



# Lessons and Activities

Grade 4

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# Untold Stories

# Management Guide

Grades 4–5

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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 Manolo 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

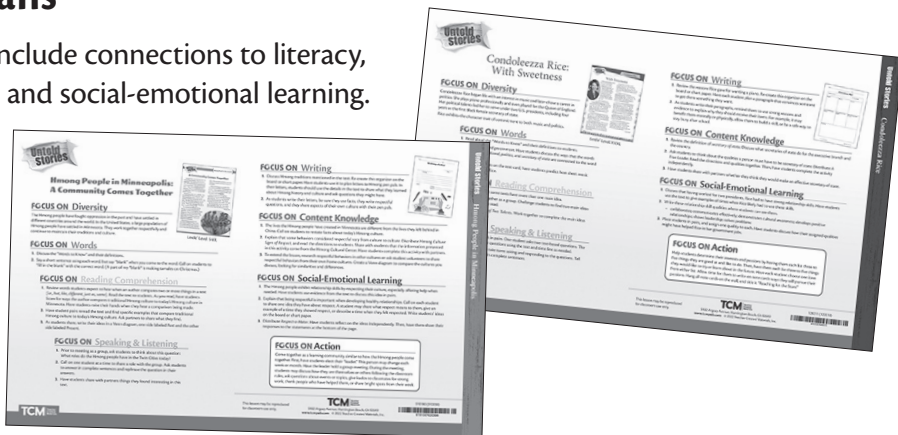
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



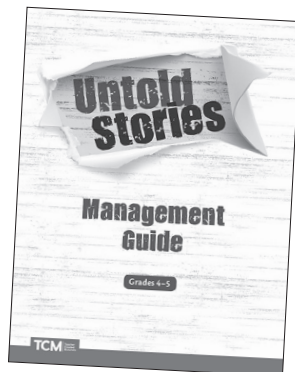
## Lesson Plans

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

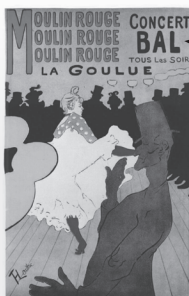
Henri de Toulouse-Lautrec

## Life Through Art

Henri de Toulouse-Lautrec loved to draw. Not only did he enjoy it, but it also gave him comfort. He lived most of his life in pain, and he spent long months sick in bed. Even when he could not walk, he could draw.

Toulouse-Lautrec was born in Albi, France. His parents were wealthy **aristocrats**. They lived on an **estate** in the French countryside. But his family had many health problems. Toulouse-Lautrec's only brother died very young, and Toulouse-Lautrec had troubles with his bones. When he was a young teen, he had two separate accidents. In each, he broke a leg. The breaks were not bad, but the results were. The bones stopped growing. Toulouse-Lautrec's upper body continued to grow while his legs stayed the same. He walked with a cane for the rest of his life and was always in pain.

Toulouse-Lautrec came from a family of artists, and he began his own formal training as a boy. When he was eighteen, he moved to Paris to pursue art. Two big things were happening in Paris at the time he arrived.



First, a new **nightlife** scene was taking shape. Toulouse-Lautrec loved it. He spent a great deal of time at the Moulin Rouge and other nightclubs there. Second, new ways to print on paper were coming into development. Toulouse-Lautrec used these methods to create vibrant posters of the clubs and performers.

Many people loved Toulouse-Lautrec's work. He made the performers and **patrons** come to life in exciting ways. His posters and paintings told stories of life in Paris. He did not shy away from anything, the happy or sad, the healthy or unwell. Toulouse-Lautrec showed it all. He had great love and respect for the world he saw and the people in it. He celebrated them all in his art.

Toulouse-Lautrec's health troubles cut his life short. He died at the age of 36. But he left a **legacy** of great art and a window into life in the Paris he knew and loved.

—Dona Herweck Rice

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.

