

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Culturally Authentic and Responsive Texts—Grade 1

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- Collection Components** (2 pages)
- Teaching a Lesson** (2 pages)
- CLR Toolbox Checklist** (2 pages)
- Lesson Plan** (16 pages)
- Reader Sample** (13 pages)

To Create a World ⁱⁿ which
Children love to Learn!

800-858-7339 • www.tcmpub.com

Culturally Authentic and Responsive Texts

A Collection Curated by
Dr. Sharroky Hollie

Management Guide

Grade
1

Table of Contents

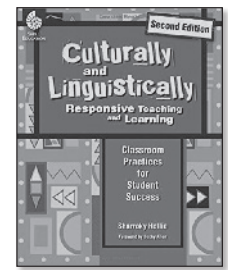
Welcome	4
Overview of Cultural and Linguistic Responsiveness (CLR)	
Cultural Authenticity and Responsiveness	5
Evaluating the Cultural Authenticity of Texts	9
The CLR Formula for Success.....	12
Literacy Best Practices	
Flexible Support for a Balanced Literacy Model	15
Discussion and Response Protocols.....	18
Comprehension Strategies for Literature and Informational Texts.....	26
How to Use This Collection	
Collection Components	30
Teaching a Lesson	32
Standards Correlations	
Introduction to Standards Correlations	34
Correlation to Standards.....	35
Appendixes	
Appendix A: Responsive Dots	37
Appendix B: CLR Toolbox Checklist	38
Appendix C: Rings of Culture Introductory Lesson	40
Appendix D: My Rings of Culture	43
Appendix E: Digital Resources.....	44
References Cited	46

Collection Components

The following components are included in this collection:

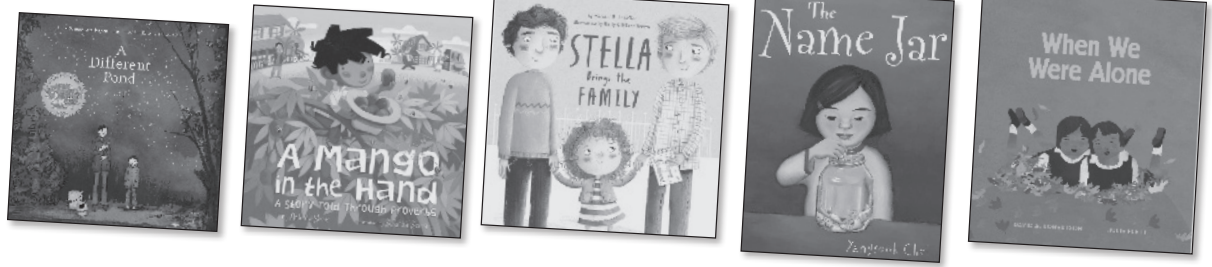
Professional Development Resource

Culturally and Linguistically Responsive Teaching and Learning, Second Edition is included to provide a complete introduction to CLR.



Interactive Read-Aloud Texts and Lessons

Five lesson plans with one copy of each culturally authentic title



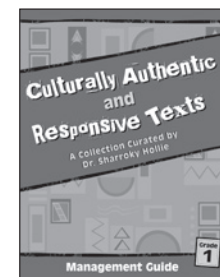
Shared Reading Texts and Lessons

Five lesson plans with six copies of each nonfiction title



Management Guide

Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction



Digital Resources

Digital resources may be accessed through the Teacher Created Materials website (see page 44). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- student activity pages
- audiobooks of titles published by Teacher Created Materials
- discussion rubrics

Collection Components *(cont.)*

About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Available Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students' independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

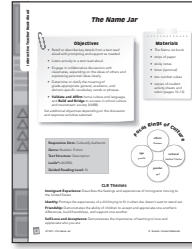
Title	Responsiveness Level	Lexile® Level	Guided Reading* Level
Literature			
<i>A Different Pond</i>	Culturally Authentic	620L	N/A
<i>A Mango in the Hand</i>	Culturally Authentic	N/A	N/A
<i>Stella Brings the Family</i>	Culturally Authentic	N/A	N/A
<i>The Name Jar</i>	Culturally Authentic	AD290L	N
<i>When We Were Alone</i>	Culturally Authentic	600L	N/A
Informational Texts			
<i>Amazing Americans: Susan B. Anthony</i>	Culturally Generic	500L	N
<i>Art and Culture: Diwali</i>	Culturally Generic	470L	N
<i>Immigration Stories</i>	Culturally Generic	570L	O
<i>Kids Around the World</i>	Culturally Generic	440L	K
<i>What Makes a Family?</i>	Culturally Generic	440L	L

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Teaching a Lesson

Overview

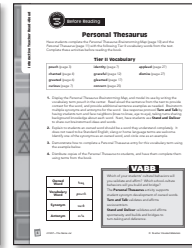
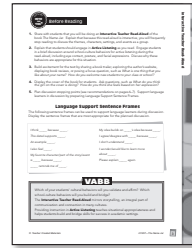
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. **(Note:** Only the Rings of Culture of focus are identified in the lesson.)



Before Reading



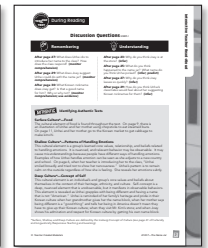
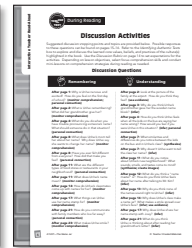
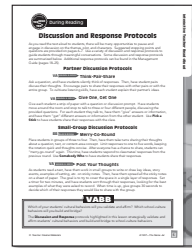
Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.



During Reading



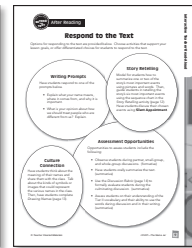
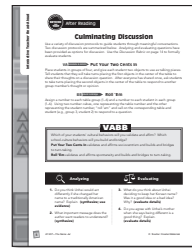
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



After Reading

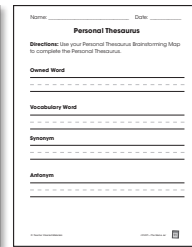
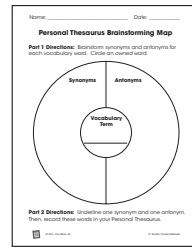


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



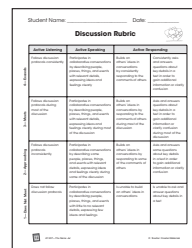
Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.



Teaching a Lesson *(cont.)*

Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

Pacing Suggestions for Interactive Read-Aloud Lessons

In his book *In Defense of Read-Aloud* (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.
- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.
- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

Day 1	Day 2	Day 3	Day 4	Day 5
Before Reading Activity and Personal Dictionary	During Reading Activity	During Reading Activity	Response to Text Activities	Culminating Discussion and Assessment



CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities you use in your classroom and/or identify activities to add to your teaching repertoire. This list is not exhaustive but provides a foundation for building your toolbox. The activities are organized by each of the four CLR Instructional Areas—*classroom management*, *academic vocabulary*, *academic literacy*, and *academic language*, and then divided into three levels—**basic** (minimal planning), **advanced** (intentional planning), and **premium** (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

