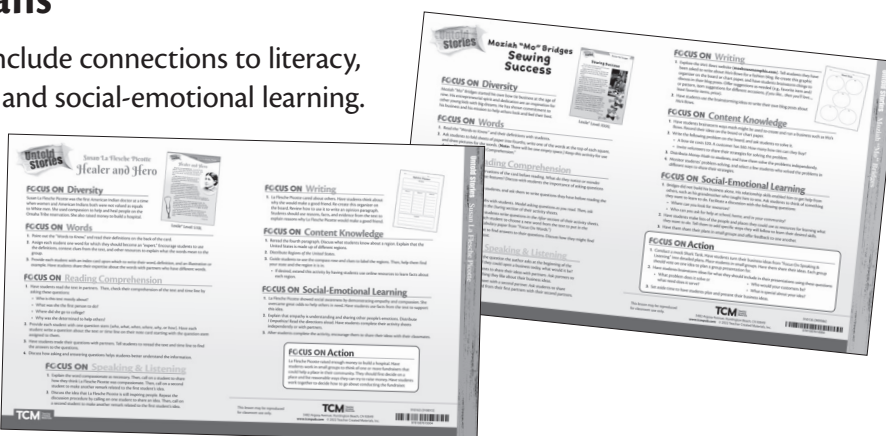
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



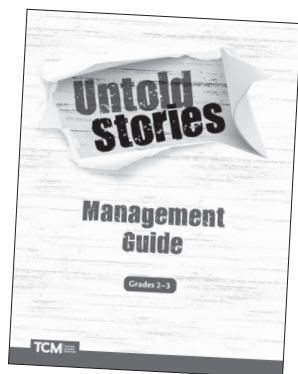
Lesson Plans

Lesson plans include connections to literacy, content areas, and social-emotional learning.



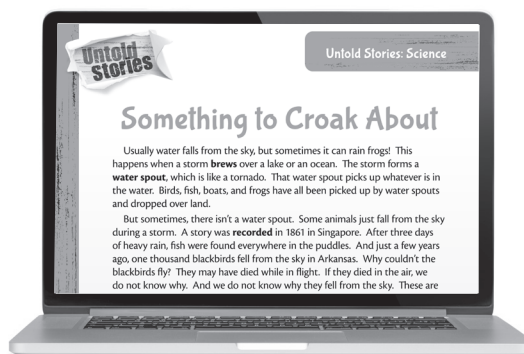
Management Guide

Management Guide provides program information and research-based teaching ideas. (The activities and rubrics in this book are shared over two grade levels. This allows teachers to better support students' critical analysis of the text cards, rather than focusing on the structure of the lessons.)



Digital Resources

Ecards, primary sources, and audio recordings increase student engagement and enhance instruction.



Text Cards

Subjects of the cards are easily identified on both sides of the card.

Untold Stories

Christiane Amanpour

Telling the Truth

Christiane Amanpour is a **unique** reporter. She is fearless and amazingly brave. As a reporter, she's gone to some of the world's most dangerous places. To her, that's just part of the job. She believes people all over should know the truth.

Amanpour was born in London, England. Her mom was from England. Her dad was from Iran. Her family spent time in Iran when she was little. One day, everything changed. Iran's leaders were **overthrown**. In the blink of an eye, the whole country was different. Amanpour's family had to **flee**.

This had a big effect on young Amanpour. She decided she wanted to be a reporter. She could tell people about things that happen around the world.

Amanpour's first big reporting jobs were in Iran, Iraq, and Bosnia. Those countries were fighting wars at the time. But she had courage. Bombs went off around her, but she stayed and kept reporting. She wanted to tell the world the truth. She thought the world should know about the struggles of the people.

More and more, people looked up to Amanpour. She reported on many other places. Some of them were also at war. No matter how scary it was, she kept reporting. She wanted people to know what was going on.

For many years, she has worked for major news stations. At last, she was given her own show. It is called *Amanpour*. She **interviews** important people on the show. No matter what, Amanpour wants people to know the truth. She shows the world that reporters can be heroes.

—Salima Alikhan

Titles help students to understand the theme or main idea of the text.

Images support text to aid in student comprehension. These primary source images make great discussion starters.

Authors of texts are identified for group discussions about author's purpose and writing choices.

Words to Know are bolded in the body text and defined on the backs of the cards. The Focus On Words section in each lesson highlights these key words.

Christiane Amanpour
(krih-steen-AHN ah-muhn-PUHR)

Telling the Truth

Dates to Know

- 1958 Christiane Amanpour is born in London, England.
- 1985 She reports on the Iran-Iraq War.
- 1991 She reports on the Persian Gulf War.
- 1992 She reports on the Bosnian crisis.
- 1996 She starts working as a special contributor for *60 Minutes*.
- 2009 Amanpour begins her show, *Amanpour*, on CNN.

