

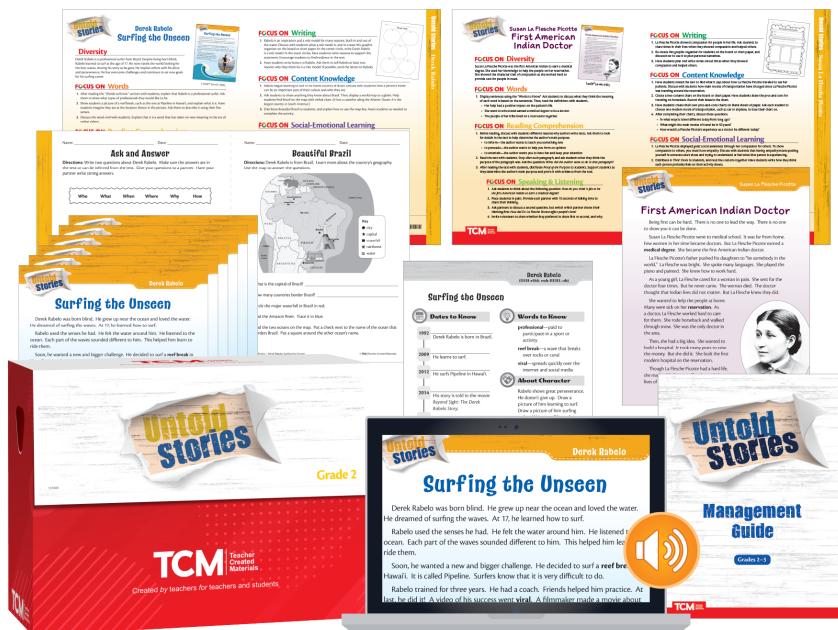


# Lessons and Activities

Grade 2

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# Untold Stories

# Management Guide

Grades 2–3

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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

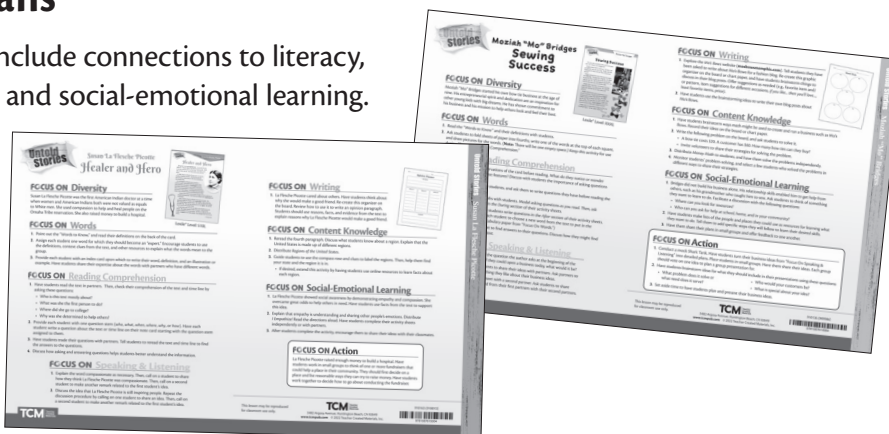
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



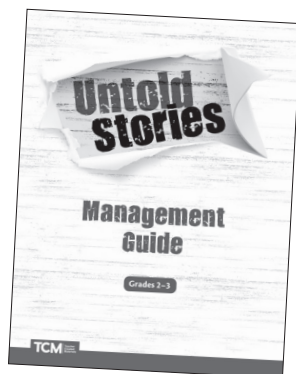
## Lesson Plans

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



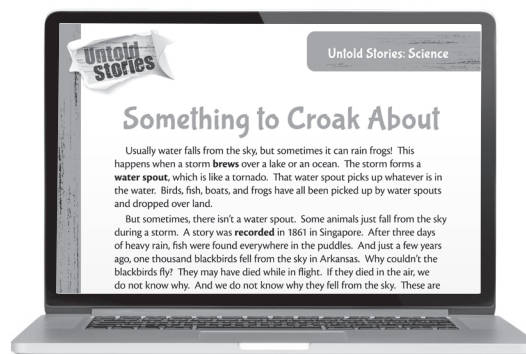
## Management Guide

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.