Untold Stories

Henri de Toulouse-Lautrec  
(ahn-REE DUH tuh-LOOZ luh-TREHK)

## Life Through Art

**Dates to Know**

- 1864

Henri de Toulouse-Lautrec is born in Albi, France.
- 1871

He begins formal art training.
- 1878–1879

He breaks his legs and convalesces.
- 1882

He moves to Paris.
- 1891

New color print-making methods are developed.
- 1890s

He becomes a celebrity artist in Paris.
- 1901

Toulouse-Lautrec dies in Saint-André-du-Bois, France.

**Words to Know**

**aristocrats**—members of a high-class group in society with special titles who are usually rich, own land, and have positions of power

**estate**—a large piece of land with a house on it

**legacy**—something worthwhile that comes from someone or something in the past

**nightlife**—entertainment and social activities that take place at night, usually in bars and clubs

**patrons**—people who give money to support a person, practice, or business

**About Character**

Henri de Toulouse-Lautrec had many challenges in his life. He persevered and found comfort in his art. Make a list of things you enjoy doing. Circle a few you could try if you are feeling down.

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

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

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.

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

September 4, 1980 Iran bombed border towns between the two countries.  
September 22, 1980 Iraq began.  
August 1980 Iran accepted a cease fire.  
August 16, 1990 A peace agreement was signed.

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

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 <sup>®</sup> level of the text, determine if any other preparation is needed before reading with students.	10–20 minutes
Focus On Reading Comprehension	Read the text card, and use it to practice important reading comprehension skills. Have students reread the text in pairs or small groups to revisit key parts.	30–45 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.	45–60 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.	45–60 minutes

# Biography Mini-Lessons

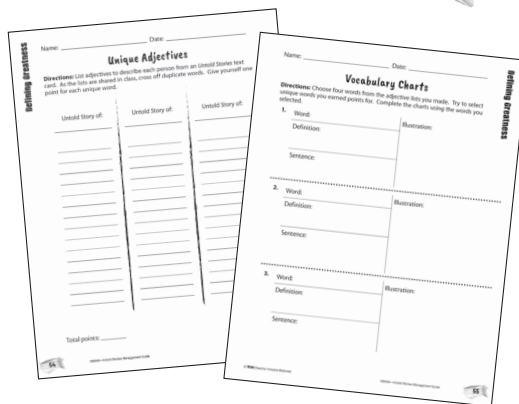
## Defining Greatness

### Overview

Students will work in small groups to brainstorm creative words that describe those featured in the *Untold Stories* text cards. Teams will compete to brainstorm unique adjectives that other teams did not list. Then, students will complete an in-depth word study.

### Materials

- copies of *Unique Adjectives* (page 54)
- copies of *Vocabulary Charts* (page 55)
- sticky notes



### Procedure

1. Choose three *Untold Stories* text cards for the focus of the lesson. Give students time to review the information on the card.
2. Place students into groups of three to four. Tell students they will be brainstorming adjectives that describe the three people, but they will only earn points for adjectives that no other group lists. Explain that if more than one group uses the same adjective to describe the same person, they must all cross that word off their lists. Only unique words will remain, and each one will earn them a point. The group with the most points wins. Model this activity by suggesting a word such as “smart,” and ask students what synonyms they might use instead (e.g., *intelligent*, *bright*, and *brilliant*). Remind students that the goal is to select words that no other group will choose.
3. Distribute *Unique Adjectives*, and read the directions aloud to students. Give students time to create their lists of adjectives. Encourage them to think of synonyms for common adjectives and to be specific in their word choice.

## Procedure *(cont.)*

4. When students are finished, let groups share their words and cross out any repeats. Then, have groups tally their scores and determine the winning group.
5. Distribute *Vocabulary Charts*. Have students choose three unique adjectives from their lists to use on this page. (If students do not have three words, let them choose a word they had to cross off.) Give students time to complete their charts.