Words to Know

flee—to run away from danger

interviews—questions someone to learn about their experiences and thoughts

overthrown—forced out of power

unique—one of a kind

About Character

Christiane Amanpour showed courage as a reporter. She went to dangerous places. Write about why you think she was willing to risk her life. Draw a picture showing a time she had courage.

909851—Untold Stories © TCM | Teacher Created Materials

Time lines help students place each subject in the context of history or a larger world view.

Phonetic pronunciations are provided for cultural awareness and support while reading the text. Take time to review this before reading the text card aloud.

Opportunities are provided for students to investigate character traits exemplified by each subject. (See pages 14–15 for more information.)

Lesson Plans

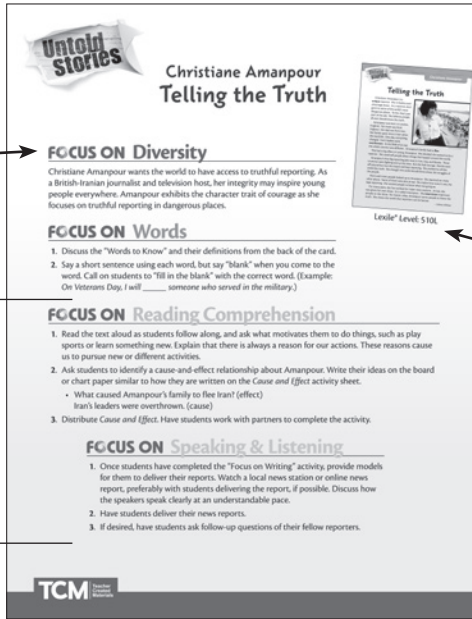
A short summary is provided for easy recall of key characteristics of the subject.

Each lesson includes strong literacy activities to help students focus on key aspects of the text card. (See pages 20–22 for more information.)

Each card is connected to a content area through an interactive activity. Although many cards connect to social studies, there are other content areas covered as well.

Connections to the five SEL competencies are made through these cooperative activities. (See page 13 for more information.)

These activities provide opportunities for students to apply what they've learned by reading the text cards and participating in the activities. Rubrics are provided to assess student work on these activities. (See pages 73–76 for more information.)



Christiane Amanpour Telling the Truth
Lexile® Level: 510L

FOCUS ON Diversity
Christiane Amanpour wants the world to have access to truthful reporting. As a British-Iranian journalist and television host, her integrity may inspire young people everywhere. Amanpour exhibits the character trait of courage as she focuses on truthful reporting in dangerous places.

FOCUS ON Words
1. Discuss the "Words to Know" and their definitions from the back of the card.
2. Say a short sentence using each word, but say "blank" when you come to the word. Call on students to "fill in the blank" with the correct word. (Example: On Veterans Day, I will _____ someone who served in the military.)

FOCUS ON Reading Comprehension
1. Read the text aloud as students follow along, and ask what motivates them to do things, such as play sports or learn something new. Explain that there is always a reason for our actions. These reasons cause us to pursue new or different activities.
2. Ask students to identify a cause-and-effect relationship about Amanpour. Write their ideas on the board or chart paper similar to how they are written on the Cause and Effect activity sheet.
- What caused Amanpour's family to flee Iran? (effect)
Iran's leaders were overthrown. (cause)
3. Distribute Cause and Effect. Have students work with partners to complete the activity.

FOCUS ON Speaking & Listening
1. Once students have completed the "Focus on Writing" activity, provide models for them to deliver their reports. Watch a local news station or online news report, preferably with students delivering the reports, if possible. Discuss how the speakers speak clearly at an understandable pace.
2. Have students deliver their news reports.
3. If desired, have students ask follow-up questions of their fellow reporters.

The Lexile® level for each text card is provided to help with planning and differentiation.

FOCUS ON Writing
1. Reporting accurate facts and information is important. Tell students that they'll be acting like Amanpour as they create their own reports. Students may report on topics they are learning about in science or social studies or they may write about other topics of interest.
2. Re-create this graphic organizer on the board or chart paper, and have students use it to plan their reports.
3. Have them write reports on their chosen topics.

FOCUS ON Content Knowledge
1. Amanpour first reported on the Iran-Iraq War. This particular war lasted for eight years. Distribute Time Line of the Iran-Iraq War. Read the directions, and have students complete the time line. Be sure to point out that each mark on the time line represents one year.
2. After students have completed the activity, ask the following questions:
- When did the war begin?
- How many years passed between the cease fire and the peace agreement?
3. Have students create time lines of their own lives.