Classroom Management	Classroom Management	Academic Literacy
Attention Signals	Discussion Protocols	Read-Alouds
Traditional (examples) <ul style="list-style-type: none"> <input type="checkbox"/> Countdown (5, 4, 3, 2, 1) <input type="checkbox"/> Lights Off and On <input type="checkbox"/> Hands Raised 	Basic <ul style="list-style-type: none"> <input type="checkbox"/> Partner Share <input type="checkbox"/> Round Robin <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Turn and Talk 	Basic <ul style="list-style-type: none"> <input type="checkbox"/> Buddy Reading <input type="checkbox"/> Choral Reading <input type="checkbox"/> Echo Reading <input type="checkbox"/> Fill in the Blank Reading <input type="checkbox"/> Teacher Read-Aloud (T)
Call and Response (pages 242–243) <ul style="list-style-type: none"> <input type="checkbox"/> Listen-Up <input type="checkbox"/> Bring It—Back <input type="checkbox"/> When I Move You Move—Just Like That <input type="checkbox"/> Repeating Hand Claps/Beats 	Advanced <ul style="list-style-type: none"> <input type="checkbox"/> Corners (M) <input type="checkbox"/> Give One/Get One (M) <input type="checkbox"/> I Got This! <input type="checkbox"/> Campfire Discussion <input type="checkbox"/> Find Somebody Who... (M) <input type="checkbox"/> Huddle (M) <input type="checkbox"/> Musical Shares (M) <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Merry-Go-Round <input type="checkbox"/> One-Three-Six (M) <input type="checkbox"/> Post Your Thoughts <input type="checkbox"/> Silent Appointment (M) <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Tea Party/Meet 'n' Greet (M) <input type="checkbox"/> Thinking on Feet (M) <input type="checkbox"/> Who's the Stray? (M) <input type="checkbox"/> Put Your Two Cents In 	Advanced <ul style="list-style-type: none"> <input type="checkbox"/> Jump-In Reading <input type="checkbox"/> Train Reading—Proficient Readers Only (T)
Response Protocols		
Basic <ul style="list-style-type: none"> <input type="checkbox"/> Moment of Silence (T) <input type="checkbox"/> Pick a Stick <input type="checkbox"/> Raise a Hand (T) <input type="checkbox"/> Train/Pass It On <input type="checkbox"/> Thumbs-Up/Down <input type="checkbox"/> Whip Around 		
Advanced <ul style="list-style-type: none"> <input type="checkbox"/> Bingo <input type="checkbox"/> Put Somebody on Blast <input type="checkbox"/> Roll 'Em <input type="checkbox"/> Shout Out <input type="checkbox"/> Somebody Who <input type="checkbox"/> Stand and Deliver (M) 	Premium <ul style="list-style-type: none"> <input type="checkbox"/> Answer Chairs (M) <input type="checkbox"/> Carousel Brainstorm (M) <input type="checkbox"/> Fishbowl <input type="checkbox"/> Graffiti Talk (M) <input type="checkbox"/> Inner-Outer Circle (M) <input type="checkbox"/> Yesterday's Headlines <input type="checkbox"/> Send a Problem <input type="checkbox"/> Silent Conversations <input type="checkbox"/> Stop and Scribble (M) <input type="checkbox"/> Turning Wheels (M) 	Premium <ul style="list-style-type: none"> <input type="checkbox"/> Fade In/Fade Out <input type="checkbox"/> Radio Reading <input type="checkbox"/> Tag Reading

CLR Toolbox Checklist *(cont.)*

Academic Literacy	Academic Vocabulary	Academic Language
Literacy Strategies	Introducing Words	
<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> It Says, I Say, and So <input type="checkbox"/> K-W-L Charts <input type="checkbox"/> Picture the Feeling <input type="checkbox"/> Picture Walk <input type="checkbox"/> Retelling <input type="checkbox"/> Save the Last Word for Me <input type="checkbox"/> Three Things 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Activity <input type="checkbox"/> Tiering Words (Chapter 5) <input type="checkbox"/> Vocabulary Slides <input type="checkbox"/> Word Splash 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> #BeYou Moments <input type="checkbox"/> Home Language or School Language? <input type="checkbox"/> Linguistic Feature Match
<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipation Reaction Guide <input type="checkbox"/> Chalk Talk <input type="checkbox"/> Hot Seat <input type="checkbox"/> Mindstreaming <input type="checkbox"/> Reading Tea Party (M) <input type="checkbox"/> Say Something <input type="checkbox"/> Sixty-Second Radio Spot <input type="checkbox"/> Story Maps <input type="checkbox"/> Team-Pair-Solo 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affix Organizer <input type="checkbox"/> Line Up/Shades of Meaning <input type="checkbox"/> Personal Dictionary <input type="checkbox"/> Personal Thesaurus <input type="checkbox"/> Synonym Shout Out 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code Switching/Contrastive Analysis (Chapter 11) <input type="checkbox"/> Identify the Feature <input type="checkbox"/> Linguistic Feature Tic-Tac-Toe <input type="checkbox"/> Linguistic Feature Tea Party (M) <input type="checkbox"/> Sentence Lifting
Practice/Reinforcement		
<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> I-Chart <input type="checkbox"/> Language Experience Approach <input type="checkbox"/> Logographs <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Sketch to Stretch <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Six-Color Thinking <input type="checkbox"/> 10 Questions 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> And the Question Is? <input type="checkbox"/> Cloudy or Clear <input type="checkbox"/> Example/Non-Example Organizer <input type="checkbox"/> Memory Match 	<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic Feature Jeopardy <input type="checkbox"/> Peer Conferencing Academic Language <input type="checkbox"/> Reverse Code Switching
<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wordy Conversation <input type="checkbox"/> Hot Seat <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Talk a Mile a Minute 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indisputable or Refutable? <input type="checkbox"/> Jeopardy <input type="checkbox"/> Loopy <input type="checkbox"/> Shabooya Roll Call 	

Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Shared Reading Lesson

Amazing Americans: Susan B. Anthony

By Stephanie Kuligowski

Lesson Author
Lydia McClanahan, MLIS

Teacher
Created
Materials
PUBLISHING

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
www.tcmpub.com

TCM 109798 (j31209)

© 2019 Teacher Created Materials, Inc.



Consultant

Sharroky Hollie, Ph.D.
The Center for Culturally Responsive
Teaching and Learning

Publishing Credits

Rachelle Cracchiolo, M.S.Ed.
Publisher

Conni Medina, M.A.Ed.
Editor in Chief

Aubrie Nielsen, M.S.Ed.
Content Director

Véronique Bos
Creative Director

Robin Erickson
Art Director

Sara Johnson, M.S.Ed.
Editor

Fabiola Sepulveda
Graphic Designer

Tara Hurley
Assistant Editor

Image Credits

All images from iStock and/or
Shutterstock.

Standards

© Copyright 2010. National Governors
Association Center for Best Practices
and Council of Chief State School
Officers. All rights reserved.

© Copyright 2007–2018 Texas
Education Agency (TEA). All rights
reserved.

ISTE Standards for Students, ©2016,
ISTE® (International Society for
Technology in Education), iste.org. All
rights reserved.

© 2007 Teachers of English to
Speakers of Other Languages, Inc.
(TESOL)

© 2014 Board of Regents of the
University of Wisconsin System, on
behalf of WIDA—www.wida.us.

Amazing Americans: Susan B. Anthony

Objectives

- Actively engage in group reading activities with purpose and understanding.
- Participate in collaborative discussions with classmates, expanding on the ideas of others and expressing personal ideas clearly.
- With guidance and support, determine the meaning of grade-appropriate general, academic, and domain-specific vocabulary words or phrases.
- With prompting and support, make connections to individuals, events, ideas, or information in a text.
- **Validate and Affirm** home culture and language, and **Build and Bridge** to success in school culture and mainstream society (VABB).

Set additional objectives based on the discussion and response activities selected.

Materials

- *Amazing Americans: Susan B. Anthony* books
- craft sticks
- markers, colored pencils, or crayons
- copies of student activity sheets and rubric (pages 10–14)

Responsive Dots: Culturally Generic

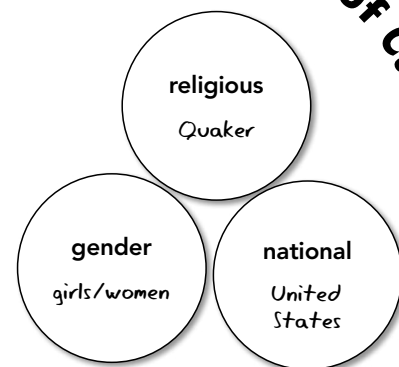
Genre: Informational

Text Structure: Description

Lexile®: 500L

Guided Reading Level: N

Focus Rings of Culture



CLR Themes

Women's Rights: Explores the history of the women's rights movement in the United States

Human Rights: Discusses Susan B. Anthony's fight to end slavery in the United States



Before Reading

1. Tell students that you will be doing a shared reading of the book *Amazing Americans: Susan B. Anthony*. Display the book for the class. Read the title, and show students the front cover. Read the summary on the back of the book aloud. Model for students how to use the images and text to make predictions about the book.
2. Explain that students will have many opportunities for collaboration as you explore the book together, focusing on shared goals for understanding the text.
3. Introduce the story by showing students a few pages of the book. Have them pretend to be detectives looking for clues to figure out what the text might be about or finding interesting pictures, captions, or sidebars.
4. Build excitement for the text by engaging students in a discussion about one of the CLR themes discussed in the text (page 2). Pose questions for students to explore, such as *How does it make you feel when you are not being treated fairly? Is there anything that you feel really strongly about that you would stand up for or speak out for? What do you do when you see someone being mistreated?*
5. Plan discussion stopping points (see recommendations on page 7). Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Highlight and model the use of these frames.

