



# Civic Rights: Equality for All

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## History Social Studies Grade2

Students will be learning about equality, focusing on gender, class, and race from issues around the world.

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*



# Introduction

## **Overview of unit**

This unit was designed for students to learn about rights, focusing on gender, class, and race. Issues of gender, class, and racial equality in both the United States and other parts of the world are addressed as they relate to education. Students will understand that throughout time and in the present day, people (including children) have been treated differently and/or unfairly based on their gender, class, race, and more. Depending on time and other connections that can be made within the reading and writing blocks, the teacher may go more in depth with certain aspects of these lessons. Extensions into religious freedoms and equality, topics like tolerance, the Grade 2 Traditions and Customs unit, and more can all be connected.

Most of the informational reading in this unit will be accomplished through read aloud due to the complex nature of the subject and the limited availability of grade level texts on the topics. Most of the related texts are above level. Throughout the unit, students will have opportunities to participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and large groups. During the creation of the PSA, students will be report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. When completing open response questions, students will be able to recall information from experiences or gather information from provided sources to answer a question.

## **Standards**

HSS: 2.6, 2.7, 2.10

ELA: RI 2.3, SL2.1, SL3, W 2.8

## **Timeline**

Ideally, this unit would take place around election time. This would provide a real world connection to voting as a civil right and responsibility. Class elections and voting can serve as a real world connection.

Since the CEPA involves the persuasive mode of writing, it would be helpful if the students already had experience with persuasive writing or were simultaneously working on persuasive writing in the writing block.

## **Suggestions for maximizing time**

Some of the reading and writing could take place during the reading and writing blocks.

## **Additional Model Curriculum Units that address similar topics**

Another MCU that could be connected to this unit is ELA Grade 2 biography unit. Several of the texts contained in this unit are biography/autobiography. While working on the Grade 2 biography unit, the teacher could specifically choose biographies about people who exhibit leadership qualities, people who have worked for equality and civil rights or have been impacted by inequality in some way.

The Grade 2 unit Traditions and Customs may also have some interesting connections.

## **Estimated Time of the unit**

The eight lessons included in the unit were created for a two week span of time. Each lesson was designed to be accomplished in a 30 minute social studies block. If more time is available as part of the reading block, these lessons could be extended or expanded. Refer to Stage 3 of the unit.



### **Additional Information**

Throughout the unit, literature has been chosen for each lesson. The titles and authors are listed and additional suggestions/alternatives are also provided. The lessons also contain pertinent website links, assessments, rubrics, vocabulary resources, graphic organizers, teacher reference materials, and other prepared classroom materials for students.

Vocabulary is imbedded throughout the unit. Word and picture cards are attached and the specific words are noted in each lesson. It is suggested that a social studies word wall be created and referenced frequently. A vocabulary assessment is also included.

Ideas for possible extension activities are also included. One of these activities is a real-world social action petition project that can tie into many different curriculum areas. The second involves a video about a female superhero that fights to keep a school for girls from being shut down. This could be tied into several different ELA activities. Both of these activities are related to Malala Yousafzai, the girl targeted by the Taliban for speaking up about educating girls.

Bill of Rights Day is December 15<sup>th</sup>.



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## Stage 1 Desired Results

|   |   |   |
|---|---|---|
| <p><b>ESTABLISHED GOALS</b> <span style="float: right;"><b>G</b></span></p> <p>History and Social Science</p> <p>2.6 Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).</p> <p>2.7 Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).</p> <p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>English Language Arts</p> <p>SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups</p> <p>SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> | <b>Transfer</b>   |   |
|   | <p><b>Students will be able to independently use their learning to...</b> <span style="float: right;"><b>T</b></span></p> <ul style="list-style-type: none"> <li>Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods</li> <li>Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes</li> </ul> |   |
|   | <b>Meaning</b>  |   |
|   | <p><b>UNDERSTANDINGS</b> <span style="float: right;"><b>U</b></span></p> <p><b>Students will understand that...</b></p> <p>U1 Not all citizens of the world have equal rights to education.</p> <p>U2 People engage in civil disobedience to promote a cause and fight for something they believe in.</p>   | <p><b>ESSENTIAL QUESTIONS</b> <span style="float: right;"><b>Q</b></span></p> <p>EQ1 Why doesn't everyone in the world have the same rights?</p> <p>EQ2 What makes a good leader?</p> |
|   | <b>Acquisition</b>  |   |
| <p><b>Students will know...</b> <span style="float: right;"><b>K</b></span></p> <p>K1 Rights and responsibilities people have as citizens.</p> <p>K2 Qualities that make good leaders or citizens.</p> <p>K3 Some of the ways people have achieved great distinction.</p> <p>K4 Key facts and unit vocabulary</p>   | <p><b>Students will be skilled at...</b> <span style="float: right;"><b>S</b></span></p> <p>S1 Explaining some rights that people have as citizens</p> <p>S2 Distinguishing between qualities that make a leader admirable and giving examples of fictional characters or real people who are good leaders or citizens.</p> <p>S3 Describing and comparing different ways people have achieved great distinction</p>  |   |



| Stage 2 – Evidence  |  |
|---|--|
| Evaluative Criteria   | Assessment Evidence  |
| Well spoken<br>Well crafted<br>Revealing and informative<br>Well organized  | <p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</b><br/>Writing about rights- Students will choose examples of people or groups who have been denied the right to an education and compare that to their current rights. They will express their feelings about their rights.</p> <p>Students will create and produce a public service announcement to educate others on the differences of educational rights of children</p> |
| Clear explanation<br>Good detail  | <p><b>OTHER EVIDENCE: OE</b><br/>Create T-chart of rights and responsibilities students have within schools, home, community and the world.</p> <p>Choose one leader you admire and explain the qualities that make them a good leader (leaders can be children)</p> <p>Written response to essential questions, Does everyone in the world have the same rights? What makes a good leader?</p> <p>Test on unit vocabulary and facts</p>               |
| Stage 3 – Learning Plan   |  |
| <i>Summary of Key Learning Events and Instruction</i>   |  |
| Pre Assessment: KWL Chart- What do you know about rights? What do you want to know about rights?  |  |
| <b>Lesson 1:</b> What are rights and equality?<br>Objective: Students will be learning about equality focusing on gender, class and race from issues around the world                       |  |
| <b>Lesson 2:</b> Exploring the Bill of Rights<br>Objective: Students will be investigating Constitutional Rights  |  |
| <b>Lesson 3:</b> Women’s Rights and Gender Equality: Elizabeth Cady Stanton<br>Objective: Students will learn about leaders throughout time that have made a difference for gender equality |  |
| <b>Lesson 4:</b> Civil Rights Movement and Racial Equality: Martin Luther King Jr.  |  |