FOCUS ON Social-Emotional Learning
1. Amanpour shows self-awareness by demonstrating honesty and integrity in her reporting. She brought her determination to tell the truth to people all around the world. Have students use facts from the text to discuss this idea.
2. Guide students to develop their own personal self-awareness by reflecting on the importance of telling the truth. Create a two-column class chart. List reasons why students should be honest in one column. List potential consequences for being dishonest in the second column.
3. Have students discuss with partners what they learned about honesty and integrity during this lesson. Also, have them discuss how they can show honesty and integrity each day.

FOCUS ON Action
Ask students to consider what kinds of information they would put into a class newspaper. Have students write articles they would include in a class newspaper. Reinforce the idea that their articles should be factual and accurate. Help students compile and publish the newspaper digitally or physically (or both).


Every writing activity includes a prewriting graphic organizer to help students gather their thoughts. Re-create these where your students can see them, or distribute copies found in the Digital Resources.

Subjects of the lesson plans are easily identified on both sides of the folder tab.

Cause and Effect
Directions: Christiane Amanpour's life was guided by many causes. Use information from the text to write the missing causes and effects in the chart.

Cause	Effects
Amanpour's family fled Iran.	
Amanpour wanted to tell the world the truth about war-torn countries.	
Amanpour was a brave reporter.	
Amanpour found the courage to keep reporting.	
Now, Amanpour interviews important people.	

Time Line of the Iran-Iraq War
Directions: Christiane Amanpour reported on the Iran-Iraq War, which lasted for eight years. Cut out the events at the bottom of this page. Glue the events in the correct places along the time line.



September 4, 1980 Iran bombed border towns between the two countries.

September 22, 1980 War began.

June 1982 Iraq asked for a peace agreement with Iran.

August 1982 Iran accepted a cease-fire.

August 16, 1988 A peace agreement was signed.

Student reproducibles are provided both on the inside of the lesson folder and in the Digital Resources.

Lesson Plans (cont.)

Lesson Plan Pacing Guide

The following example pacing plan shows an option for using a text card and lesson over a one-week period. Teachers should customize this pacing suggestion according to their students' needs.

Lesson Section	Notes	Suggested Time
Focus On Diversity	Share with students key information from the summary, and preview the card with them. Have students pose a few questions that they hope will be answered in the text.	5–10 minutes
Focus On Words	Preview key vocabulary words, and help students prepare to read the text card. Based on the Lexile [®] level of the text, determine if any other preparation is needed before reading with students.	10 minutes
Focus On Reading Comprehension	Read the text card together, and use it to practice important reading comprehension skills. Have students reread the text in pairs or small groups to revisit key parts.	20–30 minutes
Focus On Speaking & Listening	After the initial interaction with the text, allow focused time for students to work together to practice strong speaking skills and active listening.	15–20 minutes
Focus On Writing	Work together to help students complete graphic organizers to plan their writing. Then, provide time for students to compose their written responses. Re-create the graphic organizer where students can see it, or use the digital copy provided.	30 minutes
Focus On Content Knowledge	Key content is pulled from the text card for a short content-based activity. Connections are made to social studies, science, the arts, and more.	30–45 minutes
Focus On Social-Emotional Learning	Each lesson helps students work toward achieving the five SEL competencies. These activities often connect back to the character traits highlighted on the back of the cards.	20–30 minutes
Focus On Action	Serving as formative assessments, these hands-on activities provide opportunities for students to apply what they've learned. There are four general rubrics to be used with these activities to assess student work.	20–30 minutes

Biography Mini-Lessons

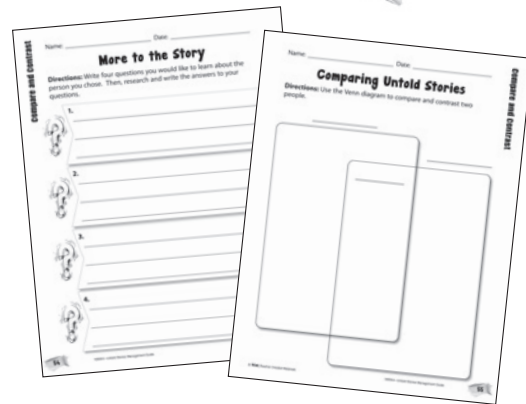
Compare and Contrast

Overview

Students will work with partners or in groups of three. Start by having them choose two people from the *Untold Stories* text cards. They will work in pairs to create graphic organizers comparing and contrasting the people.