Language Support Sentence Frames

The following sentence frames can be used to support language learners during discussion. Display the sentence frames that are most appropriate for the planned discussion.

I think _____ because _____.

This detail supports _____.

An example _____.

I also feel _____.

*My favorite character/part of the story/
event is _____ because _____.*

I learned that _____.

_____ reminds me of _____.

*My idea builds on _____'s idea
because _____.*

*I agree/disagree with _____
because _____.*

I don't understand _____.

*I wonder/would like to learn more
about _____.*

Please explain _____ again.

VABB

The **Discussion and Response** protocols highlighted in this lesson validate and affirm home-culture behaviors while building skills to bridge to school-culture behaviors.



Before Reading

Personal Dictionary

Model how to complete the *Personal Dictionary Brainstorming Map* (page 10) using one of the vocabulary words below. Then, have each student complete their own *Personal Dictionary Brainstorming Map and Personal Dictionary* (page 11) with the following Tier III vocabulary terms from the text. Complete these activities before reading the book.

Tier III Vocabulary

Quakers (page 6)	suffrage (page 14)
slavery (page 7)	activist (page 18)

1. Display the *Personal Dictionary Brainstorming Map*, and model its use by writing the vocabulary term *Quakers* in the center. Read aloud the sentence(s) from the text to provide context for the word. Use **Moment of Silence** to have students closely observe the pictures to infer meaning and build personal connections with the word.
2. Model and guide students in brainstorming appropriate connections, pictures, and definitions for the word while you record them on the map. Invite students to **Stand and Deliver** their connections or definitions. Have students stand up voluntarily to share their responses and then sit back down. Instruct student volunteers to share only once to provide several students an opportunity to participate.
3. Display and model how to complete a *Personal Dictionary* entry with the term *Quakers*. Circle a student example of a picture, a connection, and a definition from the *Personal Dictionary Brainstorming Map*, and record them in the graphic organizer. Model how to use personal definition starters: *It is a thing that...* *It was a time when...* *It is a place where...*

Word: <i>Quakers</i>	My Picture: 
My Connection: <i>I am Catholic.</i>	My Definition: <i>They are people who follow the Quaker religion.</i>

4. Distribute copies of *Personal Dictionary* to students. Instruct students to complete the graphic organizers by using examples from the *Personal Dictionary Brainstorming Map* for *Quakers*.
5. Repeat steps 1–3 with a different Tier III term. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

The **Personal Dictionary** activity is used after building conceptual knowledge through direct instruction and supports students' development of content-specific vocabulary.

Moment of Silence builds and bridges to preciseness, individualism, and accountability.

Stand and Deliver validates and affirms spontaneity and builds and bridges to turn-taking and deference.



During Reading

Shared Reading

Plan to conduct multiple readings of the text over several days. Choose from the protocols below to engage students in shared reading. Pause to have students discuss the questions provided on page 7 at the suggested stopping points. Use a variety of discussion and response protocols as well as the Language Support Sentence Frames on page 3 to support students' comprehension of the text. Depending on lesson objectives, select comprehension skills of focus and conduct strategy mini-lessons during reading as needed.

VA Validate & Affirm → Fill in the Blank Reading

After reviewing sight words with students (page 4), read the text aloud, periodically stopping to have students "fill in the blank" with the sight word or Tier III vocabulary word from the text. Plan to stop and allow students to chime in several times on each page.

VA Validate & Affirm → Echo Reading

Read a sentence, paragraph, or section. Have students echo by reading the text the same way.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Fill in the Blank Reading validates and affirms spontaneity and language variety.

Echo Reading validates and affirms spontaneity and musicality.

IS IT AUTHENTIC?

Understanding Cultural Responsiveness

When reading nonfiction texts, it is important to understand cultural bias.

- Does the text show the culture(s) in a negative or untrue way?
- Are the facts true? Do they match what you already know?
- Does the information in the text show what the culture(s) is like today?
- What can be added or changed to help readers better understand true facts about the culture(s)?



During Reading

Discussion and Response Protocols

Use discussion and response protocols to engage students in responding to the discussion questions. Possible responses to these questions can be found on page 15. Use the *Discussion Rubric* on page 14 to set expectations for students' listening and speaking skills.

VA Validate & Affirm → Turn and Talk

Pose a question, and have students **Turn and Talk** to share comments or discuss their thoughts. Use the **Pick a Stick** protocol to have students share out what they discussed with their partners.

VA Validate & Affirm → Shout Out

Pose a question that requires a one-word answer, and ask students to **Shout Out** their answers. If the question has only one correct answer (such as *What state did Susan grow up in?*), then students can do a Stadium Shout and all shout out the answer together. If the question requires several different one-word answers (such as *What is a word that describes Susan?*), then students can do a Chime In shout out in which they all chime in and call out their answers so that everyone can be heard. This is a good opportunity to teach deference.

VABB

Which of your students' cultural behaviors will you validate and affirm?
Which school-culture behaviors will you build and bridge?

Turn and Talk validates and affirms sociocentric cultural behaviors.

Pick a Stick builds and bridges to turn-taking, preciseness, and accountability.

Shout Out validates and affirms spontaneity and verbal overlap.



During Reading

Discussion and Response Protocols *(cont.)*

Discussion Questions



Remembering

After page 4: What did Susan B. Anthony believe about people? (**monitor comprehension**)

After page 7: What is slavery? (**determine meaning**)

After page 9: What is your favorite book? (**personal connection**)

After page 11: How did Susan help her family? How do you help your family? (**monitor comprehension; personal connection**)

After page 12: What was Susan's big dream? (**monitor comprehension**)

After page 14: What things were women not allowed to do? (**monitor comprehension**)

After page 18: What does an activist do? (**determine meaning**)

After page 20: Who are the present-day activists that you know? (**personal connection**)



Understanding

After page 7: Imagine what it would be like to not have any freedom. You would have to work all day without being treated nicely. You couldn't play or be with your family. How would you feel? (**create images**)

After page 8: How do you think Susan B. Anthony felt about her teacher thinking that girls shouldn't learn the same things as boys? (**infer**)

After page 10: What do you think people thought when Susan spoke out about being paid unfairly? (**infer**)

After page 13: Why is it good to have a best friend who wants and believes in the same things as you? (**infer**)

After page 15: What do you think Susan and Elizabeth wrote about in their newspaper? (**infer; use evidence**)

After page 16: Why was it important for the women to not give up? (**infer**)

After page 17: Why was Susan's arrest such big news at that time? (**infer**)

After page 18: How do you think Susan felt about never getting to see women vote even though she worked so hard? (**infer**)

After page 19: Why did people want to honor Susan B. Anthony in 1979? (**use evidence; synthesize**)



After Reading

Guided Culminating Discussion

After students have had several opportunities to explore the text through shared reading, engage in a guided culminating discussion. As you facilitate student talk using the discussion and response protocols, use the *Discussion Rubric* on page 14 to formally evaluate students.

VA Validate & Affirm → Mix-Pair-Share

Pose a question or prepare a list of questions for students to answer. Give students the signal “Mix/Move.” Students should walk around the room in between and around chairs and tables. Then, use the signal “Pair/Share” to have each student find a partner that is not part of their usual table group. Students should high-five, fist-bump, or use another appropriate greeting. Then, have students share their answers with their partners. Repeat for each question.

BB Build & Bridge → Somebody Who

After students have discussed each question, use a random identifier (such as birthdays in summer, wearing green, or having only one sibling), and have the identified students stand. Once those students are standing, **Whip Around** to have them share out.

VABB

Which of your students’ cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Mix-Pair-Share validates and affirms high movement and sociocentrism.

Somebody Who builds and bridges to taking turns.

Whip Around builds and bridges to turn-taking, preciseness with time, and accountability.