Objective: Students will learn about leaders throughout time that have made a difference for race equality

**Lesson 5: Civil Rights Movement and Racial Equality: Ruby Bridges**

Objective: Students will learn about leaders throughout time that have made a difference for race equality

**Lesson 6: Current Event on Gender Equality Issues: Nasreen**

Objective: Students will learn about leaders throughout time that have made a difference for race and gender equality

**Lesson 7: Current Event on Class Equality Issues: Beatrice**

Objective: Students will learn about leaders throughout time that have made a difference for class equality

**Unit Assessment: Civic Rights and Responsibilities: Equality for All**

Objective: Students will be taking a test on unit vocabulary with a written response to essential questions; Does everyone in the world have the same rights? What makes a good leader?

**CEPA: Writing about Rights**

Objective: Students will choose examples of people or groups who have been denied the right to an education and compare that to their current rights. They will express their feelings about their rights.

**CEPA: Public Service Announcement**

Objective: Students will create and produce a public service announcement to educate others on the differences of educational rights of children

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# Lesson # 1: What are Rights and Equality?

**Brief Overview of Lesson:** Teacher will distribute a small treat (eraser, pencil) to a certain group of students (girls or boys) without explaining the reason. As a class, students read Dr. Seuss's picture book *The Sneetches*. They will discuss the inequities in the excerpt and relate to their own experiences during the activity. They will discover that not all people are treated equally due to their race, gender or class. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if extended during reading block)

**Resources for Lesson :** *The Sneetches* by Dr. Seuss





**Unit:** Civic Rights and Responsibilities: Equality for All  
**Content Area/Course:** History and Social Science  
**Lesson # and title:** Lesson 1: What are rights and equality?  
**Time:** 30 minutes

**By the end of this lesson students will know and be able to**

Demonstrate understandings of what a right is and begin to question why people do not have the same rights.

**Essential Question(s) addressed in this lesson**

Why doesn't everyone in the world have the same rights?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

**2.6** Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).

**SL 2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

**Instructional Tips/ Strategies/Notes for Teacher** This lesson is an introductory warm-up for thinking about equality and rights. The first text is fiction and the remainders of the texts used in the unit are informational texts.

**Anticipated Student Preconceptions/Misconceptions** Students may think that everyone is equal, people are treated fairly or everyone can go to school.

**Lesson Sequence**

Vocabulary: Citizen, right, equality

Embark:

- Pre-assessment-K-W-L chart: What do you know about rights? (Students will record on sticky notes what they already know about rights and post on chart) What do you want to know about rights? (Students will record on sticky notes what they want to know about rights and post on chart)
- The teacher will hand out a small treat (eraser, pencil, etc.) to a preselected group of students (i.e. girls vs. boys). The teacher will not reveal why certain students received a treat and others did not. Children will be frustrated, asking questions and saying it's not fair. Without addressing the treat, teacher proceeds with the lesson. Read selected excerpt from *The Sneetches* aloud to the whole class.

Explore: Practice

- Have the students turn and talk with a partner to discuss the events in the excerpt. Students at this point should understand that the Sneetches without stars on their bellies were treated unfairly.



- Teacher will explicitly state, "Not everyone in the world is treated fairly. Everyone has different rights. In the United States where we live, you and I have rights that are protected by a document called the US Constitution. We will be learning about people in different parts of the world who have been treated unfairly because of race, gender and class."

Express: Reflection/Connection

1. Students will reflect on activity for the day and how they were feeling about receiving/ not receiving a treat and how they think others in the opposite situation were feeling.

**Formative assessment:** See K-W-L pre-assessment

**Preview outcomes for the next lesson:** Students will be investigating Constitutional Rights



# Lesson 2 - Exploring the Bill of Rights

**Brief Overview of Lesson :** Students will be investigating Constitutional Rights. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Not everyone is treated equally. Students should be familiar with literacy practices to support this unit, such as read-aloud with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if allowed in the reading block)

**Resources for Lesson :** *The Bill of Rights* by Christine Taylor-Butle



**Unit:** Civic Rights and Responsibilities: Equality for All  
**Content Area/Course:** History and Social Science  
**Lesson # and title:** Lesson 2: Exploring the Bill of Rights  
**Time:** 30 minutes

**By the end of this lesson students will know and be able to:**  
Demonstrate and understanding of the Bill of Rights and define a right, giving examples

**Essential Question(s) addressed in this lesson:**  
Why doesn't everyone in the world have the same rights?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**  
2.6 Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).  
SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

**Instructional Tips/ Strategies/Notes for Teacher**

There are many kid-friendly videos available on the Bill of Rights that students can watch. Some extension activities could include creating a Bill of Rights for the classroom.  
**Scaffold and pull an invitational group of students that you predict will not be able to complete the express section of the work. (ELL, SPED, and any other struggling students).**

**Anticipated Student Preconceptions/Misconceptions :**  
Students may be unaware of their rights they have as US citizen.

**Lesson Sequence:**

Vocabulary- Right, citizen, equality, responsibility

**Embark:**

- Read aloud chapter 4 pages 30-38 from the book The Bill of Rights by Christine Taylor-Butler. Students will turn and talk with a partner and discuss each right in the Bill of Rights (first ten amendments) sharing what they find interesting or surprising.

**Explore:**

- Watch a kid-friendly video on the Bill of Rights (available from PBS).