# FOCUS ON

## FOCUS ON Social-Emotional Learning

1. Tell students that an important part of building healthy relationships with others is recognizing their strengths. Giving sincere, specific compliments to people is a good thing to do.
2. Write the word *nice* where students can see it, and talk about how to give a more specific compliment. Have students think of people who are nice, and challenge them to brainstorm different ways to express that thought. Let students know it doesn't have to be a one-word answer or simple synonym; it can be a phrase or even a sentence. Encourage students to share their thoughts.
3. Encourage students to each share one sincere, specific compliment with someone at their home today. Check in with them during the next class to see how it went.

### FOCUS ON Action

Assign each student the name of another student. Distribute sticky notes, and have students write a sincere, specific compliment about each other on them. Tell students to think of something specific they have observed about their assigned students. Students should write who the compliment is for, but not who it is from. When they are finished, collect the sticky notes, and distribute them.

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

## Unique Adjectives

**Directions:** List adjectives to describe each person from an *Untold Stories* text card. As the lists are shared in class, cross off duplicate words. Give yourself one point for each unique word.

<p style="text-align: center;">Untold Story of:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Untold Story of:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Untold Story of:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Total points: \_\_\_\_\_

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

## Vocabulary Charts

**Directions:** Choose three words from the adjective lists you made. Try to select unique words you earned points for. Complete the charts using the words you selected.

<b>1.</b>	Word: _____	Illustration:
	Definition: _____	
	Sentence: _____	



<b>2.</b>	Word: _____	Illustration:
	Definition: _____	
	Sentence: _____	



<b>3.</b>	Word: _____	Illustration:
	Definition: _____	
	Sentence: _____	

# 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 and used appropriate volume.	Student spoke clearly and used appropriate volume.	Student spoke somewhat clearly and/or did not use appropriate volume.	Student did not speak clearly 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:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Hero Mom

Can one mom make a difference? Felicitas Méndez made a big difference in the United States. Without her work to **desegregate** schools in California, the rest of the United States might not have followed.

Born in Puerto Rico, she moved with her family to California as a young girl. She met and married Gonzalo Méndez. They moved to the small town of Westminster and opened a cafe. They managed a farm, too, and saved their money. There, Felicitas Méndez learned the skills she would need for the fight of her life.

The Méndez's three children tried to attend the neighborhood school. The school refused to allow them in based on their race. They were sent to an old, rundown school next to a cow **pasture**. The children ate outside with flies from the field. They returned home in tears.

Méndez knew this was wrong. She urged her husband to take up the battle. Using the money they had saved, he found lawyers to help them. They also found other local families with the same problem. They raised more money and hired a legal team to fight for their **civil rights**. Méndez did all this while having most of the responsibility for raising her children and running the family business.

The couple **sued** the Westminster School District in court and asked others to support them. A man named Thurgood Marshall wrote to help. The arguments he used became the same that he would later use in a much more famous court case, *Brown v. Board of Education*. (Marshall later became a U.S. Supreme Court justice.)

In 1946, the court ruled in favor of the Méndez children and other local families. The battle made California the first state in the nation to end school segregation. The decision helped students everywhere.

All over California and then the whole country, laws started to change. But during the civil rights movement of the 1960s, the effects of the *Mendez v. Westminster* case slid into memory. In the 1990s, Méndez's granddaughter wanted people to know of the battle that Méndez and her husband fought. It did not take long for people to become interested again in these pioneers of school **integration**. Their fierce fight became well-known, and the country became a better place because one heroic mom helped lead the fight for justice.

—Antonio Sacre





## Hero Mom



### Dates to Know

1916

Felicitas Gómez is born in Juncos, Puerto Rico.

1928

She moves to California.

1935

She marries Gonzalo Méndez and opens a cafe.

1944

Her three children are refused admittance to a school in Westminster.

1945

She sues the school district in federal court and wins.

1998

A school in Santa Ana, California, is named for Gonzalo and Felicitas Méndez.  
She dies the same year.