Analyzing

1. What are some adjectives you would use to describe Susan B. Anthony? (**synthesize**)
2. Why do some people have trouble treating everyone equally? (**evaluate details**)



Evaluating

3. Do you think women and men are treated equally now? (**evaluate details**)
4. Is it important to stand up for your rights even if nothing changes? (**evaluate details**)



Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

Writing Prompts

Have students respond to one of the prompts below.

- Think of a person you know who is an activist. This can be someone who is well-known (from TV, sports, social media, etc.) or someone in your family or community. Explain how they are an “Amazing American.”
- What is something that you feel you should stand up for? This can be something at school, home, in your community, or in the world. Explain why it is important.

Describing Susan B. Anthony

Have students record three characteristics that describe Susan B. Anthony on the *Let’s Make a List* activity sheet (page 12). Students should list the characteristics on the left side of the table and then, on the right side, write or draw what she did in her life as evidence of that trait.

Assessment Opportunities

Opportunities to assess students include the following:

- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 14) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the Tier III vocabulary and their ability to use the words during discussion and in their writing. (summative)

Culture Connection

Show students the images of posters on pages 7 and 14 of the book. Discuss the messages of those posters. As a class, brainstorm a list of issues that are important today. (See below for some examples.) Then, have each student use the *My Important Issue* activity sheet (page 13) to create their own poster for the issue of their choice.

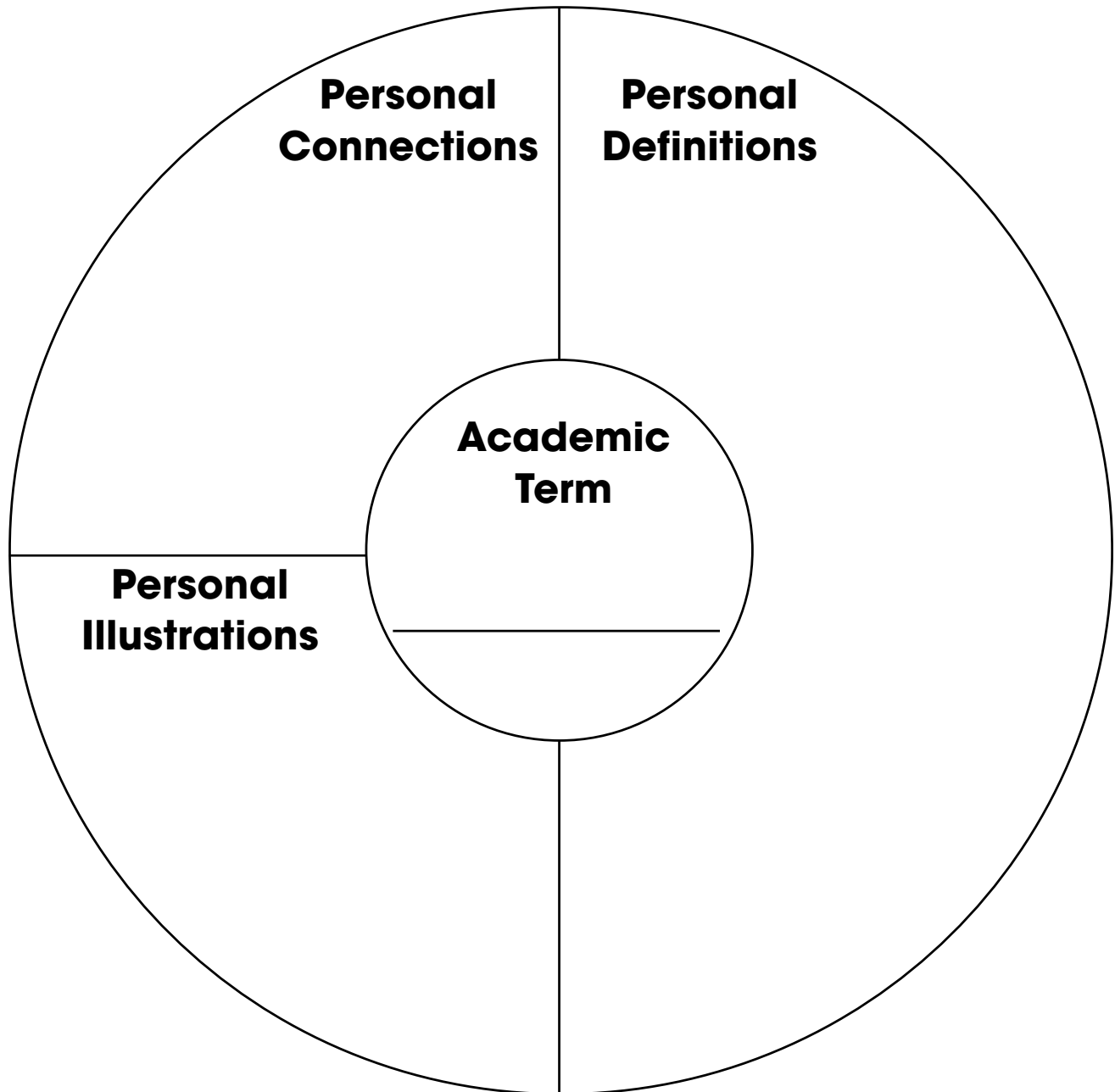
- bullying
- protecting animals
- education for all children
- feeding the hungry
- helping the homeless

Name: _____

Date: _____

Personal Dictionary Brainstorming Map

Part 1 Directions: Brainstorm personal connections, illustrations, and definitions for the academic term.



Part 2 Directions: Circle your best connection, illustration, and definition to record in your Personal Dictionary.

Name: _____ Date: _____

Personal Dictionary

Directions: Use a vocabulary term to create a Personal Dictionary entry.

<p style="text-align: center;">Word:</p>	<p style="text-align: center;">My Picture:</p>
---	---

<p style="text-align: center;">My Connection:</p> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<p style="text-align: center;">My Definition:</p> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>
--	--

Name: _____ Date: _____

Let's Make a List

Part 1 Directions: Write three traits that describe Susan B. Anthony in the column on the left. Choose from the list below, or make up your own.

brave	generous	strong	hardworking
smart	helpful	determined	confident

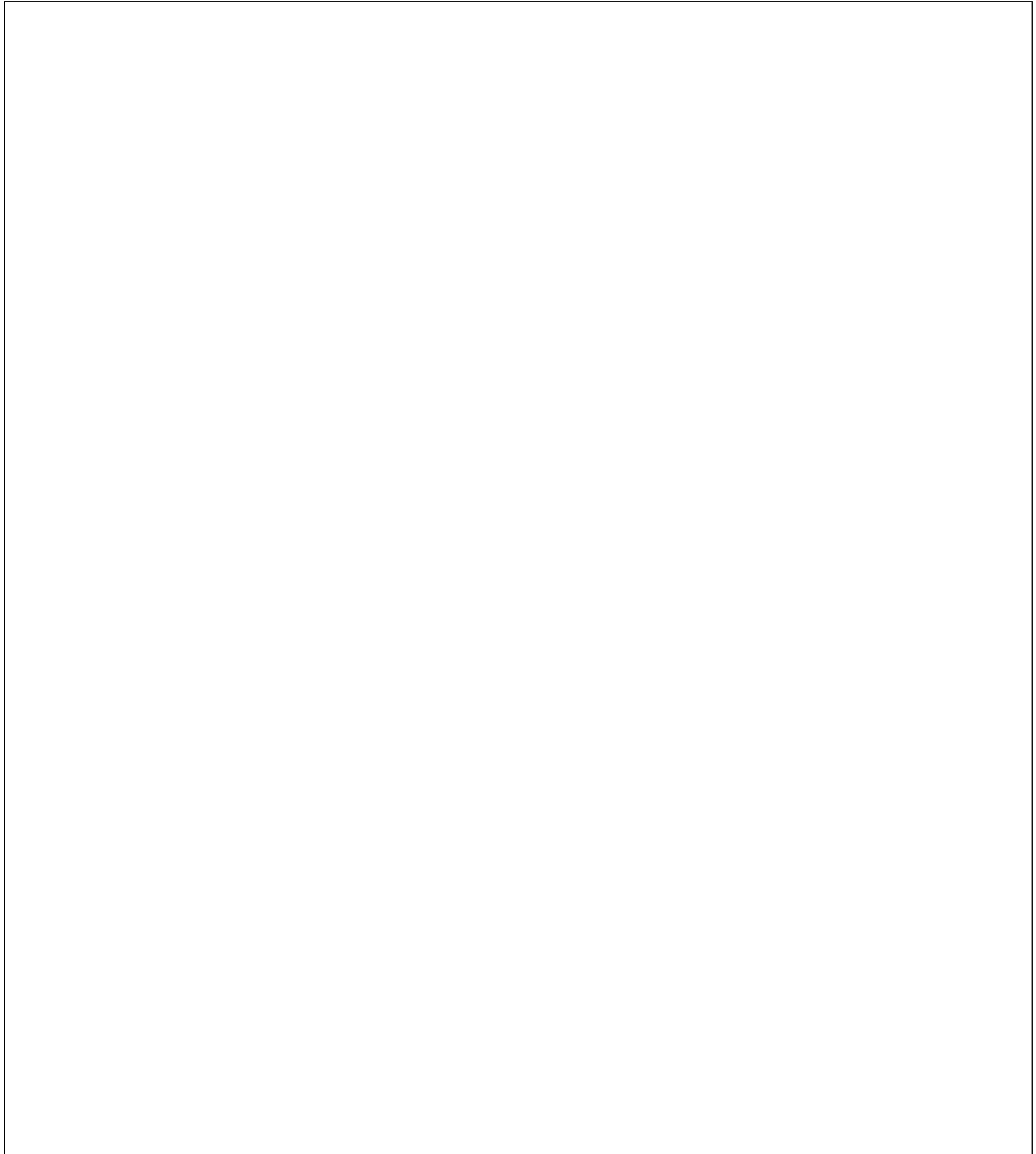
Part 2 Directions: Use evidence from the text to write or draw about how Susan B. Anthony showed each trait you chose.