**Express:**

- Since this is the first 3,2,1 model for the students how to record 3 things they learned, 2 questions they have, and 1 important fact.
- Students will be keeping a journal (on an ipad app "idiary", pre-printed journal, or similar) Students will note 3 things they learned, 2 questions they have, and 1 important fact that they would like to share with a friend.



- Students will have a conversation with a friend to discuss the question “What do you think would happen if we didn’t have the Bill of Rights?”

Formative assessment: see daily journal

Preview outcomes for the next lesson: Students will learn about leaders throughout time that have made a difference for gender equality



# Lesson 3 - Women's Rights and Gender Equality: Elizabeth Cady Stanton

**Brief Overview of Lesson:** Students will discover that in the past even though there was a Constitution not all people's rights were protected. Women were one of the groups that was left out and that is why Amendments to the Constitution were passed.

**Prior Knowledge Required:** Bill of Rights and everyone is not equal. Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if allowed in the reading block)

**Resources for Lesson:** *The Bill of Rights* by Christine Taylor-Butler and *Elizabeth Lead the Way* by Tanya Lee Stone



**Unit:** Civic Rights and Responsibilities: Equality for All

**Content Area/Course:** History and Social Science

**Lesson # and title:** Lesson 3: Women's Rights- Elizabeth Cady Stanton

**Time:** 30 minutes

**By the end of this lesson students will know and be able to:**

Students will be able to identify that women in the past did not have equal rights and that Elizabeth Cady Stanton was an important part of the women's suffrage movement

**Essential Question(s) addressed in this lesson:**

- Why doesn't everyone in the world have the same rights?
- What makes a good leader?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

2.6 Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).

SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

**Instructional Tips/ Strategies/Notes for Teacher** Find kid friendly version of Constitution and Amendments. Scaffold and pull an invitational group of students that you predict will not be able to complete the express section of the work. (ELL, SPED, and any other struggling students).

\*\*ELL students will probably have great difficulty expressing characteristics - this would be an ideal group to pull during this time to dig deeper into the characteristics.

**Anticipated Student Preconceptions/Misconceptions:** Women have always been treated equally.

**Lesson Sequence**

Vocabulary: Gender, inequality, leader, characteristics. Review of vocabulary from previous lessons

Embark:

- Read aloud, The Bill of Rights pg. 39-41. Begin exploring the first group of people (women) who were left out. Understand that women could not vote in the past. Introduce a great leader using the text, Elizabeth Leads the Way. Have students stop to turn and talk throughout the book to discuss how women began to fight for their right vote.

Explore:

- Students will read and explore the Amendments to the Bill of Rights, focusing on the 19<sup>th</sup> Amendment (the right to vote to any citizen man or women).
- Before Express introduce vocabulary word "characteristics" briefly discuss and list some characteristics for the class.
- Express- Model for students 1 quality that Elizabeth had that made her a great leader and give reasons why.
- Students will be keeping a journal (on an ipad app "idiary", pre-printed journal, or similar) record three qualities that Elizabeth had that made her a great leader and explain why.
- Students will share out in whole group, teacher will record on ongoing chart "Qualities of a Good Leader" a T-chart that lists leaders in one column and corresponding qualities in another.



Formative assessment): see daily journals and T-chart

Preview outcomes for the next lesson: Students will learn about leaders throughout time that have made a difference for race equality.





# Lesson 4 - Civil Rights Movement and Racial Equality: Dr. Martin Luther King, Jr.

**Brief Overview of Lesson:** Students will discover that in the past even though there was a Constitution, not all people's rights were protected. African Americans were one of the groups that was left out and that is why Amendments to the Constitution were passed. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Bill of Rights and that everyone is not equal. Students should be familiar with literacy practices to support this unit, such as read-aloud with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if allowed in the reading block)

**Resources for Lesson:** *Martin's Big Words* by Doreen Rappaport, *Martin Luther King, Jr. and the March on Washington* by Frances E. Ruffin, Library of Congress website, National Archives website.



**Unit:** Civic Rights and Responsibilities: Equality for All

**Content Area/Course:** History and Social Science

**Lesson # and title:** Lesson 4: The Civil Rights Movement-Martin Luther King, Jr.

**Time:** 30 minutes

**By the end of this lesson students will know and be able to:** Students will be able to list the qualities of a good leader. Students will be able to understand that people of different races were not treated equally.

**Essential Question(s) addressed in this lesson:**

- Why doesn't everyone in the world have the same rights?
- What makes a good leader?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**2.6** Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).

**SL 2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

**RI 2.7** Explain how specific images contribute to and clarify a text.

**Instructional Tips/ Strategies/Notes for Teacher** The Library of Congress and National Archives websites contain many different images that portray the inequalities discussed in this lesson. Teachers can select images they feel are appropriate for their classes.

Scaffold and pull an invitational group of students that you predict will not be able to complete the express section of the work. (ELL, SPED, and any other struggling students).

**Lesson Sequence:**

Vocabulary: race, inequality. Review: leader, characteristics

Embark:

The teacher will display a photograph p.18-19 of the Martin Luther King, Jr. March on Washington book depicting drinking fountains labeled "for colored only" or similar thought-provoking images. Students will turn and talk to discuss what they have observed in the photographs. Teacher will read aloud Martin's Big Words. Students will turn and talk at various times during the book to discuss his leadership qualities and actions. Teacher will record these observations on the ongoing class T-chart.

Explore: Model and review Venn diagram

Students will explore various images depicting differences in treatment of different races during the Civil Rights era. Each student will choose one image to compare and contrast the treatment of blacks and whites on a Venn diagram.

Express:

Students will reflect in their diary/journal about how it would make them feel to be treated unfairly. There will be a small group discussion to share their feelings. Alternative assignment/Choice: Students may have experienced or witnessed discrimination. They may choose to write about their personal experiences.