2011

Sylvia Méndez is awarded the Presidential Medal of Freedom for the Méndez family's achievements.



### Words to Know

**civil rights**—the rights that every person should have regardless of their sex, race, or religion

**desegregate**—to end a policy that keeps people of different races apart

**integration**—the act of ending a policy that keeps people of different races apart in the same place

**pasture**—a large area of land where animals feed on the grass

**sued**—tried to get a court of law to bring justice through money owed or a forced change in behavior



### About Character

Felicitas Méndez wanted her children to have the same opportunities as other children. She fought for them to have a fair and equal education. People sometimes disagree about what is fair. What do you think *fairness* means? Make a poster with words and pictures to show your ideas about fairness.



# Felicitas Méndez: Hero Mom

## FOCUS ON Diversity

Felicitas Méndez was a mother and business owner who challenged segregation in the 1940s. After moving from Puerto Rico to California, she witnessed the segregation of her children's schools. She and her husband, Gonzalo, sued the district. They won the case, making California the first state to end school segregation. Méndez exhibited the character trait of fairness, having fought for her children to have the same rights as White children long before the height of the civil rights movement.



Lexile® Level: 850L

## FOCUS ON Words

1. Write each of the "Words to Know" and its definition on note cards. Give each student one card.
2. Read the sentences in the text that use the vocabulary words one at a time. When a student hears the word on their card, they hold it up. Have the student read the definition of their word aloud to the group. Have another student explain what the word means in their own words.

## FOCUS ON Reading Comprehension

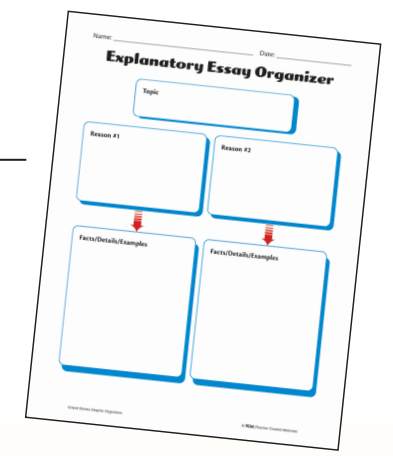
1. Have students use visual clues on the text card to predict how Méndez was a "Hero Mom." Then, read the text aloud as students follow along.
2. Review the time line to determine when the Méndez case occurred. Distribute *Court Battles*, and have students complete the activity. They will compare two important court cases with their partners.
3. Draw a Venn diagram on the board or chart paper. Have students use text evidence and their activity sheets to list ways the court cases compared.

## FOCUS ON Speaking & Listening

1. Pose this question to students: *How did Méndez's actions show she was a "hero mom"?* As students answer, encourage them to stay on topic, having one person speak at a time.
2. After a student answers the question, ask another student to add a comment that is linked to what the first student said. Share this example if necessary:
  - (First student) "Méndez was a hero mom when she decided to fight against school segregation."
  - (Second student) "Méndez fought against school segregation when she and her husband hired a lawyer to fight for children's civil rights."
  - (Third student) "She fought for civil rights as a full-time working mom."

## FOCUS ON Writing

1. Re-create this graphic organizer on the board or chart paper. Have students use it to plan essays in which they explain how Méndez's actions were important to students' rights.
2. As students write their essays, encourage them to introduce the topic clearly and to provide details and examples from the text.



## FOCUS ON Content Knowledge

1. Ask students to share what they know about the civil rights movement. Explain that the goal was to secure equal rights for Americans of all races.
2. Discuss why Méndez's court battle was significant and how it relates to civil rights.
3. Distribute *The Civil Rights Movement*. Read the directions and study the time line on the back of the text card together. Then, have students answer questions 1–3 with partners and question 4 independently.