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-stee-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
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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

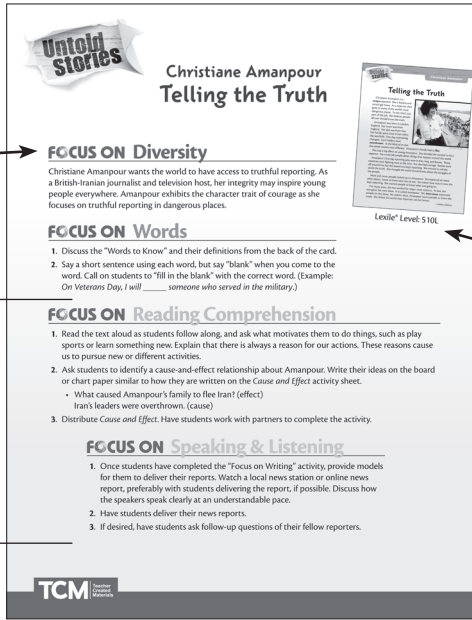
A short summary is provided for easy recall of key characteristics of the subject.

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 report, 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.

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

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.

**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).

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**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.

Causes	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.

1980

1981

1982

1983

1984

1985

1986

1987

1988

1989

1990

(June 1982) Iraq asked for a peace agreement with Iran.

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

(August 1980) Iran accepted a cease fire.

(September 22, 1980) War began.

(August 16, 1990) A peace agreement was signed.

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

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126944—Untold Stories Management Guide

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# 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 <sup>®</sup> 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

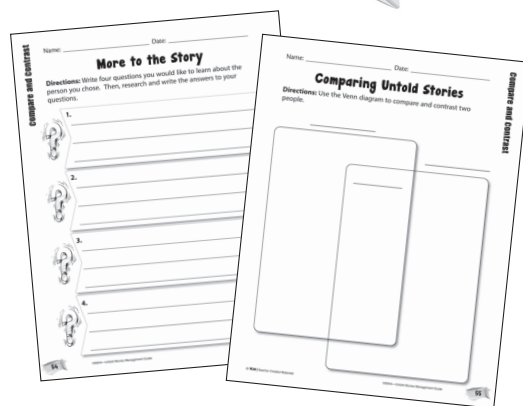
## Compare and Contrast

### 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.)*

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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

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### 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.

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2.

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3.

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4.