**Formative assessment:** see daily journals and T-chart



**Preview outcomes for the next lesson:** Students will learn about leaders throughout time that have made a difference for race equality



# Lesson 5 - Civil Rights Movement and Racial Equality: Ruby Bridges

**Brief Overview of Lesson:** Students will learn about leaders throughout time that have made a difference for race equality and how children can be leaders. They will also focus on Ruby Bridges. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Civil rights movement. Students should be familiar with literacy practices to support this unit, such as read-aloud with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if allowed in the reading block)

**Resources for Lesson:** *Ruby Bridges Goes to School: My True Story* by Ruby Bridges



**Unit:** Civic Rights and Responsibilities: Equality for All  
**Content Area/Course:** History and Social Science  
**Lesson # and title:** Lesson 5 Civil Rights Movement- Ruby Bridges  
**Time :** 30 minutes

**By the end of this lesson students will know and be able to**  
Understand that children have voices

**Essential Question(s) addressed in this lesson:**

- Why doesn't everyone in the world have the same rights?
- What makes a good leader?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

2.7 Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).

SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

**Instructional Tips/ Strategies/Notes for Teacher:** Use Voice Thread, interactive website to upload or download pictures with voice to accompany it. Use this tool to locate images of Ruby Bridges with student commentary. Focus on specific image of Norman Rockwell painting of Ruby Bridges with marshals. An alternative is to use audio to record students' thoughts and reactions to picture. Scaffold and pull an invitational group of students that you predict will not be able to complete the express section of the work. (ELL,SPED, and any other struggling students).

**Anticipated Student Preconceptions/Misconceptions:** Children are not leaders and do not make a difference

**Lesson Sequence:**

Vocabulary-(review) race, inequality

**Embark:**

Begin the lesson and pose the question: Can children be leaders? Yesterday we read about the inequalities that existed and there was one child who helped to change it. Read aloud the quote: A long time ago, black children and white children could not go to the same school, I helped to change that. Read aloud Ruby Bridges Goes to School, My True Story stop at various points and discuss how her actions made a difference. Teacher will record on ongoing T-chart "Qualities of Good Leaders".

**Explore:**

On Voice Thread there are images of Ruby Bridges. Listen to Voice Thread created by other students surrounding the picture of Ruby Bridges marching into school with the marshals.

**Express:**



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Students can then pick any image from the book to then record their own thoughts and reactions, on Voice Thread or any other audio source.

**Formative assessment):** voice thread

**Preview outcomes for the next lesson:** Students will learn about leaders throughout time that have made a difference for race and gender equality



# Lesson 6 - Current Event on Gender Equality Issues: Nasreen

**Brief Overview of Lesson :** Students will learn about leaders throughout time that have made a difference for gender equality focusing on a current equality struggle in Afghanistan and a fight for equal educational rights for girls. In many other countries, boys and girls receive unequal education. In some countries, girls don't even get to attend school.

**Prior Knowledge Required:** Everyone is not treated equally. Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if allowed in the reading block)

**Resources for Lesson :** *Nasreen's Secret School: A True Story from Afghanistan* by Jeanette Winter



**Unit:** Civic Rights and Responsibilities: Equality for All  
**Content Area/Course:** History and Social Science  
**Lesson # and title:** Lesson 6 Current Event Race/Gender Issues: Nasreen  
**Time:** 30 minutes

**By the end of this lesson students will know and be able to:**

Students will learn about leaders throughout time that have made a difference for gender equality

**Essential Question(s) addressed in this lesson:**

- Why doesn't everyone in the world have the same rights?
- What makes a good leader?

**Standard(s)/Unit Goal(s) to be addressed in this lesson :**

2.7 Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).

SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

**Instructional Tips/ Strategies/Notes for Teacher:** There are additional resources available: Online videos and articles about secret schools with information on Suraya Pakzad (supporter of educating girls in foreign countries) and Malala Yousufzai (16yr old girl injured for being outspoken about girls' education in Pakistan).

Scaffold and pull an invitational group of students that you predict will not be able to complete the express section of the work. (ELL, SPED, and any other struggling students).

**Anticipated Student Preconceptions/Misconceptions:** That both boys and girls have the right to go to school.

**Lesson Sequence:**

Vocabulary: Review gender, race, inequality, leader, characteristics

Embark: Read aloud Nasreen's Secret School. Students will turn and talk to discuss why girls are not allowed to attend schools in many countries.

Explore: Students will record on sticky notes a quality that made Nasreen a good leader when she attended the secret school and prove this by using evidence in the text. Students will share out in whole group examples of leadership qualities of Nasreen as teacher records on ongoing T-chart.

Express: Students will reflect in diary/journal about feelings they would have if they were not allowed to attend school because of their gender. Students will share feeling in triads.

**Formative assessment:** see daily journals and T-chart

**Preview outcomes for the next lesson:** Students will learn about leaders throughout time that have made a difference for class equality





# Lesson 7 - Current Event on Class Equality Issues: Beatrice

**Brief Overview of Lesson:** Students will learn about leaders throughout time that have made a difference for class equality and understand that in many countries education is not free for everyone. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** When you live in different parts of the world you have different rights and people are not always treated equally. Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

**Estimated Time:** 30 minutes (more time if a reading block)

**Resources for Lesson:** *Beatrice's Goat* by Page McBrier



**Unit:** Civic Rights and Responsibilities: Equality for All

**Content Area/Course:** History and Social Science

**Lesson # and title:** Lesson 7 Current Event on Class Equality Issues: Beatrice

**Time :** 30 minutes

**By the end of this lesson students will know and be able to:**

Students will learn about leaders throughout time that have made a difference for class equality.

**Essential Question(s) addressed in this lesson:**

- Why doesn't everyone in the world have the same rights?
- What makes a good leader?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

2.7 Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).

SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups

**Instructional Tips/ Strategies/Notes for Teacher:**

Beatrice's Goat is about a 9 year old girl in Uganda who wants to go to school but doesn't have enough money. Her family gets a goat through the Heifer Project and they are able to sell the extra milk and with this income they are able to attend school.

Extension Activity: Classroom fundraiser to support the Heifer Project

Scaffold and pull an invitational group of students that you predict will not be able to complete the express section of the work. (ELL, SPED, and any other struggling students).