Materials

- copies of *More to the Story* (page 54)
- copies of *Comparing Untold Stories* (page 55)



Procedure

1. Have students review the “Words to Know” and their definitions from the backs of their chosen text cards. Encourage students to compare the words from the cards and look for ways the words relate to one another.
2. Allow time for students to reread the cards with their partners. Ask students to discuss questions about the information on their cards, such as:
 - Whom is the card about? What did they do?
 - How does this person inspire others?
 - Why are they unique?
 - Why might this person’s story have been untold previously?
3. As a whole group, facilitate a discussion about what the different people have in common, despite their different accomplishments and stories.

Procedure *(cont.)*

4. Tell students they will do research to learn more about the people on their cards. Distribute *More to the Story*, and have students brainstorm at least four more questions about the people they chose. Then, have students research with their partners to find answers to their questions. Let students know they can change their questions if they are unable to find answers.
5. Distribute *Comparing Untold Stories*. Give partners time to create their Venn diagrams about the people from their chosen cards. Make sure students have enough time to include information from both the cards and their additional research.
6. Have student groups share their Venn diagrams. When students are presenting, remind them to look at the audience, use loud and clear voices, and clearly explain their ideas. Remind students who are listening to be polite and attentive audience members by staying quiet, looking at the speaker, and listening carefully. Encourage students to ask and answer questions after the presentations.

FOCUS ON

FOCUS ON Social-Emotional Learning

1. Encourage students to focus on their social awareness and recognize the strengths of the people they researched. Remind students that a person's strengths can be physical, emotional, and intellectual. Facilitate a discussion with students about the strengths of the people from the cards. Have them share ways the people influenced others, their communities, and the world.
2. After students have discussed the strengths of those they researched, have students share strengths they notice in one another.

FOCUS ON Action

Students just researched and compared two people with valuable untold stories. Have them create another Venn diagram, but this time, have them compare and contrast one of the people from their research to themselves. Encourage students to add at least three notes in each section of their Venn diagrams.

Name: _____ Date: _____

More to the Story

Directions: Write four questions you would like to learn about the person you chose. Then, research and write the answers to your questions.



1.



2.



3.