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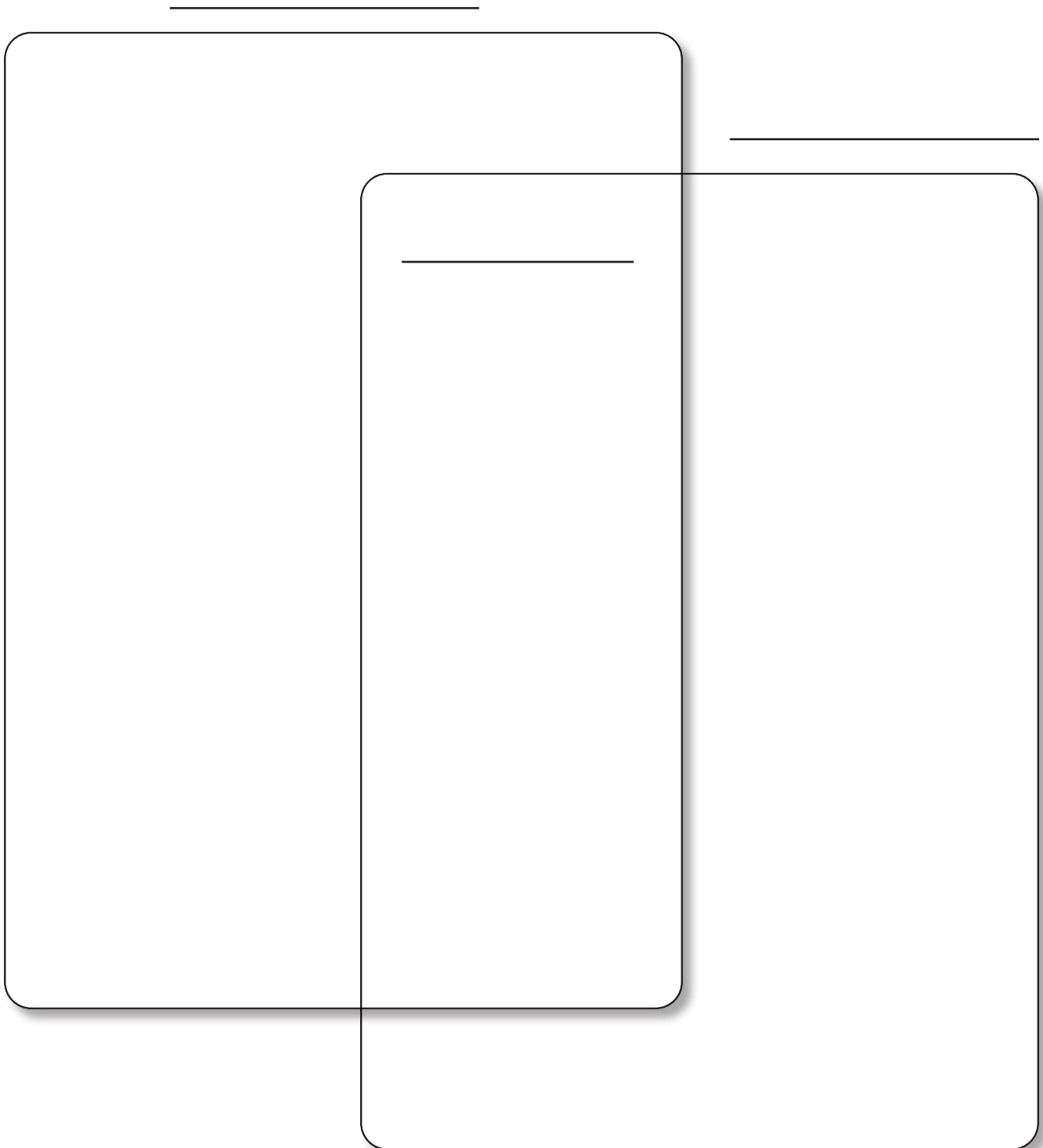
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 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
<b>Presentation Content</b>	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.
<b>Presentation Skills</b>	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.
<b>Work Completion</b>	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.
<b>Content Understanding</b>	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.
<b>Connection to Self or Others</b>	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:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Surfing the Unseen

Derek Rabelo was born blind. He grew up near the ocean and loved the water. He dreamed of surfing the waves. At 17, he learned how to surf.

Rabelo used the senses he had. He felt the water around him. He listened to the ocean. Each part of the waves sounded different to him. This helped him learn to ride them.

Soon, he wanted a new and bigger challenge. He decided to surf a **reef break** in Hawai'i. It is called Pipeline. Surfers know that it is very difficult to do.

Rabelo trained for three years. He had a coach. Friends helped him practice. At last, he did it! A video of his success went **viral**. A filmmaker made a movie about him, too.

Rabelo became a **professional** surfer. He travels around the world. He looks for more challenges and bigger waves. He gives speeches to inspire others. Rabelo keeps on surfing the waves of his dream.

—Heather E. Schwartz



Newspix/Getty Images



# Surfing the Unseen



## Dates to Know

**1992** Derek Rabelo is born in Brazil.

**2009** He learns to surf.

**2012** He surfs Pipeline in Hawai'i.

**2014** His story is told in the movie *Beyond Sight: The Derek Rabelo Story*.

**2018**  
**June**  
He is paired with a guide dog named Serenity.  
Rabelo is named an international ambassador for the Royal Society for the Blind.



## Words to Know

**professional**—paid to participate in a sport or activity

**reef break**—a wave that breaks over rocks or coral

**viral**—spreads quickly over the internet and social media



## About Character

Rabelo shows great perseverance. He doesn't give up. Draw a picture of him learning to surf. Draw a picture of him surfing today. Write to tell how they are different.



