

**Domain-Based Unit Overview**

**Title of Domain: Civil Rights Leaders, Grade 2**

**Learning Time: 15**

**Big Idea**

*When faced with injustice, ordinary people can make extraordinary changes for good.*

**What Students Need to Learn**

- That the Declaration of Independence and the U.S. Constitution embody the ideals of equality and justice for all Americans.
- What civil rights are and examples of the rights that American citizens are guaranteed by law.
- What discrimination is and examples of discrimination in history.
- That when discrimination exists, it may take a long time to change people’s ideas and behavior.
- The names of each of the civil rights leaders included in this unit and the cause(s) for which they fought.

**MN Academic Standards**

*2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.*

*2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.*

*2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factors as capital resources; and workers as human resources.*

*2.4.1.2.1 Use historical records and artifacts to describe how people’s lives have changed over time.*

**Pre-Assessment**

Display a KWL chart on the Smartboard and fill it out together.

<b>Domain Lesson 1</b>	Introduction: <i>People Who Fought for a Cause</i>
<b>MN Academic Standards</b>	2.1.1.1.1 2.4.1.2.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Explain that members of one powerful group often excluded members of other groups from certain rights.</li> <li>- Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights.</li> <li>- Explain why fighting for important causes has helped to change laws and improve the lives of many people</li> </ul>
<b>Vocabulary</b>	Inequality, discrimination, nonviolence, civil rights, courage, equal rights
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- This story will be taken from Domain 12 Fighting for a Cause Listening and Learning book.</li> <li>- Preview Vocabulary relevant to the story (page 15)</li> <li>- Preview and read the story <i>People Who Fought for a Cause</i> aloud to students and using the powerpoint slides/flip book pictures to go along with each story (pages 17-23)</li> <li>- As teacher reads, students will record information in their student packet</li> <li>- Ask students comprehension questions after the story (pages 24-25)</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Chapter 1 - Susan B. Anthony
<b>MN Academic Standards</b>	2.1.1.1.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Identify Susan B. Anthony as a civil rights leader devoted to women's suffrage.</li> <li>- Describe what Susan B. Anthony did to protest the fact that women were not allowed to vote.</li> <li>- Recognize that it often takes a long time to change people's ideas and the laws of a country.</li> </ul>
<b>Vocabulary</b>	Civil rights, citizens, equal rights, arrested, lawyer, judge, fine, protesting
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous introduction to <i>Civil Rights Leaders</i>.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read "Chapter 1: Susan B. Anthony" aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students what civil right Susan B. Anthony fought for.</li> </ul>

	- Make a Civil Rights Leaders chart to use throughout this unit.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	Chapter 2 - Mary McLeod Bethune
<b>MN Academic Standards</b>	2.4.1.2.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Understand the challenges that Mary McLeod Bethune faced.</li> <li>- Explain how Mary McLeod Bethune worked in education to help others.</li> </ul>
<b>Vocabulary</b>	Scholarship, segregation
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lesson about Susan B. Anthony.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read “Chapter 2: Mary McLeod Bethune” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about what cause was most important to Mary McLeod Bethune.</li> <li>- Add Mary McLeod Bethune to the Civil Rights Leaders chart, which was started in the previous lesson.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	Chapter 3 - Eleanor Roosevelt
<b>MN Academic Standards</b>	2.4.1.2.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Identify Eleanor Roosevelt as First Lady, wife of the president of the United States.</li> <li>- Explain how Eleanor Roosevelt helped others.</li> </ul>
<b>Vocabulary</b>	Supported, politics, polio, Great Depression, representative, United Nations, human rights
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lessons about Susan B. Anthony and Mary McLeod Bethune.</li> <li>- Give each student a copy of the Student Book.</li> </ul>

	<ul style="list-style-type: none"> <li>- Read “Chapter 3: Eleanor Roosevelt” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about some of the things that Eleanor Roosevelt did to help others.</li> <li>- Add Eleanor Roosevelt to the Civil Rights Leaders chart.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Chapter 4 - Jackie Robinson
<b>MN Academic Standards</b>	2.4.1.2.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Understand the challenges that Jackie Robinson faced.</li> <li>- Recognize Jackie Robinson’s role in the integration of baseball.</li> </ul>
<b>Vocabulary</b>	Major League Baseball, courage, talented, athlete, track, officer, discrimination
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lessons from Chapters 1 - 3.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read “Chapter 4: Jackie Robinson” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about what ways Jackie Robinson demonstrated courage.</li> <li>- Add Jackie Robinson to the Civil Rights Leaders chart.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	Chapter 5 - Rosa Parks
<b>MN Academic Standards</b>	2.1.4.7.1 2.4.1.2.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Describe what Rosa Parks did that made her famous.</li> <li>- Understand what a bus boycott is.</li> <li>- Recognize different ways the United States was segregated.</li> </ul>
<b>Vocabulary</b>	Bail, boycott, Supreme Court, civil rights movement

<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lessons from Chapters 1 - 4.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read “Chapter 5: Rosa Parks” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about why they think Rosa Parks refused to give up her seat on the bus.</li> <li>- Add Rosa Parks to the Civil Rights Leaders chart.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Chapter 6 - Martin Luther King Jr.
<b>MN Academic Standards</b>	2.1.4.7.1 2.4.1.2.1
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Identify Martin Luther King Jr</li> <li>- Understand the importance of nonviolence for King.</li> <li>- Recognize King’s “I Have a Dream” speech.</li> </ul>
<b>Vocabulary</b>	Church minister, nonviolent movement, inequality, register, alternative, patience, patient, justice, sit-ins
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lessons from Chapters 1 - 5.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read “Chapter 6: Martin Luther King Jr.” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about why Martin Luther King Jr. is such an important national hero.</li> <li>- Add Martin Luther King Jr. to the Civil Rights Leaders chart.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 8</b>	Chapter 7 - Cesar Chavez
<b>MN Academic Standards</b>	2.2.4.5.1
<b>Objectives</b>	- Understand what the life of a migrant farmworker is like.