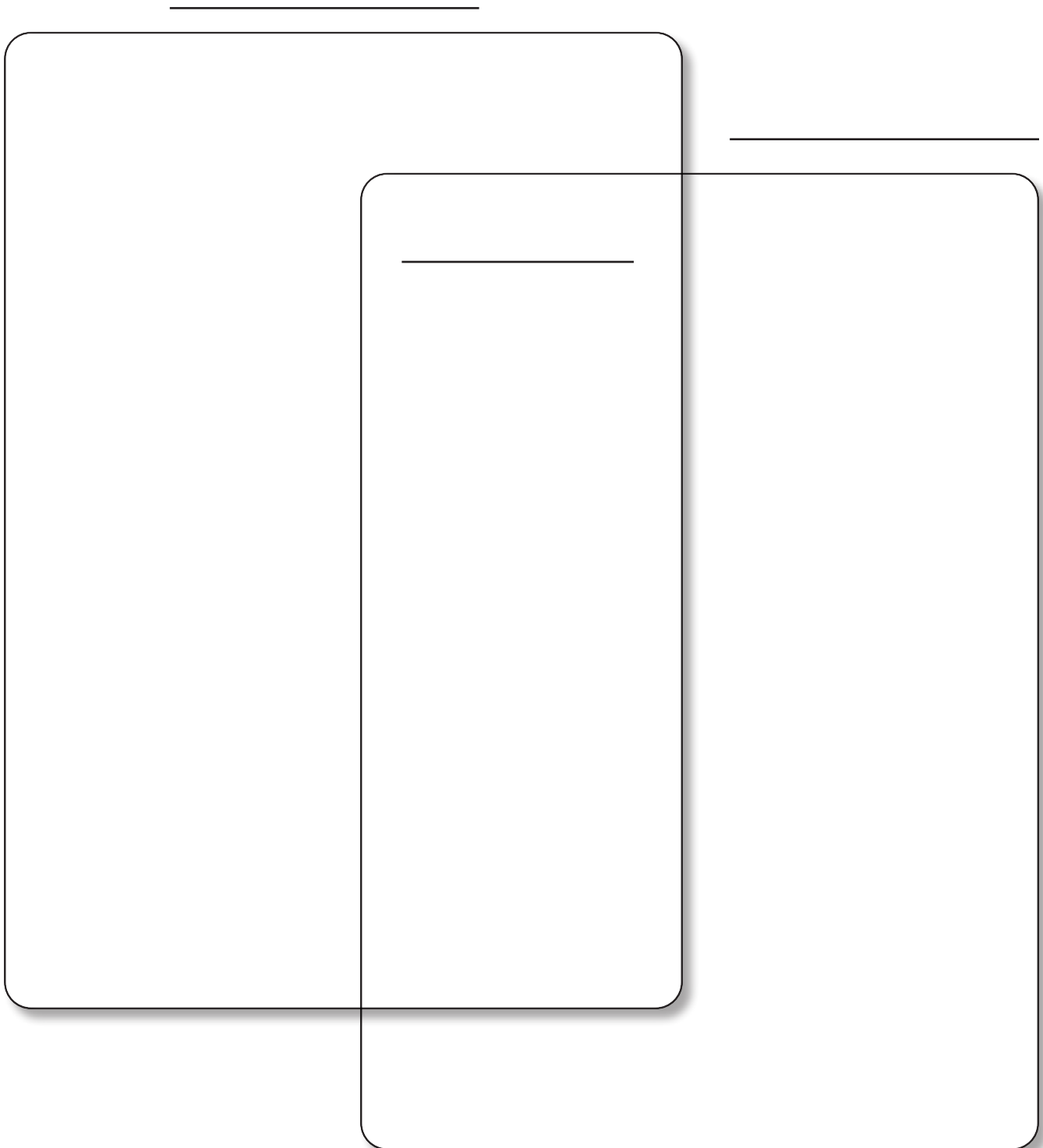


4.

Name: _____ Date: _____

Comparing Untold Stories

Directions: Use the Venn diagram to compare and contrast two people.



Focus On Action Rubrics

Presentation-Based Activities

Student Name: _____

	4—Excellent	3—Great Job	2—Good Work	1—Not Quite
Presentation Content	All information was shared in an interesting and engaging way.	Most information was shared in an interesting and engaging way.	Some information was shared in an interesting and engaging way.	Little information was shared in an interesting and engaging way.
Presentation Skills	Student spoke very clearly, had good expression, and used appropriate volume.	Student spoke clearly, had some expression, and used appropriate volume.	Student spoke somewhat clearly, used little expression, and/or did not use appropriate volume.	Student did not speak clearly, used no expression, and/or did not use appropriate volume.
Work Completion	All parts of the activity were completed.	Almost all parts of the activity were completed.	Only a few parts of the activity were completed.	Little of the activity was completed.
Content Understanding	Presentation shows deep, complex understanding of the content.	Presentation shows strong understanding of the content.	Presentation shows some understanding of the content.	Presentation shows little understanding of the content.
Connection to Self or Others	Presentation shows complete connection to self or others with both factual and personal content.	Presentation shows strong connection to self or others with either factual or personal content.	Presentation shows some connection to self or others with little factual or personal content.	Presentation shows little connection to self or others with missing factual and personal content.

Comments: _____

Healer and Hero

Being first is an **accomplishment**. It can also be very difficult. It means there is no one to lead the way. There is no one to show you it can be done. And there is no one to cheer you on. You must prove you can do it alone.

In 1886, Susan La Flesche Picotte went to the first medical school for women. And she became the first American Indian doctor. She was a member of the Omaha tribe.

As a young girl, La Flesche once cared for a woman in pain. She stayed with the woman while they waited for the doctor. A **messenger** was sent four times. But the doctor never came. The woman died. It was a hard lesson. La Flesche knew the doctor saw them as “only Indians.” He thought their lives didn’t matter. But La Flesche believed all people deserve help.

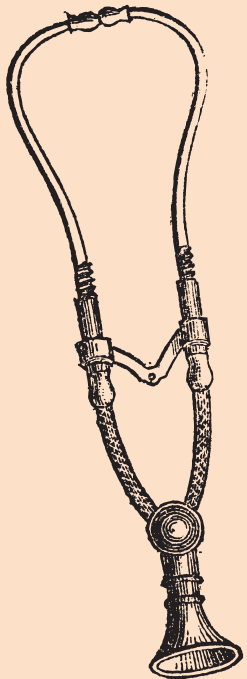
It was a time when many people thought women could not or should not be doctors. And American Indians were **oppressed** and overlooked.

After medical school, La Flesche returned to Omaha. She wanted to help the people on her **reservation**. Many were sick. She worked hard to care for them. She rode horseback and walked through snow. She was the only doctor in the **region**. She did her best to care for the people there.

It took many years, but she was able to accomplish one more dream. She raised money to build a hospital. It was the first modern hospital on her reservation. Her life was difficult, but she made an **impact** on so many people. She changed their lives for the better.



Courtesy of National Museum of Natural History



—Georgia Beth

Healer and Hero



Dates to Know

1865

Susan La Flesche is born on the Omaha reservation in Nebraska.

1873

She stays by a woman's side to comfort her while she is dying.

1886

She attends Women's Medical College of Pennsylvania.

1889

She becomes a doctor.

1894

She marries Henry Picotte.

1915

La Flesche Picotte dies in Walthill, Nebraska.