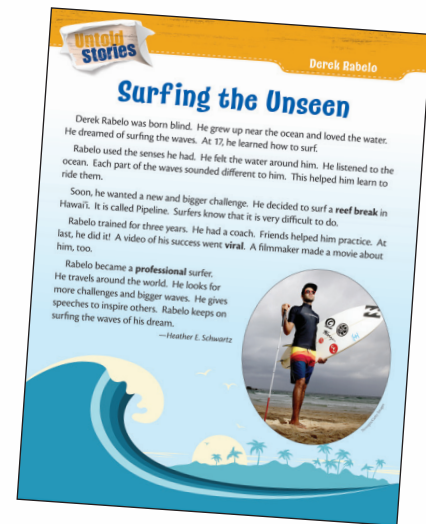


# Derek Rabelo

## Surfing the Unseen

### Diversity

Derek Rabelo is a professional surfer from Brazil. Despite being born blind, Rabelo learned to surf at the age of 17. He now travels the world looking for the best waves, sharing his story as he goes. He inspires others with his drive and perseverance. He has overcome challenges and continues to set new goals for his surfing career.



Lexile® Level: 460L

### FOCUS ON Words

1. After reading the “Words to Know” section with students, explain that Rabelo is a professional surfer. Ask them to share what types of professionals they would like to be.
2. Show students a picture of a reef break, such as the one at Pipeline in Hawai'i, and explain what it is. Have students imagine they are at the location shown in the picture. Ask them to describe it using their five senses.
3. Discuss the word *viral* with students. Explain that it is a word that has taken on new meaning in the era of online videos.

### FOCUS ON Reading Comprehension

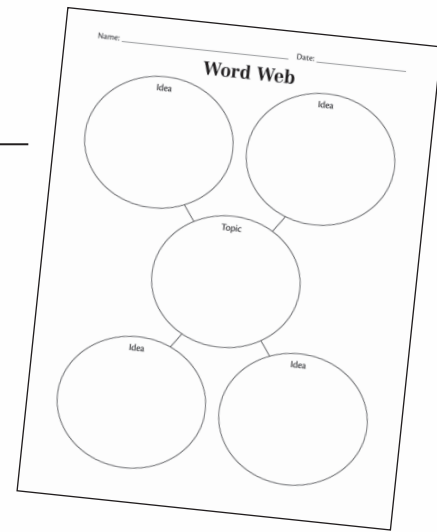
1. Before reading, discuss with students the importance of asking and answering questions about what you read. Review the 5Ws (*who, what, when, where, and why*).
2. Tell students that Rabelo is a person who set a goal, worked for it, and achieved it. Explain that as they read, they will try to answer questions to learn about him and what he did. Write the following questions on the board or chart paper:
  - *Who* is Derek Rabelo?
  - *What* did he want to do?
  - *When* did he work toward his goal?
  - *Where* did he try to reach his goal?
  - *Why* did he have this goal?
3. After reading each paragraph, ask students to share whether any of these questions have been answered.
4. Have each student write two more questions that are answered in the text on the *Ask and Answer* activity page. Have students switch papers with partners and answer each other's questions.

### FOCUS ON Speaking & Listening

1. Explain to students that in addition to the 5Ws, there is another important question stem—*How*?
2. Ask students to think about how Rabelo achieved his goal by asking these questions: *What character traits did he show? How did others help?* Have students write their ideas on sticky notes.
3. Have students share their ideas with partners. Then, have each student meet with a second partner. Ask students to share something they heard from their first partners with their second partners.

## FOCUS ON Writing

1. Rabelo is an inspiration and a role model for many reasons, both in and out of the water. Discuss with students what a *role model* is, and re-create this graphic organizer on the board or chart paper. In the center circle, write *Derek Rabelo is a role model*. In the outer circles, have students write reasons to support the statement. Encourage students to find evidence in the text.
2. Have students write letters to Rabelo. Ask them to tell Rabelo at least two reasons why they think he is a role model. If possible, send the letters to Rabelo.



## FOCUS ON Content Knowledge

1. Rabelo began learning to surf in his home country of Brazil. Discuss with students how a person's home can be an important part of their culture and who they are.
2. Ask students to share anything they know about Brazil. Then, display a world map or a globe. Help students find Brazil on the map with verbal clues. (*It has a coastline along the Atlantic Ocean. It is the largest country in South America.*)
3. Distribute *Beautiful Brazil* to students, and explain how to use the map key. Assist students as needed to complete the activity.

## FOCUS ON Social-Emotional Learning

1. Rabelo works hard to achieve his goals and demonstrates great relationship skills by encouraging others with motivational speeches. Tell students that they will follow Rabelo's lead by setting goals and encouraging others.
2. Have students brainstorm a list of encouraging words and phrases. Record their ideas on the board or chart paper for reference.
3. Ask each student to write one goal they have at the top of a blank sheet of paper.
4. Have students rotate to other students' desks and write encouraging phrases under each person's goal. When students return to their seats, they can read the encouraging notes from their classmates. Discuss how it felt to give and receive these notes.