**Anticipated Student Preconceptions/Misconceptions:** That everyone gets to go to school for free.

**Lesson Sequence :**

Vocabulary: class. Review: inequality, characteristics, leader, gender.

Embark: Teacher will read aloud Beatrice's Goat. Students will turn and talk to discuss obstacles Beatrice had to overcome in order to attend school.

Explore: Each student will record a quality that made Beatrice a good leader, using supporting evidence from the text. Students will share out in whole group examples of leadership qualities of Beatrice as teacher records on ongoing T-chart.

Express: Students will reflect in diary/journal about feelings they would have if they had to pay for their education and couldn't afford it. Students will share feeling in triads.

**Formative assessment:** see daily journals and T-chart

**Preview outcomes for the next lesson:** Unit Assessment



# Lesson 8 - Unit Assessment

**Brief Overview of Lesson:** This lesson is a formal assessment of knowledge gained including vocabulary and assessment of essential questions. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** All new learning from previous lessons about rights from T-chart

**Estimated Time:** 30 minutes

**Resources for Lesson:** T-chart and test



**Unit:** Civic Rights and Responsibilities: Equality for All  
**Content Area/Course:** History and Social Science  
**Lesson # and title:** Lesson 8: Unit Assessment  
**Time:** 30 minutes

**By the end of this lesson students will know and be able to :**  
Answer essential questions and take a quiz on vocabulary

**Essential Question(s) addressed in this lesson:**

- Why doesn't everyone in the world have the same rights?
- What makes a good leader?

**Standard(s)/Unit Goal(s) to be addressed in this lesson :**

**2.6** Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).

**2.7.** Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (ex. honesty, dependability, modesty, trustworthiness, courage)

**Instructional Tips/ Strategies/Notes for Teacher**

This will assess students on their understanding on key facts and vocabulary in the unit. Students should be able to independently complete the assessment and answer the essential questions for the unit.

**Anticipated Student Preconceptions/Misconceptions :**

Student misconceptions should have been addressed by now

**Lesson Sequence**

Embark:

- Students will record their new learning on sticky notes to post on KWL chart.
- Students will turn and talk to review vocabulary they have learned throughout the unit.
- Play matching game with words and definitions with vocabulary cards in resources section.

Explore:

- Give summative assessment with multiple choice and open response.

Express:

- Reflection/Connection : Teacher will pose the question "What can we do to educate others with our new learning?"



# Curriculum Embedded Performance Assessment (CEPA)

## Civic Rights and Responsibilities: Equality for All

### Second Grade CEPA

History Social Science 2.6 Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).

RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W 2.8 Recall information from experiences or gather information from provided sources to answer a question

Students will use a frame to identify examples using evidence from our collected information on rights of children around the world, past and present. They will deliver an effective message in a public service announcement which will educate others about the differences in these rights and what is your opinion about their own right to an education.



## CEPA Teacher Instructions:

The teacher will provide the students with a frame to support their writing of their message for a public service announcement. \*\*Not all students will need to use the frame it is provided as a scaffolding tool. \*\*Let students create the PSA on their own in a free write, if the teacher believes the students are capable. The teacher will model the following frame with an example that the students cannot use. The PSA must include an example of a right that was denied to a person or group in the world that the students learned about in class, as well as an example of a right we have in the United States. The PSA must also include a personal statement with an example of a right the individual students are thankful for after synthesizing their new learning in this unit.

For example:

Did you know that girls in Afghanistan risk their lives every day to go to school? One girl, Malala Yousufzai, was injured recently for attending a secret school in Afghanistan and speaking up for girls' rights to an education. In America, we have the right and responsibility to go to school. Both girls and boys must attend school in America and receive an education.

After learning about this person's/group's experience, I am grateful to have an education. I am thankful for the right to go to school without fearing my life as a girl. With an education, I will be able to learn and support myself when I am older.

Following the completion of the frame, students will create an audio or video PSA of their choice. The PSA will educate the student body about their rights to an education. \*\*Note this activity could be produced individually, pairs, or teams.

Other possible suggestions if lacking technology: oral presentation or poster that includes an artist statement. Possible extension- Create a class PowerPoint including all videos and audios made and play for school to promote awareness.



## CEPA Student Instructions

Many students in our school are not happy or thankful for being here at school. Our job is to create a public service announcement to inform other students that our right to an education is important. We will explain how education contributes to our country and helps us become productive citizens.

We will give examples of our rights and how others in the world have been denied these rights. We will also explain why the right to an education is important to us and our country.

When the PSA frame is complete you must either create a video or an audio of your new learning. You can read aloud your PSA frame for audio or video. You can but do not have to include visuals in your presentation.



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

## Public Service Announcement

**Did you know ... (Tell about an example of a right that was denied to a person/group we learned about)**

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\_\_\_\_\_ **In America we have the right to...**  
**(Give an example of a right in the US.)**

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**After learning about**

\_\_\_\_\_ (person/group)

**experience, I appreciate my right to an education.**

**Education is important to our country because... (Give a reason why our country is better because of education)**

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**Education is important to me...(Give a reason why education is important to you)**

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## CEPA Rubric:

|                     | Advanced<br>I've done everything to earn a score of proficient plus:   | Proficient   | Developing  | Beginning  |
|---------------------|--|--|---|--|
| Audience            | I changed my voice and language for expressive purposes in a compelling and genuine manner.  | I spoke clearly at an appropriate volume and pace.   | I spoke quickly AND/OR quietly in a way that somewhat interferes with my listener's interpretation of my analysis.              | I spoke too quickly AND/OR in a way that seriously interferes with the listener's interpretation of my analysis.                                     |
| Evidence and claims | My own voice, style, and unique perspective are evident in my analysis and presentation.   | My evidence is logical and well developed for the type of presentation I am giving.  | I included information about my topic without explaining my ideas enough or providing enough detail.                            | I included information that is unrelated to my topic.  |
| Content Knowledge   | I used specific details from the read aloud texts to support my ideas. I named a specific person who experienced an inequality and described it. I also was able to explain why this made me appreciate my rights. | I used general details from the read aloud texts to support my ideas. I named a person but did not explain their experience in detail. I did not clearly explain why I appreciate my rights. | I used limited details from the read aloud texts to support my ideas.<br><br>Part of my response was unclear and/or incomplete. | I used unrelated details from the texts.<br><br>I did not use details or was off topic when explaining my ideas.<br><br>I did not complete the task. |
| Grammar Usage       | I maintained the audience's interest by choosing precise and content-specific language.  | I have only a few errors, and my errors do not interfere with the reader's interpretation of my message.   | I have many different types of errors. OR My errors interfere somewhat with the reader's interpretation of my message.          | My errors seriously interfere with the reader's interpretation of my message.  |



