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Untold Stories

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (2 pages)
- Introducing the Resource** (1 page)
- Character Trait Chart** (1 page)
- Using This Resource Pages** (4 pages)
- Biography Mini-Lessons** (4 pages)
- Presentation Rubric** (1 page)
- Text Cards and Lessons**
 - Healer and Hero (7 pages)
 - A Teenager Fights for Rights (7 pages)

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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

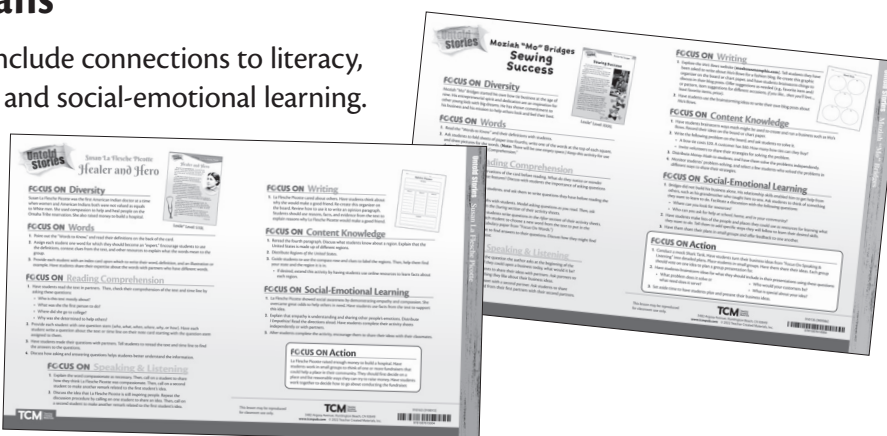
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



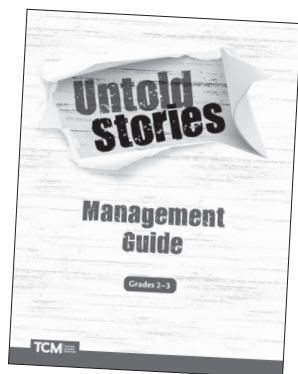
Lesson Plans

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



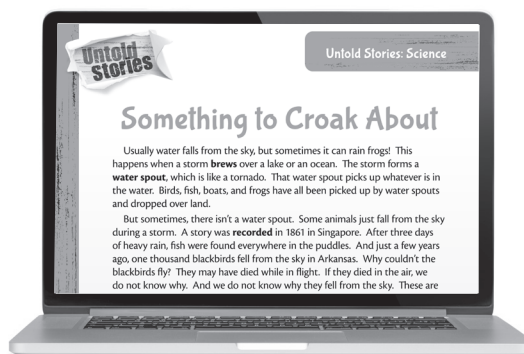
Management Guide

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.

Christiane Amanpour

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	Effect
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 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

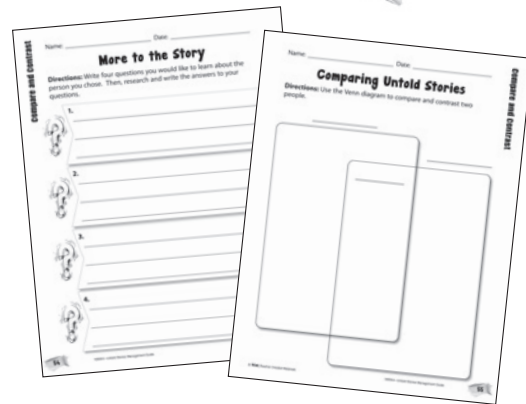
Compare and Contrast

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.

Nombre: _____ Fecha: _____

Más sobre la historia

Instrucciones: Escribe cuatro preguntas acerca de cosas que te gustaría saber de la persona que escogiste. Luego, investiga y escribe las respuestas a tus preguntas.



1.



2.



3.