### FOCUS ON Action

1. Research some top surfing locations in the world together. Have students work in groups to learn more about specific locations. Ask each group to choose a location to research further and create a travel brochure about it.
2. Each group can decide what their travel brochure should include, such as maps, surfing conditions, fun facts, weather conditions, photographs, and local culture.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Ask and Answer

**Directions:** Write two questions about Derek Rabelo. Make sure the answers are in the text or can be inferred from the text. Give your questions to a partner. Have your partner write strong answers.

**Who      What      When      Where      Why      How**

**Question:** \_\_\_\_\_

**Answer:** \_\_\_\_\_

\_\_\_\_\_

**Question:** \_\_\_\_\_

**Answer:** \_\_\_\_\_

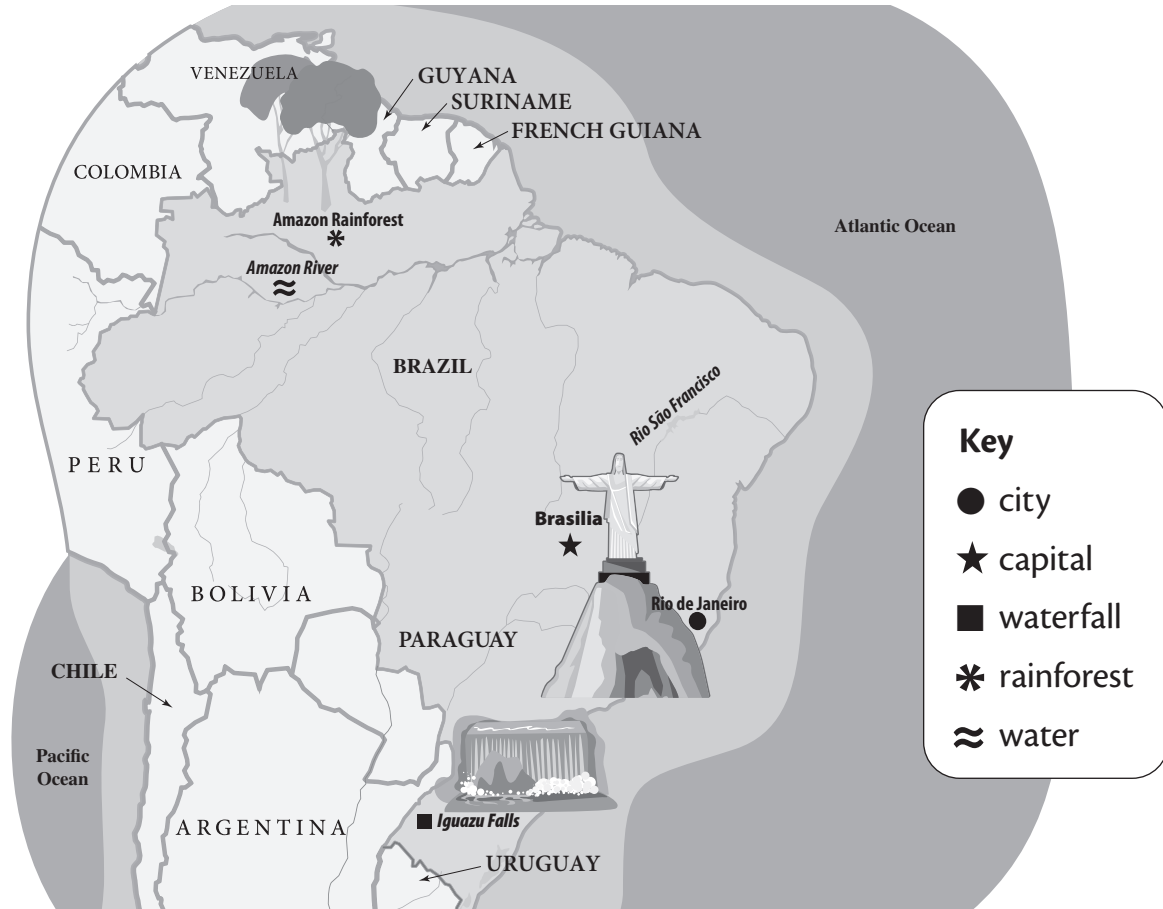
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Beautiful Brazil