Words to Know

accomplishment—something done through skill, training, or practice

impact—a strong effect

messenger—a person who carries a message or does a task

oppressed—controlled in a harsh or cruel way

region—an area

reservation—a place set aside by the U.S. government for American Indians to live and control



About Character

Susan La Flesche Picotte had compassion for others. Write two things that made her want to help others. Then, write two ways she showed compassion for others.





Susan La Flesche Picotte Healer and Hero



Lexile® Level: 510L

FOCUS ON Diversity

Susan La Flesche Picotte was the first American Indian doctor at a time when women and American Indians both were not valued as equals to White men. She used compassion to help and heal people on the Omaha Tribe reservation. She also raised money to build a hospital.

FOCUS ON Words

1. Point out the “Words to Know,” and read their definitions on the back of the card.
2. Assign each student one word for which they should become an “expert.” Encourage students to use the definitions, context clues from the text, and other resources to explain what the words mean to the group.
3. Provide each student with an index card upon which to write their word, definition, and an illustration or example. Have students share their expertise about the words with partners who have different words.

FOCUS ON Reading Comprehension

1. Have students read the text in partners. Then, check their comprehension of the text and time line by asking these questions:
 - Who is this text mostly about?
 - What was she the first person to do?
 - Where did she go to college?
 - Why was she determined to help others?
2. Provide each student with one question stem (*who, what, when, where, why, or how*). Have each student write a question about the text or time line on their note card starting with the question stem assigned to them.
3. Have students trade their questions with partners. Tell students to reread the text and time line to find the answers to the questions.
4. Discuss how asking and answering questions helps students better understand the information.

FOCUS ON Speaking & Listening

1. Explain the word *compassionate* as necessary. Then, call on a student to share how they think La Flesche Picotte was compassionate. Then, call on a second student to make another remark related to the first student’s idea.
2. Discuss the idea that La Flesche Picotte is still inspiring people. Repeat the discussion procedure by calling on one student to share an idea. Then, call on a second student to make another remark related to the first student’s idea.

FOCUS ON Writing

1. La Flesche Picotte cared about others. Have students think about why she would make a good friend. Re-create this organizer on the board. Review how to use it to write an opinion paragraph. Students should use reasons, facts, and evidence from the text to explain reasons why La Flesche Picotte would make a good friend.

The graphic organizer is titled "Opinion Planner" and includes fields for "Name" and "Date". It features a large box for "My Opinion", three columns for "Reason #1", "Reason #2", and "Reason #3", and a final box for "Conclusion".

FOCUS ON Content Knowledge

1. Reread the fourth paragraph. Discuss what students know about a *region*. Explain that the United States is made up of different regions.
2. Distribute *Regions of the United States*.
3. Guide students to use the compass rose and clues to label the regions. Then, help them find your state and the region it is in.
 - If desired, extend this activity by having students use online resources to learn facts about each region.

FOCUS ON Social-Emotional Learning

1. La Flesche Picotte showed social awareness by demonstrating empathy and compassion. She overcame great odds to help others in need. Have students use facts from the text to support this idea.
2. Explain that empathy is understanding and sharing other people’s emotions. Distribute *I Empathize!* Read the directions aloud. Have students complete their activity sheets independently or with partners.
3. After students complete the activity, encourage them to share their ideas with their classmates.

FOCUS ON Action

La Flesche Picotte raised enough money to build a hospital. Have students work in small groups to think of one or more fundraisers that could help a place in their community. They should first decide on a place and list reasonable ways they can try to raise money. Have students work together to decide how to go about conducting the fundraiser.



Name: _____ Date: _____

Regions of the United States

Directions: The United States has different regions. Use the compass rose and clues to color and label each region. Then, answer the question.



Clues

1. The **Midwest** region is in the north, central part of the United States. Color it green.
2. The **Northeast** region is in the north, most eastern part of the United States. Color it orange.
3. The **West** region has the most western states. Color it purple.
4. The **Southwest** region has only four states. Color it yellow.
5. The **Southeast** region is in the southern and eastern part of the United States. Color it red.

Find your state on the map. Which region is it in?

1 Empathize!

Directions: Susan La Flesche Picotte showed empathy by understanding and sharing other people's feelings. Read each situation. Then, answer the questions.



A child buys an ice cream cone from the ice cream truck at the park. On the way back to the park, he trips and his ice cream falls to the ground. The boy begins to cry.

1. What advice could you give the boy so he'd feel better?



Your friend is excited. His Uncle Harold just bought him the latest video game. He tells you all about it at school. You feel a little jealous. You want that game, too.