# List of Unit Resources

## Lesson 1:

- *The Sneetches* by Dr. Seuss
- Post-its
- Chart paper
- KWL
- candy/pencils/other treats

## Lesson 2:

- *The Bill of Rights* by Christine Taylor Butler
- PBS kid friendly video on Bill of Rights

## Lesson 3:

- *The Bill of Rights* by Christine Taylor-Butler
- Kid friendly copy of the Constitution and Amendment
- *Elizabeth Leads the Way* by Tanya Lee Stone

## Lesson 4:

- *Martin's Big Words* by Doreen Rappaport
- *Martin Luther King, Jr. and the March on Washington* by Frances E. Ruffin
- Library Congress website <http://www.loc.gov/index.html>
- National Archives website [www.archives.gov](http://www.archives.gov)

## Lesson 5:



- *Ruby Bridges Goes To School My True Story* by Ruby Bridges
- Voice Thread Interactive Website [voicethread.com](http://voicethread.com)

### **Lesson 6:**

- Nasreen's Secret School: A True Story From Afghanistan by Jeanette Winter

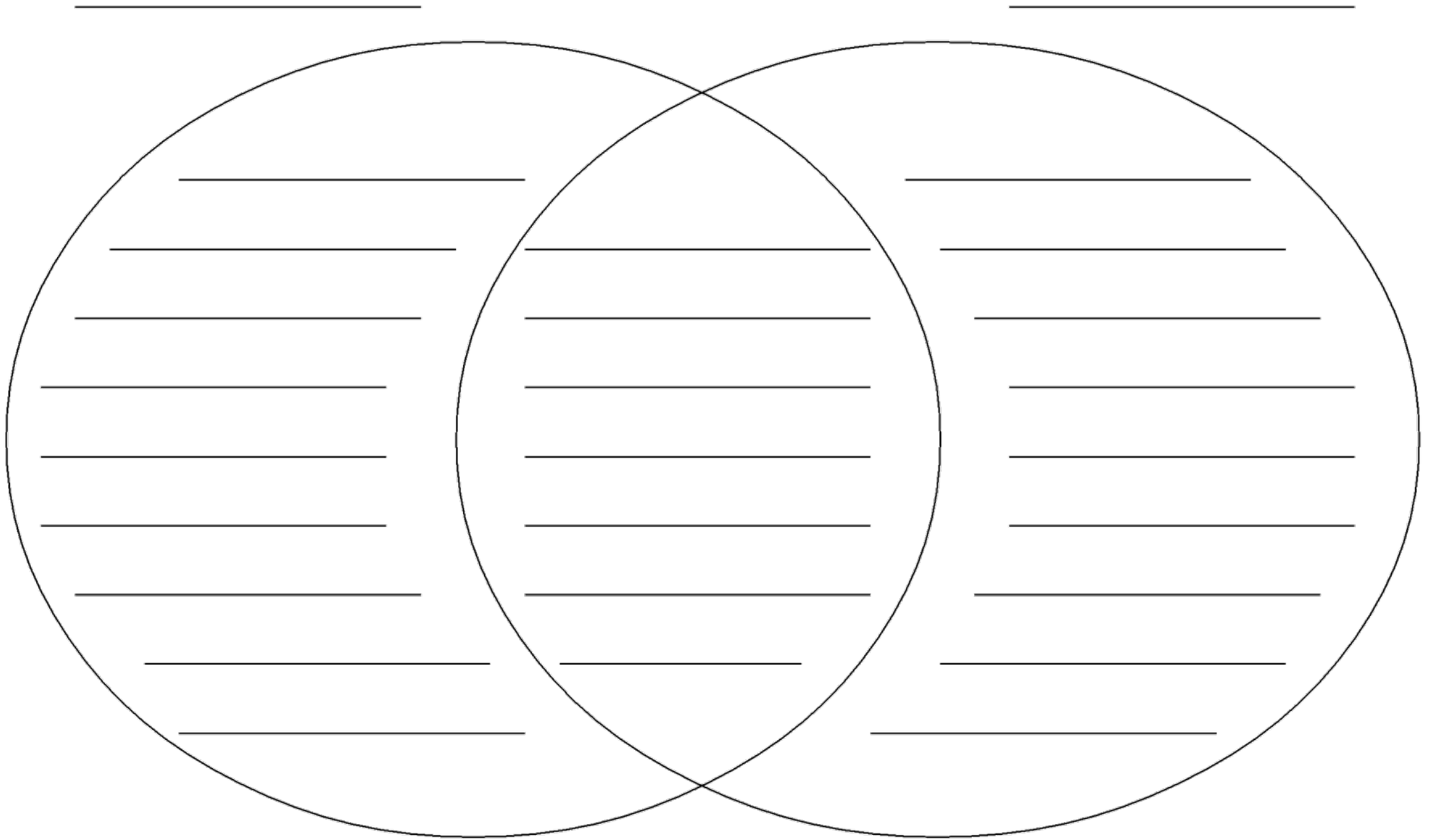
### **Lesson 7:**

- Beatrice' Goat by Page McBrier

### **Lesson 8:**

- T-chart
- Unit Assessment (see resources)