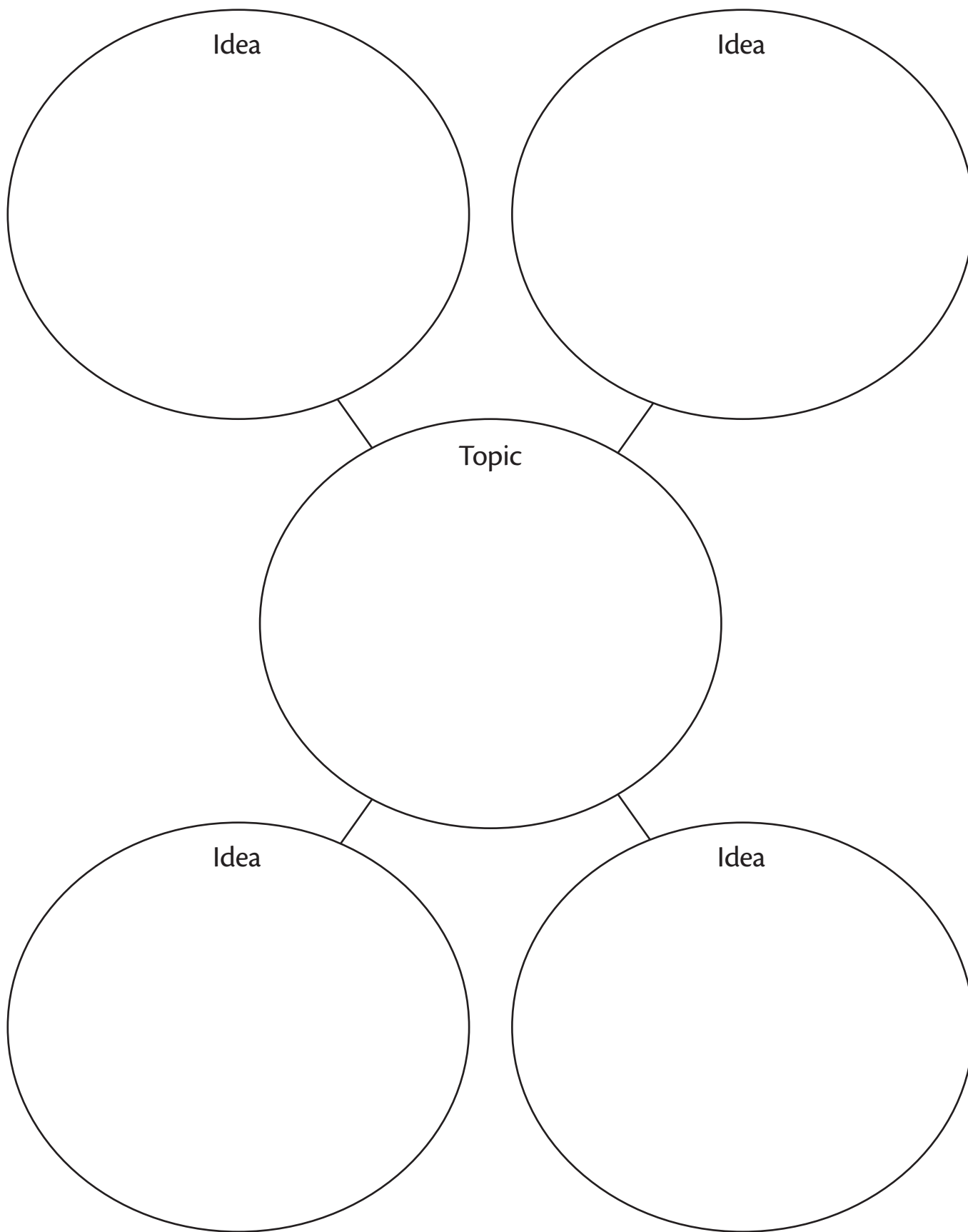
**Directions:** Derek Rabelo is from Brazil. Learn more about the country's geography. Use the map to answer the questions.