2. How could you show your friend you are happy for him?



Your cousin just got a new puppy. When you see the dog, you think it is not adorable at all. It is slobbery and jumpy. It runs around knocking things over. You are secretly glad you are not responsible for that pet!

3. How could you share in your cousin's excitement about the new puppy?



Name: _____ Date: _____

Opinion Planner

My Opinion

Reason #1

Reason #2

Reason #3

Conclusion

A Teenager Fights for Rights

Francisco P. Ramirez lived in Los Angeles, back when it was part of Mexico. He was born the fourth of 13 **siblings**. Francisco loved to read, and he spoke Spanish and English **fluently**. One of his neighbors spoke French. So, he learned to speak French, too.

At the end of the **Mexican-American War**, Los Angeles became part of the United States. Ramirez loved the United States. He loved its **Constitution** and the ideas of liberty and rights for all. Yet, all around him, he saw the opposite. He saw slavery in Los Angeles. He saw rich landowners take advantage of Chinese workers. He saw them forced to work for almost no money. He saw girls denied the right to an education.

He wrote about these issues. He formed his own newspaper at the age of 17! He wrote about what he saw. He urged people to make changes. Many people did not like what he had to say. The rich landowners did not want him creating trouble. The system worked well for them. Others liked what he had to say, but they could not read. They often did not have the time to learn. He stopped printing the newspaper.

But Ramirez still fought for what needed to be changed. He studied the law on his own. In time, he became a lawyer. He moved north to San Francisco. He kept on fighting for many types of people. He spoke out when people were mistreated.

Some people consider him a **civil rights** pioneer. He fought for things long before others realized the justice and truth of what he said.

—Antonio Sacre



A Teenager Fights for Rights



Dates to Know

1837

Francisco P. Ramirez is born in Los Angeles, Mexico.

1848

The Mexican-American War ends, and Los Angeles becomes part of the United States.

1855

Ramirez starts his newspaper, *El Clamor Público* (*The Public Clamor*).

1859

The last issue of *El Clamor Público* is distributed.

1869

He becomes a lawyer.

1908

Ramirez dies in Baja California, Mexico.



Words to Know

civil rights—the rights of all people to political and social freedom and equality

Constitution—a document in which the basic laws and rules of the United States are written

fluently—able to speak a language easily and well

Mexican-American War—a U.S. armed conflict against Mexico fought in 1846–1848, from which Mexico lost nearly all of present-day California, Utah, Nevada, Arizona, and New Mexico

siblings—brothers and sisters

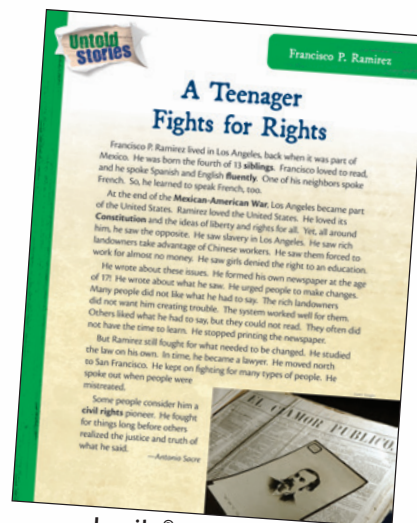


About Character

Francisco P. Ramirez respected the rights of all people. He believed that fairness showed respect for all. Pretend you work for his newspaper. Write a short article. Tell why you think respect for all people is important.



Francisco P. Ramirez A Teenager Fights for Rights



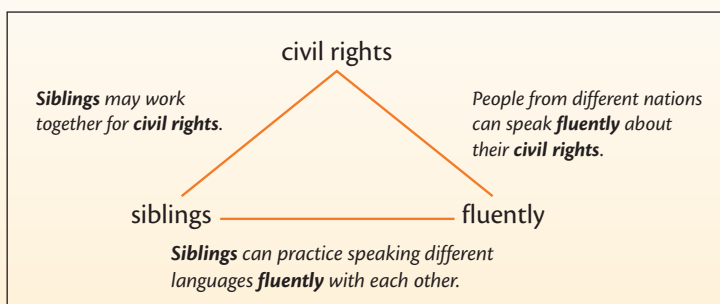
Lexile® Level: 540L

FOCUS ON Diversity

Francisco Ramirez, a Mexican citizen who became an American, is considered by some people to be the pioneer of civil rights. He used his love of American principles to speak out against injustice. Ramirez exhibited the character trait of respect by informing others of people who were not treated fairly and working to help those people.

FOCUS ON Words

1. Read the “Words to Know” and their definitions on the back of the card. Explain that one outcome of the Mexican-American War was that the United States government gained a lot of land from Mexico, which became states. Show students these states on a U.S. map.
2. Re-create this diagram with the remaining three words. As a group, write how each of the connected words is related on the lines. Example answers are included here for your reference.