Trait	Evidence From the Text

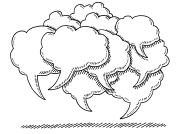
Name: _____ Date: _____

My Important Issue

Directions: Make a poster to share information about an issue that is important to you.



Discussion Rubric



	Active Listening	Active Speaking	Active Responding	
4—Exceeds	Follows discussion protocols consistently	Participates in collaborative conversations by describing people, places, things, and events with relevant details, expressing ideas and feelings clearly	Builds on others' ideas in conversations by consistently responding to the comments of others	Consistently asks and answers questions about key details in a text in order to gain additional information or clarify confusion
3—Meets	Follows discussion protocols during most of the discussion	Participates in collaborative conversations by describing people, places, things, and events with relevant details, expressing ideas and feelings clearly during most of the discussion	Builds on others' ideas in conversations by responding to the comments of others during most of the discussion	Asks and answers questions about key details in a text in order to gain additional information or clarify confusion during most of the discussion
2—Approaching	Follows discussion protocols inconsistently	Participates in collaborative conversations by describing some people, places, things, and events with relevant details, expressing ideas and feelings clearly during some of the discussion	Builds on others' ideas in conversations by responding to some of the comments of others	Asks and answers some questions about key details in a text in order to gain additional information or clarify confusion
1—Does Not Meet	Does not follow discussion protocols	Participates in collaborative conversations by describing people, places, things, and events with little to no relevant details, expressing few ideas and feelings	Is unable to build on others' ideas in conversations	Is unable to ask and answer questions about key details in a text

Answer Key

Remembering Questions (page 7)

After page 4: Susan B. Anthony believed that all people are equal.

After page 7: Slavery is when people are forced to work without pay. They don't have any freedom.

After page 9: Answers will vary.

After page 11: Susan helped her family by giving them her paychecks. She helped them pay their bills. Student responses about how they help their families will vary.

After page 12: Answers will vary but may include: Susan wanted to change the world. She wanted to change the way people were treated. She fought for the rights of women and African Americans. She wanted all people to be treated equally.

After page 14: Women were not allowed to own houses. Women were not allowed to vote.

After page 18: Answers will vary but may include: An activist stands up for what they believe in. They speak out. They march. They talk to others about making changes in the world.

After page 20: Answers will vary but may include: Malala Yousafzai, Emma González, Alicia Garza, Laverne Cox, and Ta-Nehisi Coates.

Understanding Questions (page 7)

After page 7: Answers will vary.

After page 8: Answers will vary but may include: She felt upset, angry, sad, and surprised that her teacher didn't think girls should learn the same things as boys.

After page 10: Answers will vary but may include: Some people were probably glad that Susan B. Anthony spoke out. They might have thought she was brave. Some people probably didn't like it. They might have thought she should be quiet. Women weren't supposed to speak out, so maybe some people thought she would get in trouble.

After page 13: Answers will vary but may include:

It is good to have a best friend who wants the same things as you because then you will have somebody to keep you company. You can work harder together, and you have help. When things get hard, you have a friend to back you up. A best friend is someone to share ideas with.

After page 15: Answers will vary but may include: Susan and Elizabeth may have written about why women needed equal rights. They may have written about the events that were happening or how people could help. They may have written about important people that were doing hard work for women. They may have written about people who were not being fair to women.

After page 16: Answers will vary but may include: It was important for women not to give up because the only way you make a change is by not giving up. Some things are hard, but if you give up, then you will never change anything.

After page 17: Answers will vary but may include: Women weren't even allowed to own homes or vote, so getting arrested was not something that women usually did. She broke the law, and that could have surprised many people.

After page 18: Answers will vary but may include: She felt like she was doing a good job. She was helping other people, so she didn't mind. She might have felt upset or sad. She might have felt like she didn't know how it was going to end up.

After page 19: Answers will vary but may include: People wanted to honor Susan B. Anthony because she was a brave and strong person who wanted to help people and change the world. They wanted people to always remember what she did.

Analyzing and Evaluating Questions (page 8)

Answers will vary.

Answer Key *(cont.)*

Let's Make a List (page 12)

Answers will vary, but examples may include the following:

brave: She was brave to stand up for people's rights; she fought against slavery; she voted when it was illegal and got arrested; she spoke up about getting less pay.

generous: She gave her paychecks to her parents to help them.

strong: She kept working and speaking up when she felt things weren't fair.

hardworking: She marched and gave speeches; she was a teacher; she made a newspaper; she held meetings.

smart: She learned to read and write when she was three years old; she wrote a newspaper; she read many books.

helpful: She helped her family with money; she helped people learn why African Americans should be free; she helped teach women that they should be treated equally.

determined: She wrote a newspaper; she voted when it was illegal; she wanted to change the world.