1. What is the capital of Brazil? \_\_\_\_\_
2. How many countries border Brazil? \_\_\_\_\_
3. Circle the major waterfall in Brazil in red.
4. Find the Amazon River. Trace it in blue.
5. Find the two oceans on the map. Put a check next to the name of the ocean that borders Brazil. Put a square around the other ocean's name.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word Web



# The American

Huda Essa grew up in America. She did not feel like a normal American. She saw Americans in books and on TV. They did not look like her family. They did not pray like them. They did not eat the same foods. They only spoke English.

Essa hated feeling different. She wanted to fit in. So, she changed herself. She did not speak her other language. She changed her hair. She even tried to change her name.

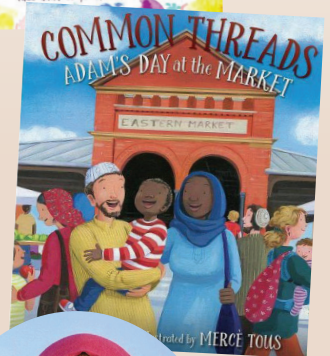
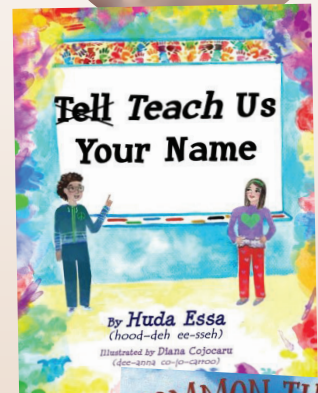
Essa grew older. The feelings did not go away. Then, she visited her parents' native land of Palestine. Her other language was normal there. Her family's **customs** were normal there. She learned a lot and felt proud of who she was.

Essa is a normal American. Americans are not one skin color. They do not speak only one language. They are from all over the world.

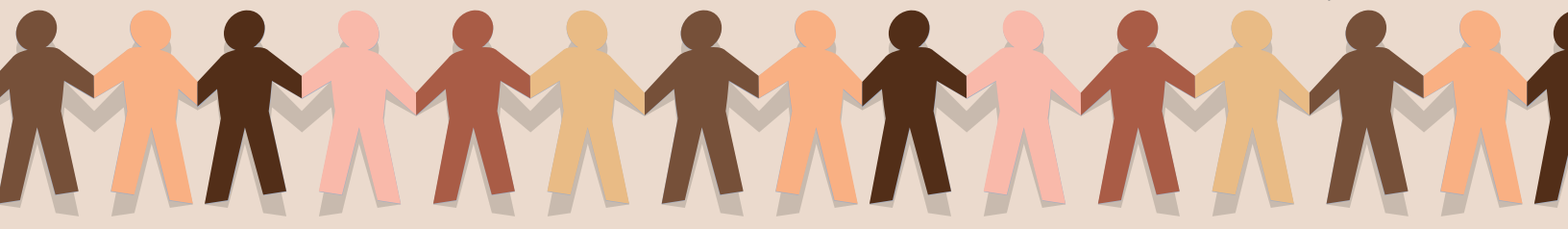
Essa became a teacher. She asked her students to share their name stories. The students felt proud and learned a lot. This **inspired** Essa. She wrote a book about names!

Essa wants people to feel welcome and **included**. She writes books and speaks about this to people around the world. She teaches people to love themselves and others.

—Huda Essa



Images courtesy of Huda Essa



# The American



## Dates to Know

1980

Huda Essa is born in Michigan.

2003

She visits Palestine and learns more about herself.

2004

She becomes a teacher.

2014

She writes her children's book, *Teach Us Your Name*.

2018

She gives a speech on names and being included.

2019

Essa writes her children's book, *Common Threads: Adam's Day at the Market*.



## Words to Know

**customs**—common actions among people in a certain group or place

**included**—part of a group

**inspired**—motivated or influenced



## About Character

Essa wants people to respect their own names and the names of others. Show love for your own name. Write it in big bubble letters. Draw on and color the letters to show things about you.







# Huda Essa

## The American

### FOCUS ON Diversity

Huda Essa is a speaker and author who educates others on the importance of diversity, equity, and inclusion. As an Arab and Muslim student in her hometown in Michigan, Essa struggled to embrace all her identities. She now empowers others to be proud of who they are and respect the unique qualities of others.