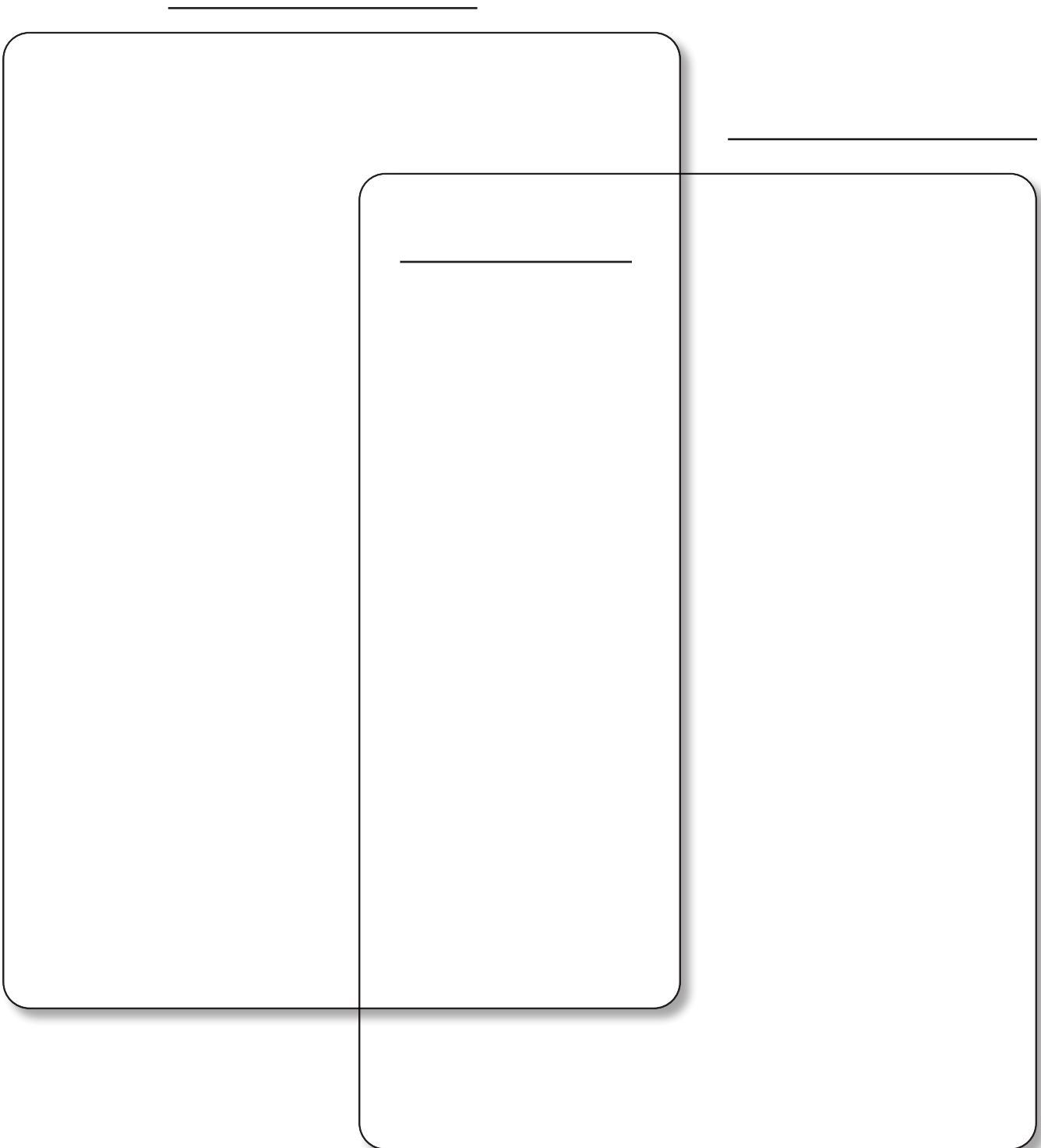


4.

Nombre: _____ Fecha: _____

Comparar historias no contadas

Instrucciones: Usa el diagrama de Venn para comparar y contrastar a dos personas.