## FOCUS ON Social-Emotional Learning

1. Méndez showed self-management by taking the initiative to help her children. Explain what *taking initiative* means. Then, have students find facts from the card to discuss this idea.
2. Brainstorm a list of unfair or unjust challenges students face. Guide students to choose one of these challenges that might take initiative to solve. Then, have students talk with partners about how they can take initiative to try to make the situation more fair or just.
3. Have student pairs share what they discussed with the group.

## FOCUS ON Action

Explain that the Presidential Medal of Freedom was awarded to Felicitas Méndez's daughter, Sylvia, in 2011. This is the highest honor a civilian can receive from the U.S. government. It recognizes people who have made major contributions to national security, world peace, culture, or important work. Have each student design an award for a person in their life they would like to honor and explain why this person is so deserving.

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

## Court Battles

**Directions:** Read this information about *Brown v. Board of Education*. Reread the “Hero Mom” text and time line. Then, answer the questions.

A famous court case happened in 1954. It was called *Brown v. Board of Education of Topeka*. Topeka is a city in Kansas. The case was about segregation. At the time, Black students could not go to the same schools as White students. People thought this was not fair. The United States Supreme Court is the highest court in the land. Their decisions are final. They said the schools should not be segregated. Black students had the right to attend the same schools as White students. This case was on the federal level. This means that all schools across the country had to follow this new rule.

1. What did Méndez fight for in California?  
\_\_\_\_\_
2. How was her children’s situation like that of other students around the nation?  
\_\_\_\_\_  
\_\_\_\_\_
3. What did Méndez do to fix the problem?  
\_\_\_\_\_  
\_\_\_\_\_
4. How was the Méndez case like *Brown v. Board of Education*?  
\_\_\_\_\_  
\_\_\_\_\_
5. What was true of *Brown v. Board of Education* that was not true of the Méndez case?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

## The Civil Rights Movement

**Directions:** The civil rights movement happened over many years in the United States. Read about some of the important events of the movement on this time line. Then, answer the questions.

- 1948**—President Harry Truman issues Executive Order 9981. This ends segregation in the Armed Services.
- 1954**—The Supreme Court decides *Brown v. Board of Education*. This ends racial segregation in public schools.
- 1955**—Rosa Parks refuses to give up her seat to a White man on a bus. This started the Montgomery Bus Boycott.
- 1957**—President Dwight Eisenhower signs the Civil Rights Act of 1957 into law. This helps protect voters’ rights.
- 1961**—Black and White activists take a bus trip through the South to protest segregated bus terminals. They were named the Freedom Riders. They were attacked by White protestors.
- 1963**—About 250,000 people join the March on Washington. Martin Luther King Jr. gives his “I Have a Dream” speech.
- 1964**—President Lyndon Johnson signs the Civil Rights Act of 1964 into law. This prevents discrimination when people apply for jobs.
- 1965**—President Johnson signs the Voting Rights Act of 1965 into law. This provided equal access to the polls for all people.

1. Which events on the time line relate to the right to vote?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Which presidents were involved in the civil rights movement?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Where would the *Méndez vs. Westminster* court case appear on this time line?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Choose one event on the time line to learn more about. Write two new facts you learned.  
\_\_\_\_\_  
\_\_\_\_\_

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

# Explanatory Essay Organizer

**Topic**

**Reason #1**

**Reason #2**



**Facts/Details/Examples**

**Facts/Details/Examples**

## America's Best Athlete



Library of Congress [LC-DIG-hec-13257]

There are many great American athletes. But Jim Thorpe may have been the greatest. He was an Olympic champion and a Hall of Fame football player. He played lacrosse, tennis, **professional** baseball, and professional basketball.

Thorpe was born in 1888 in Oklahoma. His parents were of American Indian **heritage**. When he was 16, Thorpe was sent to the Carlisle Indian Industrial School in Pennsylvania. It was a school just for American Indians. Thorpe soon showed he was a top athlete. He helped his small school beat big schools in track and field meets.

He became the star of Carlisle's college football team. With Thorpe as running back, Carlisle defeated some of the country's best teams. Thorpe was strong and fast. He was also intelligent. He studied opponents to learn how to beat them.