|                 |               |                |
|-----------------|---------------|----------------|
| Adaptability    | Appreciation  | Attentiveness  |
| Availability    | Commitment    | Compassion     |
| Concern         | Confidence    | Consideration  |
| Consistency     | Contentment   | Cooperation    |
| Courage         | Creativity    | Decisiveness   |
| Deference       | Dependability | Determination  |
| Diligence       | Discernment   | Discretion     |
| Efficiency      | Equitableness | Fairness       |
| Faithfulness    | Fearlessness  | Flexibility    |
| Forgiveness     | Friendliness  | Generosity     |
| Gentleness      | Gratitude     | Honesty        |
| Humility        | Integrity     | Joyfulness     |
| Kindness        | Love          | Loyalty        |
| Meekness        | Mercifulness  | Observance     |
| Optimism        | Patience      | Peacefulness   |
| Perseverance    | Persistence   | Persuasiveness |
| Prudence        | Punctuality   | Purpose        |
| Resourcefulness | Respect       | Responsibility |
| Security        | Self-Control  | Sincerity      |
| Submissiveness  | Tactfulness   | Temperance     |
| Thoroughness    | Thriftiness   | Tolerance      |





Trustworthiness

Truthfulness

Virtue



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

3 facts you learned or found interesting

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2 questions you have

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1 important fact

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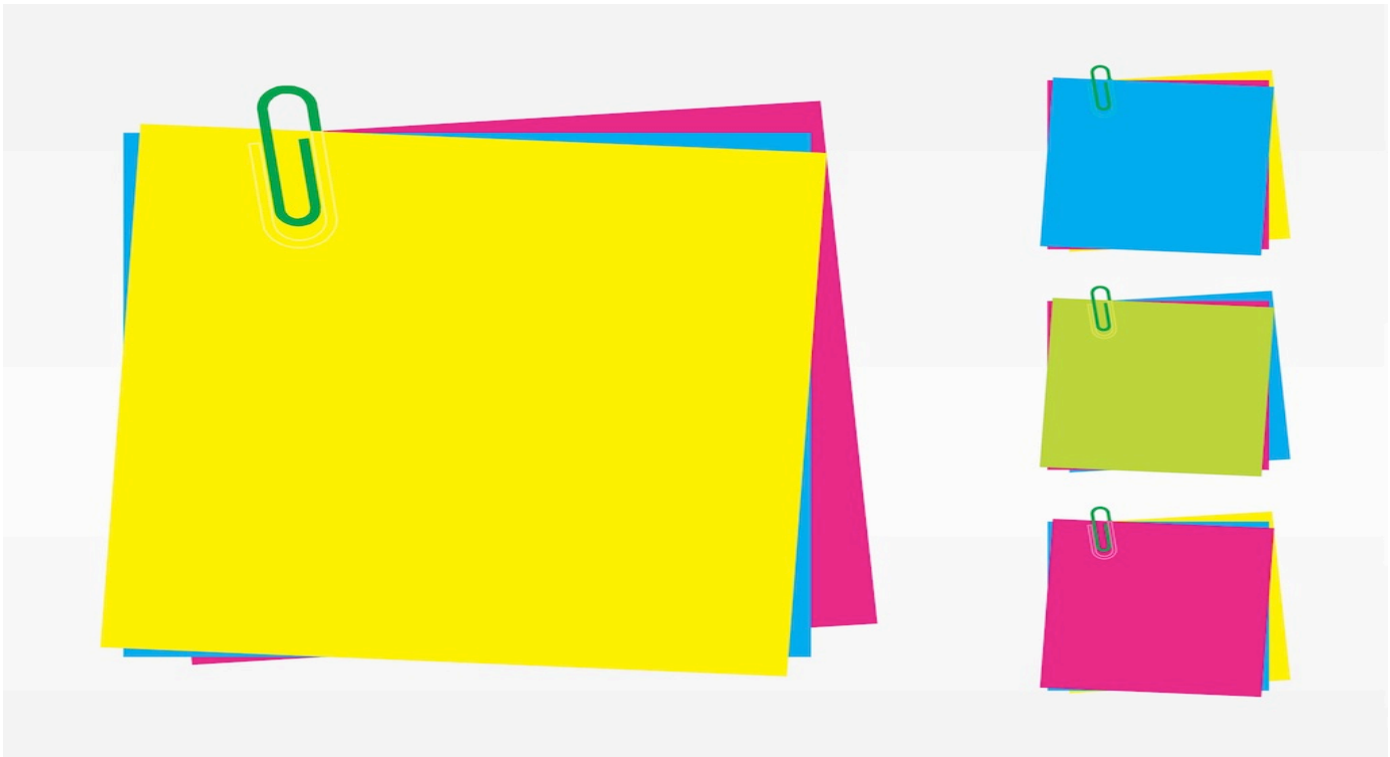
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Name: \_\_\_\_\_

Today we discussed...