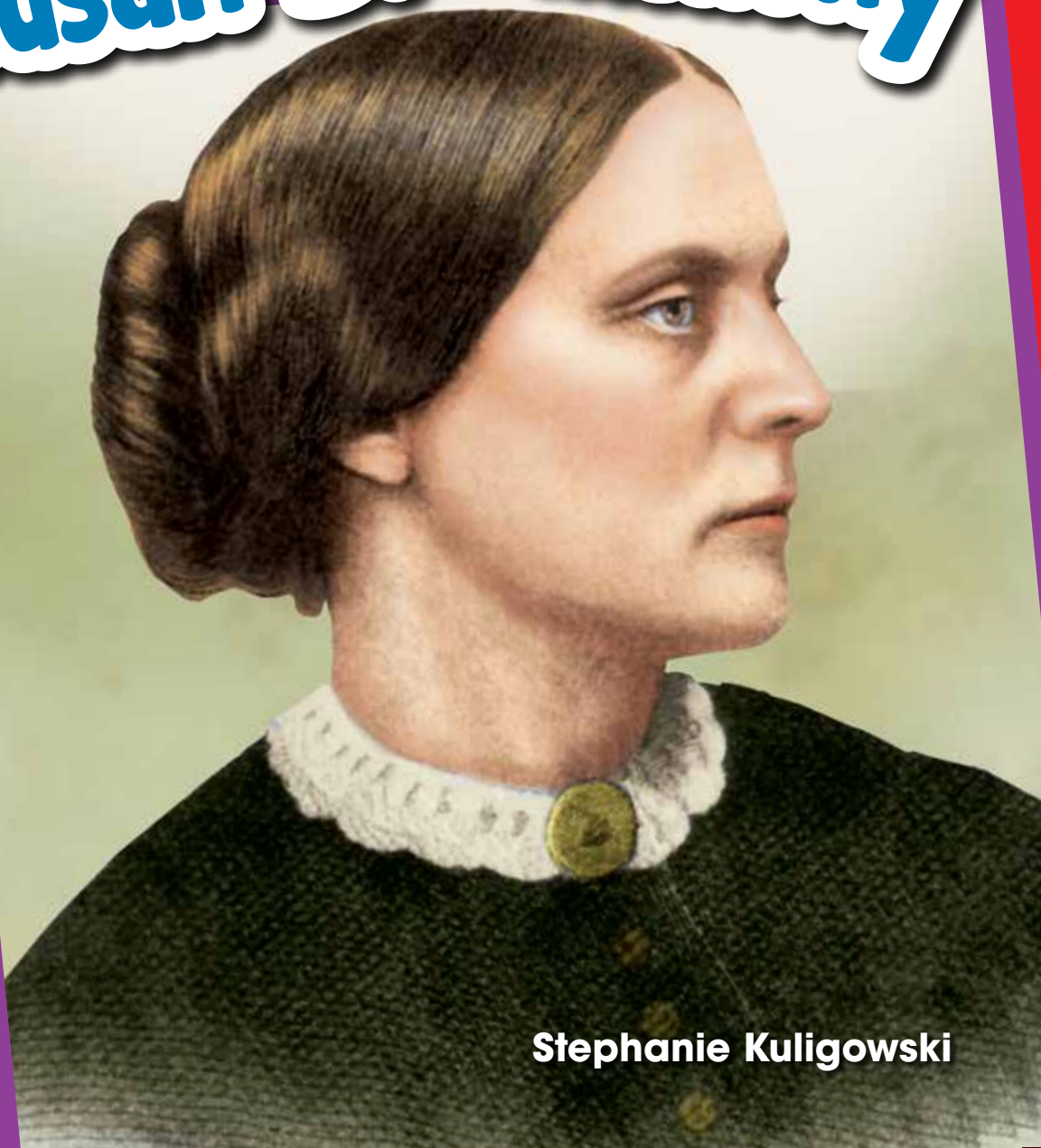
confident: She knew she was as smart as boys; she believed she could make changes in the world; she gave speeches; she made a newspaper.

My Important Issue (page 13)

Answers will vary.

Amazing Americans:

Susan B. Anthony



Stephanie Kuligowski

Consultants

Shelley Scudder
Gifted Education Teacher
Broward County Schools

Caryn Williams, M.S.Ed.
Madison County Schools
Huntsville, AL

Publishing Credits

Dona Herweck Rice, *Editor-in-Chief*
Lee Aucoin, *Creative Director*
Torrey Maloof, *Editor*
Diana Kenney, M.A.Ed., NBCT,
Associate Education Editor
Marissa Rodriguez, *Designer*
Stephanie Reid, *Photo Editor*
Rachelle Cracchiolo, M.S.Ed., *Publisher*

Image Credits: Cover & pp. 1, 8, 18
Alamy; p. 5 History of Woman Suffrage/
Google Books; pp. 3, 10, 12, 19 The
Granger Collection; pp. 18, 21 iStockphoto;
p. 20 Avery Kuligowski; p. 21 Stephanie
Kuligowski; p. 7 The Library of Congress
[LOC Memory_rbppe 13700400]; p. 4 The
Library of Congress [LC-USZ62-111870];
p. 6 The Library of Congress [LC-DIG-
ppmsca-11398]; p. 9 The Library of Congress
[LC-USZ62-46713]; p. 11 The Library of
Congress [LC-USZ62-46701]; p. 13 The
Library of Congress [mnwp 159001]; p. 14
The Library of Congress [LC-USZ62-95344];
p. 15 The Library of Congress; p. 16 The
Library of Congress [LC-USZC4-5585]; p. 17
The Library of Congress [LC-USZ62-60762];
p. 24 The Library of Congress
[LC-USZ62-95344]; All other images
from Shutterstock.

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

ISBN 978-1-4333-6982-7

© 2014 Teacher Created Materials, Inc.