In 1912, Thorpe sailed to Stockholm, Sweden, for the **Olympic Games**. He was on the track and field team. Thorpe easily won gold medals for two of the most challenging events in the Olympics. The first was for the **pentathlon**. He competed in the five pentathlon events and came in first in most of them. Next, he won gold in the **decathlon**, one of the Olympics' toughest competitions. He competed in the 100-meter dash, the pole vault, and eight other decathlon events. He set records that stood for years. The king of Sweden declared Thorpe the world's greatest athlete.

But soon after, the Olympics took back Thorpe's gold medals. Olympic athletes had to be **amateurs**. They were not supposed to make money playing sports. It turns out that Thorpe had once been paid for playing minor-league baseball.

Thorpe returned to Carlisle and played football, his first love. He led his team to a great record. He became an All-American running back. Thorpe may have been the first college player to run for 2,000 yards (1,829 meters) in a season. After he graduated, Thorpe became a professional football player. He was so talented and famous that he was able to help start the National Football League (NFL). He became the league's first president in 1920. Today, Thorpe is in the Pro Football Hall of Fame.

Thorpe died in 1953. Almost 30 years later, the Olympic Committee admitted it had been wrong to take away his medals. It gave copies of his medals to his family. With or without the medals, everyone knew Jim Thorpe was one of the world's greatest athletes of all time.

—Curtis Slepian



# America's Best Athlete



## Dates to Know

1888

Jim Thorpe is born in Indian Territory (now Oklahoma).

1912

He wins two gold medals at the Olympic Games in Stockholm, Sweden.

1915

He starts a career in professional football.

1920

He becomes president of what will become the NFL.

1950

He is voted by sportswriters the greatest athlete of the 20th century.

1953

Thorpe dies in Lomita, California.

1983

Thorpe's gold medals are returned to his family by the International Olympic Committee.



## Words to Know

**amateurs**—people who play sports or other pursuits but who do not receive payment

**decathlon**—an athletic competition of 10 different track and field events

**heritage**—the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

**Olympic Games**—a sports event held every four years for top athletes from around the world

**pentathlon**—an athletic competition of five different sports events

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



## About Character

Jim Thorpe committed time and energy to train his body and mind. He became a great athlete. Make a plaque for Thorpe to go in the Pro Football Hall of Fame. Write about his commitment and hard work. List his many accomplishments.



# Jim Thorpe: America's Best Athlete



Lexile® Level: 730L

## FOCUS ON Diversity

Jim Thorpe was an American Indian star athlete. His strength, speed, and intelligence allowed him to set world records and earn gold medals for track and field at the 1912 Olympic Games. Later, he played professional football and helped start the National Football League. Thorpe was committed to training and excellence in sports.

## FOCUS ON Words

1. Read aloud the "Words to Know" and their definitions.
2. Put students in pairs. Have each pair discuss the connections between the phrase *Olympic Games* and each of the other vocabulary words.
3. Call on pairs to share their connections. Then, challenge each pair to come up with a story about the *Olympic Games* that includes all the "Words to Know."

## FOCUS ON Reading Comprehension

1. Have students read the text independently. After they read, they should each write one main idea they identified on a sticky note or note card.
2. Call on each student to share what they wrote. Discuss whether students identified a main idea or a key detail and how they know.
3. Distribute *Jim Thorpe: Main Idea and Key Details*. Guide students to identify two main ideas, which they all will write on their activity sheets. Provide time for students to reread the text independently and to list key details that support each main idea.

## FOCUS ON Speaking & Listening

1. Have student pairs write one-minute plays that represent parts of Thorpe's life. As students create their plays, circulate to offer guidance and answer questions.
2. Give students time to rehearse their plays. Then, put two pairs of students together to create a group of four, and provide time for the student pairs to perform their plays for each other.
3. After each performance, have students give one another feedback by sharing one thing they liked and one thing they learned. Then, ask student pairs to rotate and repeat the process in new groups.