Enfoque en la acción: pautas de calificación

Actividades de presentación

Nombre del estudiante: _____

	4: Excelente	3: Muy bueno	2: Buen intento	1: Debe mejorar
Contenido de la presentación	Toda la información se dio de forma interesante y atractiva.	La mayor parte de la información se dio de forma interesante y atractiva.	Parte de la información se dio de forma interesante y atractiva.	Una mínima parte de la información se dio de forma interesante y atractiva.
Destrezas de presentación	El estudiante habló de forma muy clara, con el volumen adecuado y buena expresión.	El estudiante habló de forma clara, con el volumen adecuado y cierta expresión.	El estudiante habló con poca claridad, no usó el volumen adecuado y/o fue poco expresivo.	El estudiante no habló con claridad, no usó el volumen adecuado y/o no fue expresivo.
Nivel de realización	Se completaron todas las partes de la actividad.	Se completaron casi todas las partes de la actividad.	Se completaron solo algunas partes de la actividad.	Se completó una mínima parte de la actividad.
Comprensión de los contenidos	La presentación muestra una comprensión profunda y compleja.	La presentación muestra muy buena comprensión de los contenidos.	La presentación muestra cierta comprensión de los contenidos.	La presentación muestra poca comprensión de los contenidos.
Conexión consigo mismo o con los demás	Se muestra una completa conexión del estudiante consigo mismo o con los demás mediante contenidos fácticos y personales.	Se muestra una muy buena conexión del estudiante consigo mismo o con los demás mediante contenidos fácticos o personales.	Se muestra cierta conexión del estudiante consigo mismo o con los demás, con pocos contenidos fácticos o personales.	Se muestra poca conexión del estudiante consigo mismo o con los demás, e incluye muy pocos contenidos fácticos o personales.

Comentarios: _____

Curar con heroísmo

Ser el primero tiene un gran **mérito**. Pero también puede ser muy difícil. Significa que no hay otra persona para marcar el camino. Nadie puede mostrarte cómo se hace. Y no hay nadie para alentarte. Debes demostrar que puedes hacerlo por tu cuenta.

En 1886, Susan La Flesche Picotte fue a la primera escuela de medicina para mujeres. Y fue la primera médica indígena norteamericana. La Flesche pertenecía a la tribu omaha.

Cuando era niña, La Flesche cuidó a una mujer que sufría muchos dolores. Se quedó con ella mientras esperaban al médico. Enviaron a un **mensajero** cuatro veces. Pero el médico nunca llegó. La mujer murió. Fue una dura lección. La Flesche sabía que el médico los consideraba “simplemente indígenas”. Pensaba que sus vidas no eran importantes. Pero La Flesche creía que todas las personas merecen ayuda.



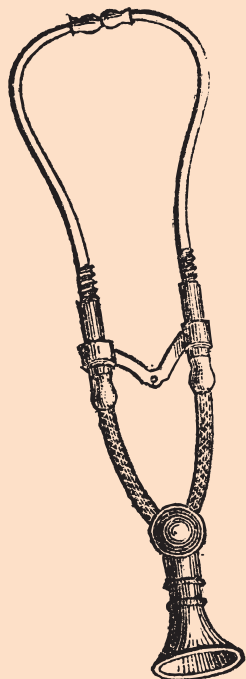
Cortesía de National Museum of Natural History

Esa era una época en la que muchas personas pensaban que las mujeres no podían, o no debían, ser médicas. Y los indígenas estadounidenses estaban **oprimidos** y no se respetaban sus derechos.

Cuando terminó sus estudios de medicina, La Flesche volvió a casa. Quería ayudar a las personas de su **reserva**. Había muchos enfermos. La Flesche trabajó mucho para cuidarlos. Viajaba a caballo y caminaba en la nieve. No había otro médico en la **región**. Ella hizo todo lo que pudo para cuidar a las personas de allí.

Tardó muchos años, pero logró hacer realidad otro sueño. Reunió dinero para construir un hospital. Fue el primer hospital moderno de su reserva. La Flesche tuvo una vida difícil, pero tuvo un **impacto** en muchísimas personas. Les cambió la vida para mejor.

—Georgia Beth



Curar con heroísmo



Fechas clave

1865

Susan La Flesche nace en la reserva de Omaha, en Nebraska.

1873

Se queda junto a una mujer que está muriendo para reconfortarla.

1886

Asiste a la Facultad de Medicina para Mujeres de Pensilvania.

1889

Se recibe de médica.

1894

Se casa con Henry Picotte.

1915

La Flesche Picotte muere en Walthill, Nebraska.



Palabras clave

impacto: un fuerte efecto

mensajero: alguien que lleva mensajes o noticias

mérito: el valor o la importancia de una acción, que merece reconocimiento

oprimidos: controlados de manera estricta o cruel

región: un área

reserva: un lugar destinado por el gobierno de Estados Unidos para que los indígenas vivan allí y lo controlen



Características clave

Susan La Flesche Picotte tenía compasión por los demás. Escribe dos cosas que la llevaron a ayudar a otras personas. Luego, escribe dos maneras en que mostró compasión por los demás.