FOCUS ON Reading Comprehension

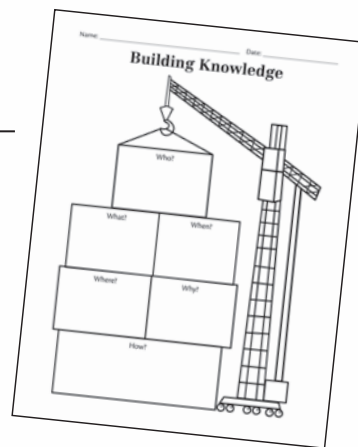
1. Guide students to reference both the “Dates to Know” section on the back of the card as well as the text to understand important dates in Ramirez’s life. Read the first paragraph together. Ask when Ramirez was born. Have students determine where they can find this answer. Then, read the second paragraph. Ask what event took place to cause Los Angeles to become part of the United States and which information helped students answer this question.
2. Distribute *Comparing Texts*, and read the directions to students. Guide students to complete the first two questions together. Then, have them complete the rest of their activity sheets independently or with partners.

FOCUS ON Speaking & Listening

1. Have each student write a short poem about Ramirez, such as an acrostic, cinquain, haiku, or shape poem.
2. Allow time for students to practice reciting their poems to partners. Then, have partners record each other to create audio recordings of their work.
3. Listen with care to each student’s poem as a group. Have students offer each other positive feedback about their work and recitations.

FOCUS ON Writing

1. Support students as they use student-friendly websites, such as *Britannica Kids* or *Ducksters*, to conduct a short research project about the Mexican-American War. Re-create this graphic organizer on the board, and have students use their research to write facts about the Mexican-American war to answer each question word: *who*, *what*, *when*, *where*, *why*, and *how*.



FOCUS ON Content Knowledge

1. Ramirez was fluent in both English and Spanish. Show students similarities between these English and Spanish words and phrases.
 - hello—*hola*
 - good day—*buenos días*
 - salutations (greetings)—*saludos*
2. Distribute *Learning New Words*. Complete the activity as a group.
3. Discuss the advantages someone who can speak two or more languages has when working with people from different cultures.

FOCUS ON Social-Emotional Learning

1. Ramirez demonstrated relationship skills by communicating effectively through his newspaper and by helping people as a lawyer. He used his strengths to develop relationships with others. Discuss this with students, asking them to use facts from the card to support this idea.
2. Provide each student with a note card with the name of a classmate on it. Have each student write one nice comment about the other person as well as their own name at the bottom of the card. Collect the notes. Place them on students' desks before they arrive to school the next day.
3. Discuss with students how this activity helps everyone start the day feeling good about themselves and how it can help build positive relationships.

FOCUS ON Action

1. Ramirez stood for liberty and justice. Present the following situation to students:
 - An eight-year-old girl is riding her bike back and forth on the sidewalk. A neighbor's four-year-old grandson plays a game where he runs in front of the oncoming bike in an effort to cross the sidewalk before the bike hits him. The girl is very careful, but not careful enough, and she knocks over the boy. Should the girl be punished for hitting the boy with her bike?
2. Have each student take a stance on this situation and write a paragraph defending their opinion.



Name: _____ Date: _____

Comparing Texts

Directions: Use information from the text and time line to answer the questions. Circle the source that helps you answer each question. Maybe both sources help!

1. text time line When was Francisco Ramirez born?

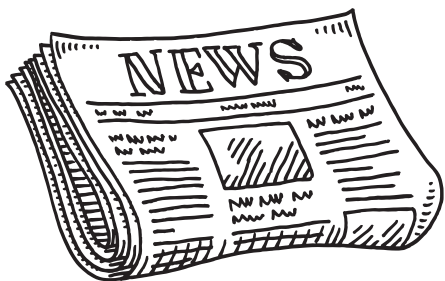
2. text time line What event took place that caused Los Angeles to become part of the United States?

3. text time line Why was Ramirez proud to be part of the United States?

4. text time line In which language was Ramirez's newspaper?

5. text time line How did Ramirez upset rich landowners?

6. text time line Why do some people think of Ramirez as a civil rights pioneer?



Name: _____ Date: _____

Learning New Words

Directions: Francisco Ramirez was fluent in both Spanish and English. Some words are similar in these languages. Match the Spanish words to the similar English words. Then, answer the prompt.

Spanish Words

ataque
banco
calmar
danza
delicioso
falso
historia
lista
quieto
recibir

English Words

to calm
attack
dance
bank
quiet
delicious
to receive
history
list
false



1. List at least two ways speaking more than one language could be helpful.

Name: _____ Date: _____

Word Web