## FOCUS ON Writing

1. Re-create this organizer on the board or chart paper. Have students use it to plan letters that they will write to the Olympic committee explaining why it was not right to take away Thorpe's gold medals.
2. As students plan, remind them to use details from the text card and to appeal to the emotions of the committee.
3. After students have planned what they will write, provide time for them to write or type their letters.



## FOCUS ON Content Knowledge

1. Distribute *Comparing Two Athletes*. Complete the activity as a group. Call on students to list facts from the texts. Then, decide where the information should be recorded.
2. After students have completed the activity, facilitate a discussion using the following questions:
  - What do both athletes have in common?
  - Are there any other athletes you know of that have achieved great things? What do they have in common with Thorpe or Douglas?

## FOCUS ON Social-Emotional Learning

1. Explain to students that a part of self-awareness is knowing both your strengths and your areas of improvement. Discuss with students that sometimes when we acknowledge our areas of improvement, we can experience self-doubt.
2. Have students each write an inspiring message that instills confidence and/or reassurance on a note card. Place the cards in a jar or other container. When students may be experiencing self-doubt, invite them to choose a message from the jar and repeat it to themselves throughout the day.

## FOCUS ON Action

Have students learn about athletes inducted into the American Indian Athletic Hall of Fame. Assign each student one person to research. They should then share facts about their assigned people with the whole group. Have students make posters of the people they researched, and display them in a school hallway.

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

## Jim Thorpe: Main Idea and Key Details

**Directions:** Reread “America’s Best Athlete.” Write one main idea and the key details that support it. Then, write a second main idea and the key details that support it. Use the main ideas and key details to summarize the text on another sheet of paper.

<b>Main Idea</b>
<b>Key Detail</b>
<b>Key Detail</b>
<b>Key Detail</b>

<b>Main Idea</b>
<b>Key Detail</b>
<b>Key Detail</b>
<b>Key Detail</b>



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

## Comparing Two Athletes

**Directions:** Read the paragraph about Olympian Gabby Douglas. Review the text card. Then, complete the chart.

Gabby Douglas was the first Black gymnast to win the individual all-around title. She was the first U.S. woman to also win team gold medals at the same Olympic Games. This was during the 2012 Olympics in London, England. Douglas next went to the 2016 Olympics in Rio de Janeiro, Brazil. There, she was part of the “Final Five” squad. They won team gold.

### Dates to Know

**1995**—Douglas was born on December 31 in Virginia Beach, Virginia.

**2002**—Douglas started formal gymnastics training.

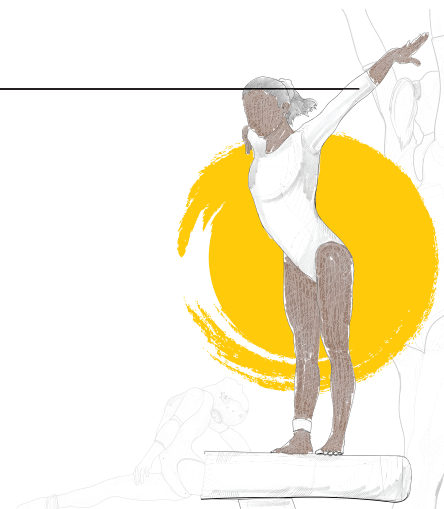
**2004**—Douglas was named a Virginia State Gymnastics Champion.

**2012**—Douglas released her autobiography, *Grace, Gold, and Glory: My Leap of Faith*.

**2016**—Douglas debuted her new Barbie Shero Doll.

<b>These are facts about Jim Thorpe.</b>	<b>These are facts about Gabby Douglas.</b>
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**These are facts about both athletes.**





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

# Opinion Planner

## My Opinion

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### Reason #1

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### Reason #2

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### Reason #3

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## Conclusion

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