	<ul style="list-style-type: none"> <li>- Explain what a strike is</li> <li>- Identify the different tactics Cesar Chavez used to help migrant farmworkers.</li> </ul>
<b>Vocabulary</b>	Migrant, ripe, working conditions, strike, rotted
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lessons from Chapters 1 - 6.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read “Chapter 7: Cesar Chavez.” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about what cause Cesar Chavez fought for.</li> <li>- Add Cesar Chavez to the Civil Rights Leaders chart.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 10</b>	Chapter 8 - Extraordinary People
<b>MN Academic Standards</b>	<p>2.1.4.7.1</p> <p>2.2.4.5.1</p> <p>2.4.1.2.1</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Identify the achievements of Chief Standing Bear.</li> <li>- Explain how Dorothy Vaughan, Katherine Johnson, and Mary Jackson contributed to the American space program.</li> <li>- Identify the cause most important to poet Juan Felipe Herrera.</li> </ul>
<b>Vocabulary</b>	Lawsuit, mathematicians, engineers, programmer
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Review what students learned in the previous lessons from Chapters 1 - 7.</li> <li>- Give each student a copy of the Student Book.</li> <li>- Read “Chapter 7: Extraordinary People.” aloud to the class and have students follow along using the Student Books. Pause often for discussion or to ask comprehension questions.</li> <li>- Ask literal and evaluative questions following the chapter and think-pair-share with students about who some other extraordinary people are.</li> <li>- Add Chief Standing Bear of the Ponca, Dorothy Vaughan, Katherine Johnson, Mary Jackson, and Juan Felipe Herrera to the Civil Rights Leaders chart.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 11</b>	Review Day
<b>MN Academic Standards</b>	2.1.1.1.1 2.1.4.7.1 2.2.4.5.1 2.4.1.2.1
<b>Objectives</b>	When faced with injustice, ordinary people can make extraordinary changes for good.
<b>Vocabulary</b>	Vocabulary from all previous lessons.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Making My Book About Civil Rights Leaders</li> <li>- Distribute a pre-assembled copy of My Book About Civil Rights Leaders to each student. Explain that they will be making a mini-book version of their Student Book, which they have been using in class.</li> <li>- Allow time for students to make the cover of the book, prompting them with questions about the most important things they learned throughout the unit.</li> <li>- Students will be making one page in their book for each chapter read in their Student Book. Allow time for students to make pages for their mini-books that coincide with the chapters in their Student Books. Guide students in short discussions to make sure they are including key points and information in their mini-books for each chapter/page.</li> <li>- Allow students to take their books home to share with their families and to review for the unit test.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 12</b>	Unit Assessment
<b>MN Academic Standards</b>	2.1.1.1.1 2.1.4.7.1 2.2.4.5.1 2.4.1.2.1
<b>Objectives</b>	When faced with injustice, ordinary people can make extraordinary changes for good.
<b>Vocabulary</b>	Vocabulary from all previous lessons.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Use the Unit Assessment Questions from the CKHG book <i>Civil Rights Leaders</i>.</li> <li>- Allow time for students to take the assessment.</li> <li>- Once all students are done with the test (if time allows) preview the next few lessons with them.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>

<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 13</b>	What About Me? How Can I Make a Difference?
<b>MN Academic Standards</b>	2.1.4.7.1
<b>Objectives</b>	Understand different acts of kindness students can do to help make the world a better place.
<b>Vocabulary</b>	Rights, leader, inspire
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Remind students that civil rights leaders believed that no one should decide that someone has fewer rights because of their gender, race, birthplace, or religion.</li> <li>- Show the Read Aloud of <i>Amazing Grace</i> by Mary Hoffman. Invite students to share their thoughts about the story by leading a class discussion.</li> <li>- Show the Read Aloud of <i>Each Kindness</i> by Jacqueline Woodson. Invite students to share their thoughts about the story by leading a class discussion.</li> <li>- As a class, brainstorm some ideas about acts of kindness they could do to help make the world a better place.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 14</b>	Classroom Murals Day 1
<b>MN Academic Standards</b>	2.4.1.2.1
<b>Objectives</b>	Recognize and honor the hard work and courage of civil rights leaders in the United States.
<b>Vocabulary</b>	Vocabulary from previous lessons as pertains to each group's civil rights leader.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Organize the class into small groups, assigning each group to a different civil rights leader. Distribute the coloring pages, magazine clippings, and other image resources evenly across the groups.</li> <li>- Have each group discuss their civil rights leader. Once the most important information about a group's civil rights leader is discussed and written down, that group may begin planning their mural to honor their civil rights leader.</li> <li>- Allow time for students to design and begin creating their mural on a large piece of butcher block paper.</li> </ul>



<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 15</b>	Classroom Murals Day 2
<b>MN Academic Standards</b>	2.4.1.2.1
<b>Objectives</b>	Recognize and honor the hard work and courage of civil rights leaders in the United States.
<b>Vocabulary</b>	Vocabulary from previous lessons as pertains to each group's civil rights leader.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Allow time for students to finish creating their murals.</li> <li>- Once the murals are completed, invite each group of students to tell the rest of the class about the mural they designed and how it represents/honors their group's civil rights leader.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>