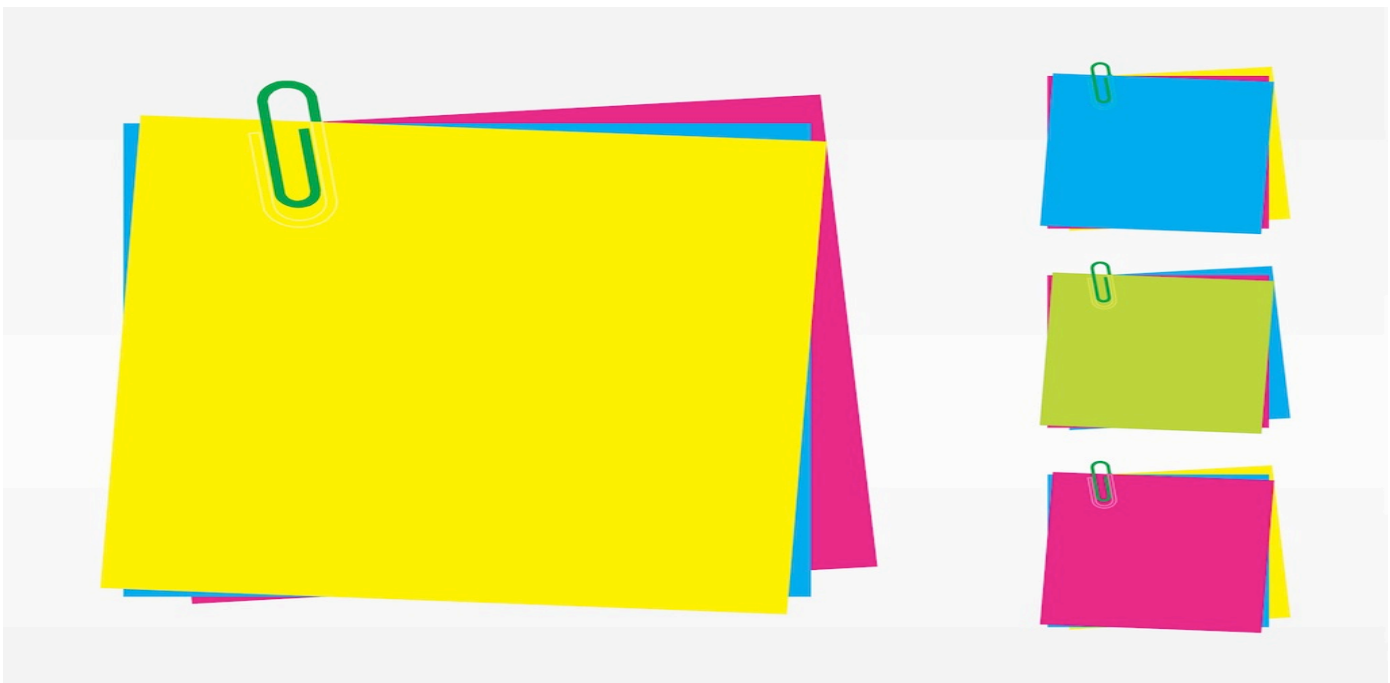
Today I learned...



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

Today we discussed...

Today I learned...



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

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

## Vocabulary Assessment

Fill in the blanks with the following vocabulary words.

Right

Gender

Race

Citizen

Responsibility

Characteristics

Inequality

Leader

Equality

Class

2. Doing your homework is a \_\_\_\_\_.
3. In India students who get to attend school is based on \_\_\_\_\_.
4. Martin Luther King Jr. is an example of a \_\_\_\_\_.
5. Only boys going to school is an example of \_\_\_\_\_.
6. Children in America have the \_\_\_\_\_ to go to school.
7. Ruby Bridges could not go to school because of her \_\_\_\_\_.
8. Everyone getting a turn is an example of \_\_\_\_\_.
9. Knowledgeable, honest, determined, and a good listener are all \_\_\_\_\_ of a good leader.
10. Girls in Afghanistan cannot go to school because of their \_\_\_\_\_.
11. Official member of a country who has certain rights is called a \_\_\_\_\_.





## Answer Key Vocabulary Test and Open Response

- |                   |                    |
|-------------------|--------------------|
| 1. Responsibility | 6. Race            |
| 2. Class          | 7. Equality        |
| 3. Leader         | 8. Characteristics |
| 4. Inequality     | 9. Gender          |
| 5. Right          | 10. Citizen        |

### Open Response Rubric

#### Question #1

4-Student answered no and gave multiple reasons why including specific details from the read aloud texts.

3-Student answered no and gave one specifically detailed explanation from the text.

Or

- Student answered no and gave many general non-specific details from the text

2- Simply stated yes without reasons or answered without evidence from the texts.

1-Student answered yes with any reason

#### Question #2

4-Student listed multiple correct characteristics and gave reasons why they would make a good leader.

3-Student listed one characteristic and detailed many reasons why they would make a good leader

Or

-Student listed many characteristics and only included general non-specific reasons why these characteristics would make a good leader.

2-Listed Characteristics- no explanations

Or

-Student listed characteristics including a misconception or a far-fetched reason

1-Simply stated one characteristic without explanation



## Additional Resources

**DATABASES:** Be sure to check the databases that are subscribed to by your school and local library. Many include topics at various reading levels and with many useful text features (audio, glossary, maps, etc). The following link brings you to databases available to all Massachusetts libraries: <http://libraries.state.ma.us/pages/teachers-students/>

There are many materials available for younger students. You will need your library card to logon and get access to the Massachusetts libraries databases. To locate lower level elementary reading selections once you are in the database, go to:

1. library online
2. click on KidInfoBits
3. click on Home
4. click on Social Studies
5. click on Government and Politics
6. click on Rights

An example from the site: Type "right to education" in search bar. Look for "Lesson Learned". This is a Weekly Reader selection that includes information and a play about integration and the Little Rock Nine that will allow students to be able view this experience from the perspective of the one of the Little Rock Nine who attempted to go to school by herself. There is an audio version for students who may not be able to access the text otherwise.

### Heifer Project International

This is the organization that helped Beatrice's family. Information on different ways students and classes can become involved can be found on their website: [heifer.org](http://heifer.org)

On the [heifer.org](http://heifer.org) website, there are many additional teacher resources. Classes can organize fundraisers for things like "Sending a Girl to School", providing a goat or other animals to families, clean water, trees, etc. Donation amounts are as low as \$10.00. Teachers can download free materials to set up fundraisers, participate in Read to Feed (a reading incentive service-learning program), or use global education lesson plans with connections to many different curriculum areas.

### ELA Extensions

[BurkaAvenger.com](http://BurkaAvenger.com) is a video series that involves a female superhero who works to stop a school for girls in Pakistan from being closed. Her weapons are books and pens! Her message is Justice, Peace, and Education for All! This video can be used in conjunction with the lesson on Nasreen or any lesson extension on Malala. Possible ELA activities are cartoon creations with superheroes to practice using dialogue or narrative writing activities in which the students can work on fictional pieces with superhero characters that work for equality. Information on the creation of this series is readily available online on many cable news networks.

### Social Justice Extension

Materials are provided below if teachers would like to involve students in a social activism activity with a petition. They can create a petition in their school for something they feel strongly about or join in with Malala's petition drive to promote equality in education around the world. See [change.org](http://change.org).