Susan La Flesche Picotte

Curar con heroísmo

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.



Lexile® Level: 510L

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.

Number _____ Fecha _____

Planificador de opiniones

Mi opinión _____

Razón 1 _____

Razón 2 _____

Razón 3 _____

Conclusión _____

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.

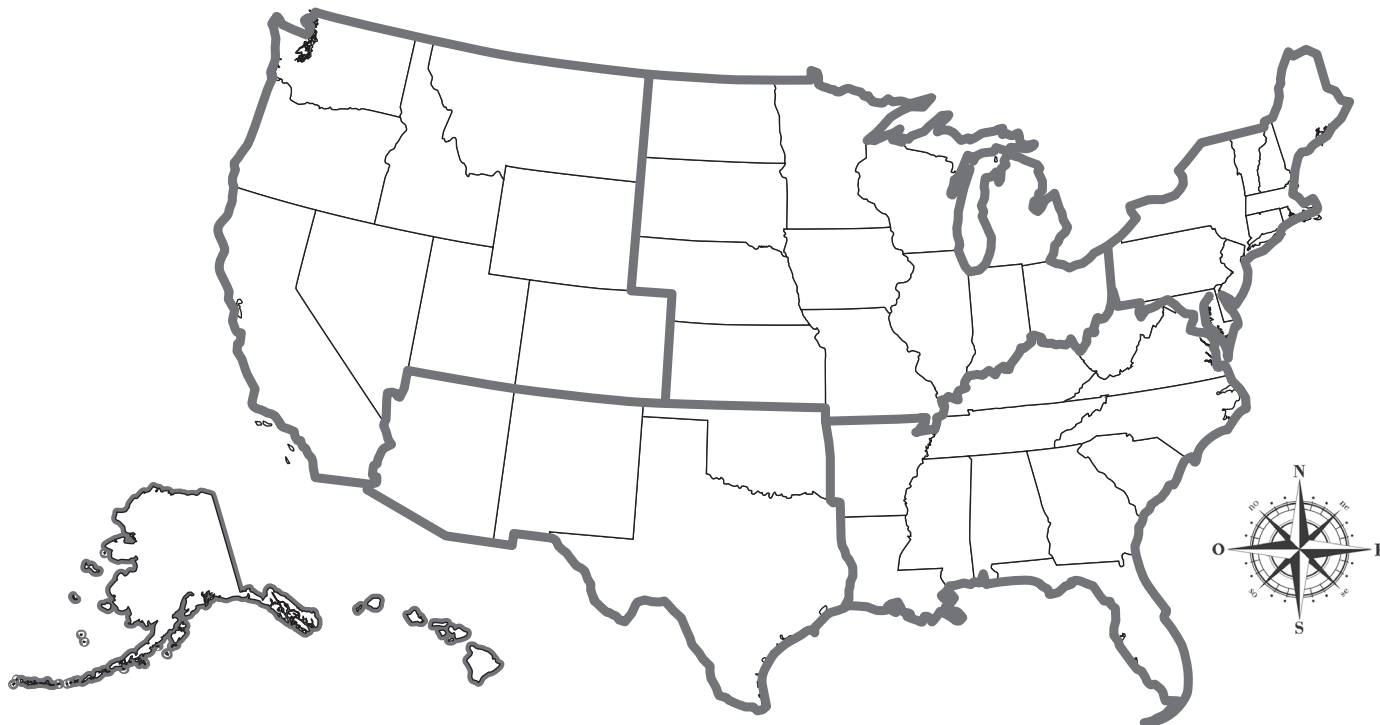


Nombre: _____

Fecha: _____

Regiones de Estados Unidos

Instrucciones: Estados Unidos tiene diferentes regiones. Usa la rosa de los vientos y las claves para pintar y rotular cada región. Luego, responde la pregunta.