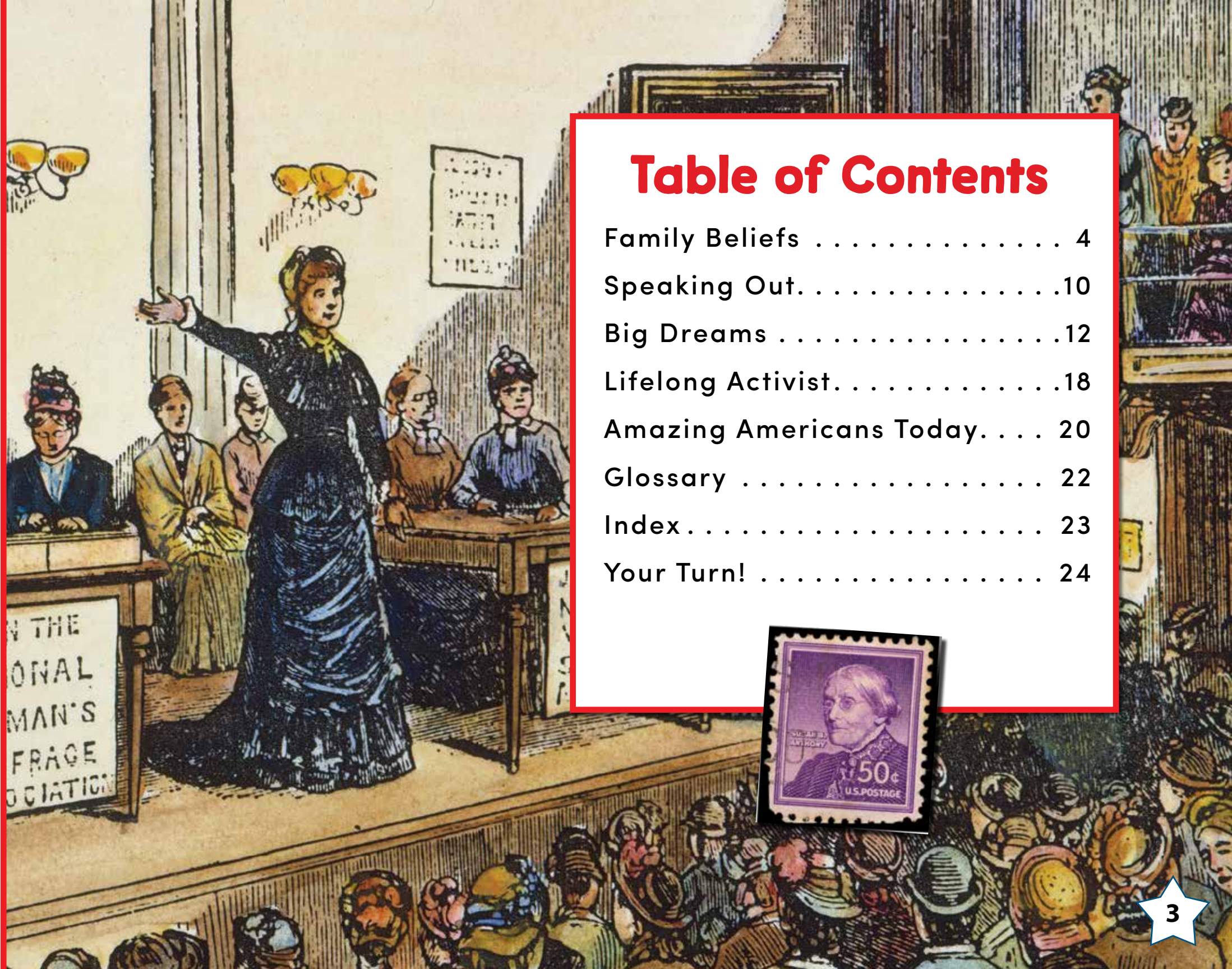


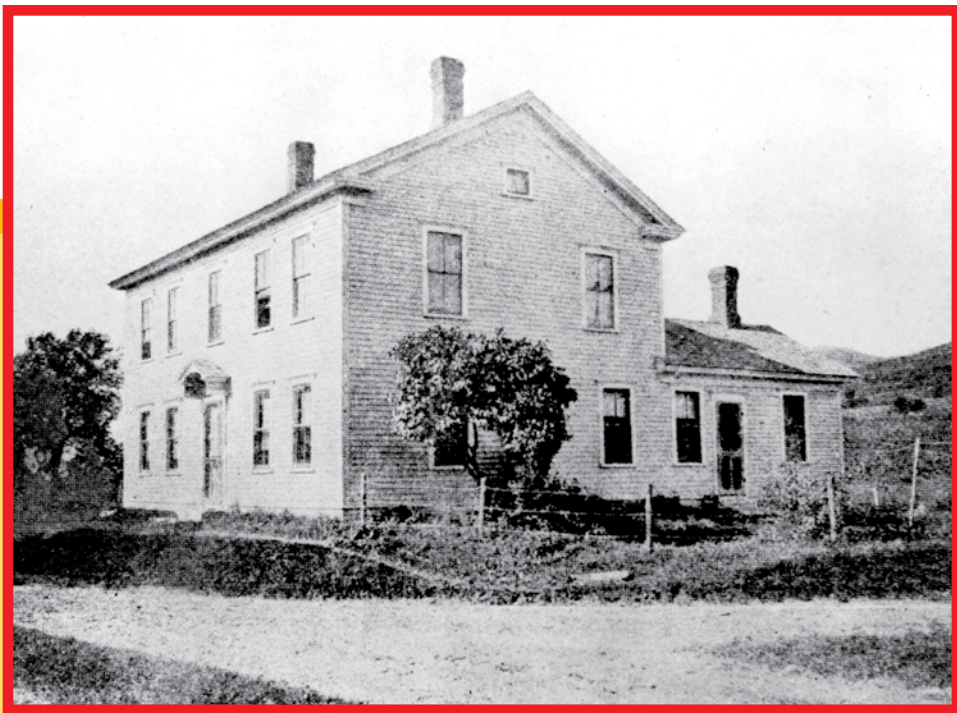
Table of Contents

Family Beliefs	4
Speaking Out.	10
Big Dreams	12
Lifelong Activist.	18
Amazing Americans Today.	20
Glossary	22
Index	23
Your Turn!	24

Family Beliefs

Susan B. Anthony was a smart and strong woman. She believed all people are **equal** (EE-kwuhl).

Susan was born on February 15, 1820. She grew up in the state of Massachusetts (mas-uh-CHOO-sits).



Susan was born in this house.



Susan B. Anthony

Susan's parents were members of a religious group called the Quakers (KWEY-kerz). Quakers believe all people are equal.

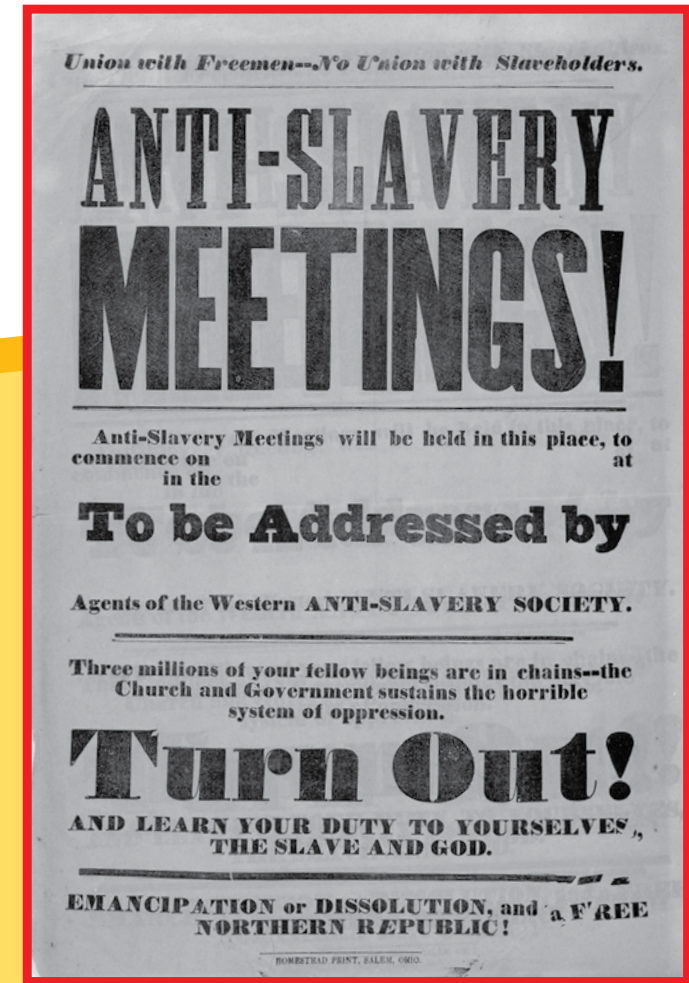
Susan's parents wanted **slavery** to end. They thought slaves should be free.



These slaves are planting sweet potatoes.

Slavery

Slavery is when people are forced to work without pay. They have no **freedom**.



This poster tells about meetings to end slavery.

Susan was a bright child. She could read and write when she was three years old. Still, her teacher did not think girls should learn the same things as boys.

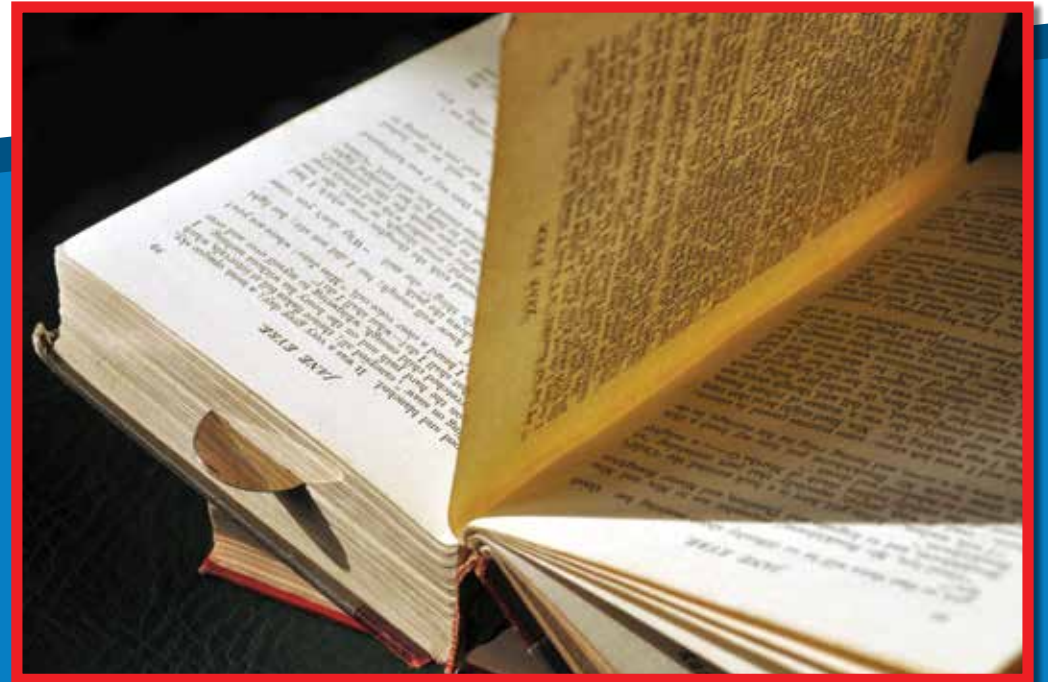
Her parents did not agree. So they taught Susan at home.



Susan reads as a grown-up.

Favorite Books

Susan read many books. One book she read was *Jane Eyre* (air). You can still read *Jane Eyre* today.



Jane Eyre

Speaking Out

Susan grew up. She became a teacher in New York in 1848. She earned \$110 a year. Male teachers earned about \$400 a year. Susan thought this was unfair. She wanted better pay for women.



This is Susan as a grown-up.