Lexile® Level: 460L

### FOCUS ON Words

1. Read the “Words to Know” and their definitions with students.
2. Write sentence frames on the board or chart paper for the words. Have students identify which words complete the sentences correctly (e.g., Celebrating the Fourth of July is one of many \_\_\_\_\_ in the United States. *customs*; They \_\_\_\_\_ him in the game by asking him to play. *included*; Her speech \_\_\_\_\_ others to follow their dreams. *inspired*).

### FOCUS ON Reading Comprehension

1. Before reading the text, discuss with students the idea of a turning point (*a point of change, usually positive*). Ask students to look for a turning point in Essa’s life as you read the text together.
2. After reading, have students identify the turning point (*her trip to Palestine*) and discuss how she changed.
3. Create a two-column chart on the board or chart paper with the labels *Before* and *After*. Distribute two sticky notes to each student.
  - Have each student write one thing about Essa before her trip and one thing about how she changed.
  - Invite students to place their sticky notes on the chart.
4. Discuss students’ ideas together. Help them group similar ideas together in the chart.

### FOCUS ON Speaking & Listening

1. Ask students a few text-based questions about the card. Encourage students to find evidence in the text to support each response.
  - Why did Essa feel different as a child growing up in America?
  - What did Essa do in 2019?
  - Why did Essa write a book about names?
2. Ask students to share and discuss their opinions about this question in small groups: *For what reasons are names important?*

## FOCUS ON Writing

1. Play an online video of Essa reading her book, *Teach Us Your Name*, for students. (This video can be found on Essa's website: [culturelinkslc.com/books/](http://culturelinkslc.com/books/).)
2. After watching the video, re-create this graphic organizer for students. Model how to plan a book review.
3. Have students create their own graphic organizers and record their opinions of the book, supported by reasons from the video. Then, allow time for students to write final book review paragraphs.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Book Review**

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

**Opinion**  
Write if you liked or didn't like your book.

\_\_\_\_\_

**Reason**  
Write why you liked or didn't like your book.

\_\_\_\_\_

**Example**  
Give an example that shows your reason.

\_\_\_\_\_

**Example**  
Give an example that shows your reason.

\_\_\_\_\_

## FOCUS ON Content Knowledge

1. Have students watch the video of Essa reading her book again. Stop every few minutes to have student partners retell what is happening in the story.
2. Distribute *Character Response* to students. Write the character's name on the board or chart paper for students to copy. Practice saying the name together using the syllable breakdown from the book.
  - Name: Kareemalayaseenadeen—Kareema-lay-yes-seena-deen
3. Support students as they complete the activity. Guide them to see that the first event is her name pronounced at school and the second event is her trip to visit family.
4. Discuss with students the lesson the main character learns in the story.

## FOCUS ON Social-Emotional Learning

1. Essa wants everyone to use responsible decision-making and respect themselves and others. Discuss with students what it means to be respectful. Ask them to share examples of respectful and disrespectful behavior.
2. Distribute *Respectful Ideas*, and discuss the directions. Ask students to complete the activity independently. Then, have them discuss their responses with partners or in small groups.

### FOCUS ON Action

1. Have students research the history of their first, middle, and/or last names. Ask each student to design a page that tells all about their name. Have them include some or all the following: a syllable breakdown, culture of origin, meaning(s), and similar versions in other cultures or languages.
2. Create a class book of students' names. Plan a time to read the book together, and allow each student to discuss the page they created.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Character Response

**Directions:** Write or draw two major events or challenges from the story. Write or draw the main character's responses. Then, answer the question.

**Book Title:** \_\_\_\_\_

**Main Character's Name:** \_\_\_\_\_

<b>Major Event or Challenge</b>	<b>Character's Response</b>
<b>Major Event or Challenge</b>	<b>Character's Response</b>

What lesson does the main character learn?



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Respectful Ideas

**Directions:** Read each disrespectful action. Write a respectful action to do instead.

<b>Disrespectful Action</b> 	<b>Respectful Action</b> 
pushing to get to the front	
blaming others for your mistake	
talking when someone else is talking	
grabbing a ball from someone	
laughing at someone's mistake	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book Review

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Illustrator:** \_\_\_\_\_

## Opinion

Write if you liked or didn't like your book.

## Reason

Write why you liked or didn't like your book.

## Example

Give an example that shows your reason.

## Opinion

Rewrite your opinion in a new way.