Claves

1. La región del **Medio Oeste** está en la parte central norte de Estados Unidos. Píntala de verde.
2. La región del **Noreste** está en el norte, en la parte más al este de Estados Unidos. Píntala de anaranjado.
3. La región del **Oeste** contiene la mayoría de los estados del oeste. Píntala de morado.
4. La región del **Suroeste** tiene solo cuatro estados. Píntala de amarillo.
5. La región del **Sureste** está al sur y al este de Estados Unidos. Píntala de rojo.

Busca tu estado en el mapa. ¿En qué región está?

¡Siento empatía!

Instrucciones: Susan La Flesche Picotte demostró empatía al entender y compartir los sentimientos de otras personas. Lee cada situación. Luego, responde las preguntas.

Un niño compra un cono de helado en el camión de helados del parque. Cuando regresa, tropieza y el helado se le cae al suelo. El niño se pone a llorar.

1. ¿Qué consejo le darías al niño para que se sienta mejor?



Tu amigo está entusiasmado. Su tío Harold acaba de comprarle el videojuego que quería. En la escuela, tu amigo te cuenta cómo es el juego. Te sientes un poco celoso. Tú también quieres ese videojuego.

2. ¿Cómo podrías mostrarle a tu amigo que te sientes feliz por él?



Tu primo tiene un cachorro nuevo. Cuando ves al perro, no te parece para nada adorable. Es baboso e inquieto. Corre por todos lados y tira las cosas. En el fondo te alegra no ser responsable de esa mascota.

3. ¿Cómo podrías compartir el entusiasmo de tu primo por el cachorro?



Nombre: _____ Fecha: _____

Planificador de opiniones

Mi opinión

Razón 1

Razón 2

Razón 3

Conclusión

Un adolescente lucha por los derechos

Francisco P. Ramírez vivía en Los Ángeles, en los tiempos en que era parte de México. Fue el cuarto de 13 hermanos. A Francisco le encantaba leer, y hablaba español e inglés con **fluidez**. Uno de sus vecinos hablaba francés. Así que Francisco también aprendió ese idioma.

Cuando terminó la **guerra entre México y Estados Unidos**, Los Ángeles pasó a ser parte de Estados Unidos. A Ramírez le encantaba Estados Unidos. Le gustaban su **Constitución** y las ideas de libertad y derechos para todos. Sin embargo, a su alrededor veía lo opuesto. Veía esclavitud en Los Ángeles. Veía a ricos **terratenientes** que se aprovechaban de los trabajadores chinos. Veía que los obligaban a trabajar casi sin darles dinero a cambio. Veía que las mujeres no tenían derecho a la educación.

Ramírez decidió escribir sobre esos temas. ¡Creó su propio periódico cuando solo tenía 17 años! Escribió sobre lo que veía. Les pidió a las personas que hicieran cambios. A muchos no les gustaba lo que él decía. Los ricos terratenientes no querían que causara problemas. El sistema funcionaba bien para ellos. A otros les gustaba lo que decía, pero no sabían leer. En muchos casos, no tenían tiempo para aprender. Ramírez dejó de imprimir el periódico.

Pero Ramírez siguió luchando por las cosas que tenían que cambiar. Estudió leyes por su cuenta. Con el tiempo, se convirtió en abogado. Se mudó al norte, a San Francisco. Siguió luchando por toda clase de personas. Hacía oír su voz cuando las personas eran maltratadas.

Algunos lo consideran un pionero de los **derechos civiles**. Ramírez luchó mucho antes de que los demás entendieran la justicia y la verdad de sus palabras.

—Antonio Sacre



Un adolescente lucha por los derechos



Fechas clave

1837

Francisco P. Ramírez nace en Los Ángeles, México.

1848

Termina la guerra entre México y Estados Unidos, y Los Ángeles se convierte en parte de Estados Unidos.

1855

Ramírez crea su propio periódico, *El Clamor Público*.

1859

Se distribuye la última edición de *El Clamor Público*.

1869

Ramírez se convierte en abogado.

1908

Ramírez muere en Baja California, México.



Palabras clave

Constitución: un documento en el que están escritas las leyes y reglas básicas de Estados Unidos

derechos civiles: los derechos de todas las personas a la libertad y la igualdad política y social

fluidez: la capacidad de hablar un idioma bien y con facilidad

guerra entre México y Estados Unidos: un conflicto armado entre Estados Unidos y México entre 1846 y 1848, por el cual México perdió casi todo California, Utah, Nevada, Arizona y Nuevo México

terratenientes: dueños de grandes extensiones de tierra

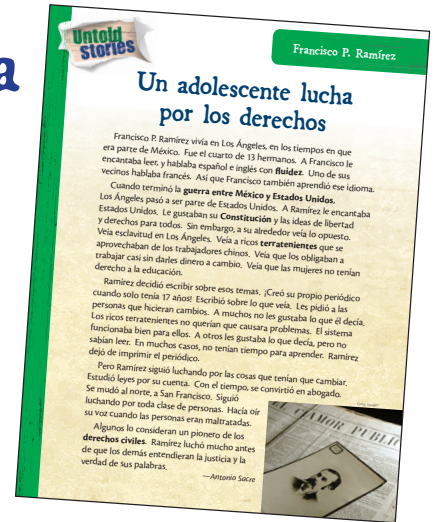


Características clave

Francisco P. Ramirez respetaba los derechos de todas las personas. Creía que la igualdad era mostrar respeto por todos. Imagina que trabajas para su periódico. Escribe un artículo breve. Di por qué te parece importante respetar a todos.



Francisco P. Ramírez Un adolescente lucha por los derechos



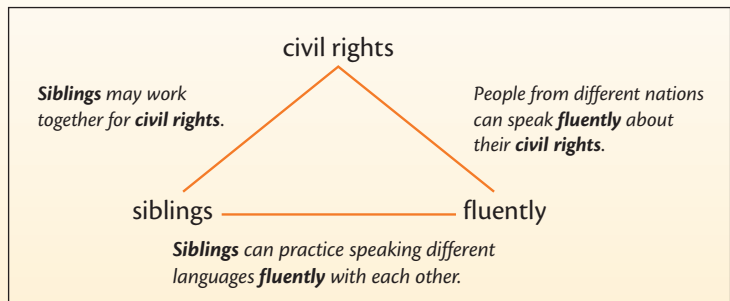
Lexile® Level: 540L

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

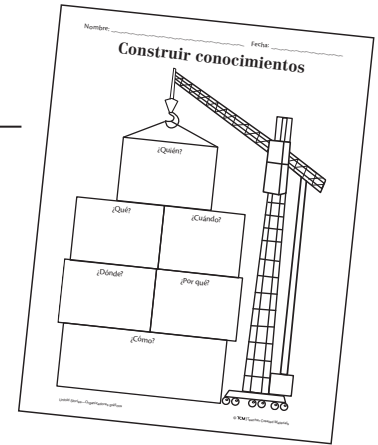
1. Guide students to reference both the “Dates to Know” section on the back of the card as well as the text to understand important dates in Ramirez’s life. Read the first paragraph together. Ask when Ramirez was born. Have students determine where they can find this answer. Then, read the second paragraph. 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.



Nombre: _____

Fecha: _____

Comparar textos

Instrucciones: Usa la información del texto y la línea de tiempo para responder las preguntas. Encierra la fuente que te ayudó a responder cada pregunta. ¡Tal vez te ayudaron las dos fuentes!

1. texto línea de tiempo ¿Dónde nació Francisco Ramírez?

2. texto línea de tiempo ¿Qué suceso hizo que Los Ángeles pasara a ser parte de Estados Unidos?

3. texto línea de tiempo ¿Por qué Ramírez estaba orgulloso de ser parte de Estados Unidos?

4. texto línea de tiempo ¿En qué idioma se escribía el periódico de Ramírez?

5. texto línea de tiempo ¿Por qué Ramírez hacía enfadar a los ricos terratenientes?

6. texto línea de tiempo ¿Por qué algunas personas creen que Ramírez fue un pionero de los derechos civiles?



Nombre: _____

Fecha: _____

Aprender palabras nuevas

Instrucciones: Francisco Ramírez hablaba español e inglés con fluidez. Algunas palabras son similares en esos idiomas. Une cada palabra en español con la palabra en inglés que sea similar. Luego, haz lo que se indica.

Palabras en inglés

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

Palabras en español

calmar
ataque
danza
banco
quieto
delicioso
recibir
historia
lista
falso



1. Escribe al menos dos maneras en que podría ser útil hablar más de un idioma.

Nombre: _____ Fecha: _____

Red de palabras