Family First

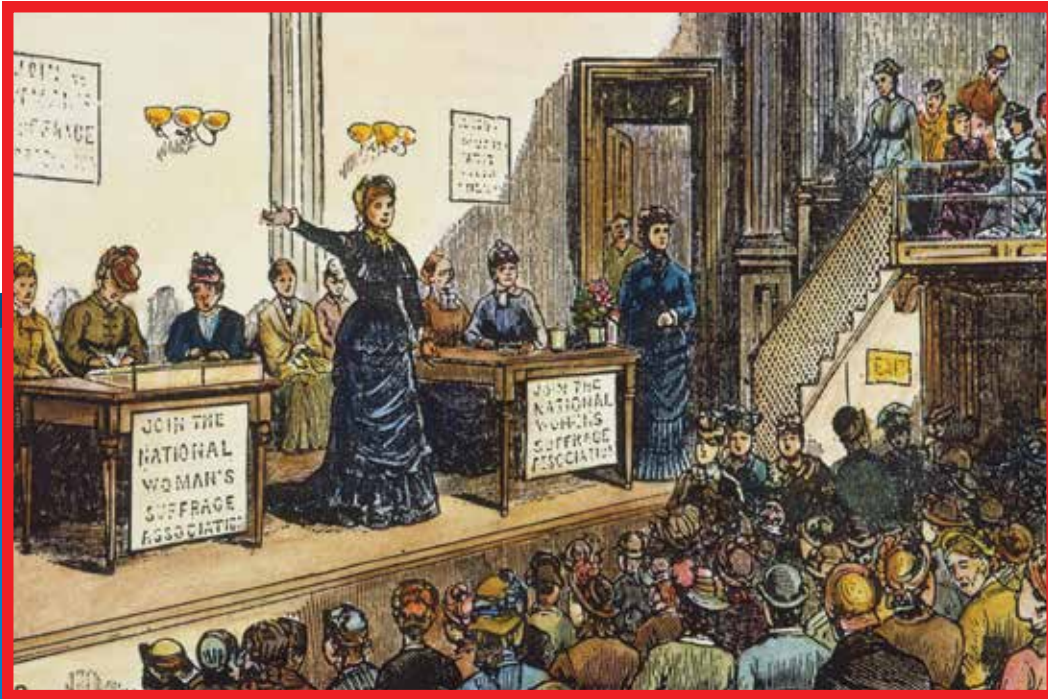
Susan gave her parents her paychecks. She helped them pay their bills.



Susan lived in this house in New York.

Big Dreams

Susan wanted to change the world. She believed all people are equal. She fought for the rights of women and African Americans. Susan wanted to change the way people were treated.



Susan tells people about equal rights.

Best Friends

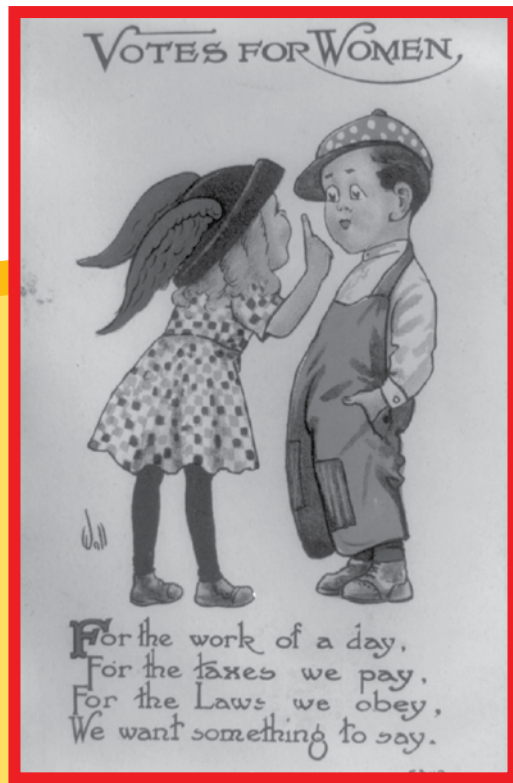
Susan's best friend was named Elizabeth Cady (KEY-dee) Stanton. Elizabeth also wanted women to have equal rights.



Susan and Elizabeth

Long ago, men had more rights than women had. Women could not own a house. They could not **vote**.

Many people wanted to change the way women were treated. They wanted women to have the right to vote. This right was called **suffrage**.



This postcard tells why women should be allowed to vote.

Women's News

Susan and her friend Elizabeth started a newspaper. They wanted more people to read about their ideas.



This is Elizabeth and Susan's newspaper.

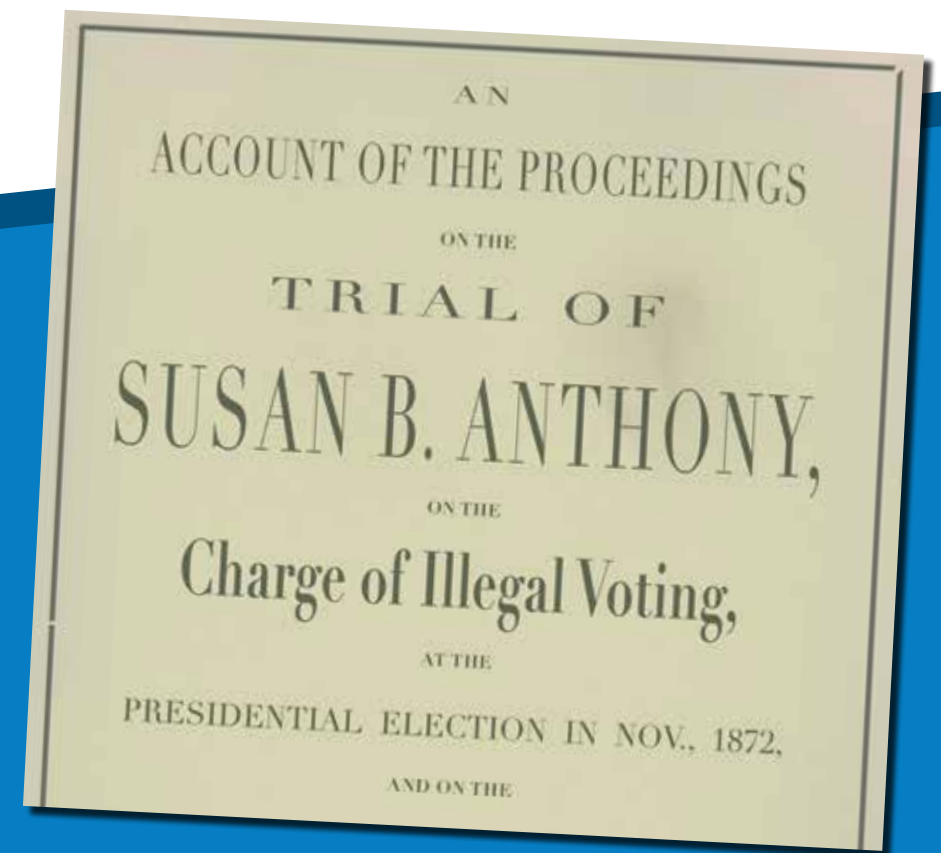
People worked hard for suffrage. Susan and her friends marched in parades. They gave speeches. They also had meetings. They did not give up. They wanted women to have equal rights.



These women are marching for the right to vote.

Behind Bars

In 1872, Susan voted. This was against the law. So, Susan was **arrested**.



Susan's arrest was a big news story at the time.

Lifelong Activist

Susan was an **activist** (AK-tuh-vist). She took action to make her world a better place.

Susan saw the end of slavery, but she never got to vote legally. She died in 1906. Women won the right to vote in 1920.



This woman votes in 1920.

An Honor

In 1979, the Susan B. Anthony dollar coin was made to **honor** Susan.



This coin and stamp honor Susan.

Amazing Americans Today

Susan B. Anthony was an amazing American. She thought all people should be equal.

Today, there are many amazing Americans. They work hard to help people, too.



This drawing shows Meredith and Madeleine helping people vote.

Ask It!

Ask an adult to help you find an amazing American in your town. Interview the person. Find out what he or she does to make your town a better place.



Avery is a first-grader in Illinois. She interviewed Meredith and Madeleine. They help people vote in Crystal Lake, Illinois.

Glossary

activist—a person who takes action to change things

arrested—to be taken by the police to a police station or jail and kept there

equal—the same

freedom—the power to do what you want to do

honor—to show respect for a person or thing

slavery—being owned by another person and forced to work without pay

suffrage—the right to vote

vote—to make an official choice for or against someone or something

Index

activist, 18

Jane Eyre, 9

Massachusetts, 4

New York, 10–11

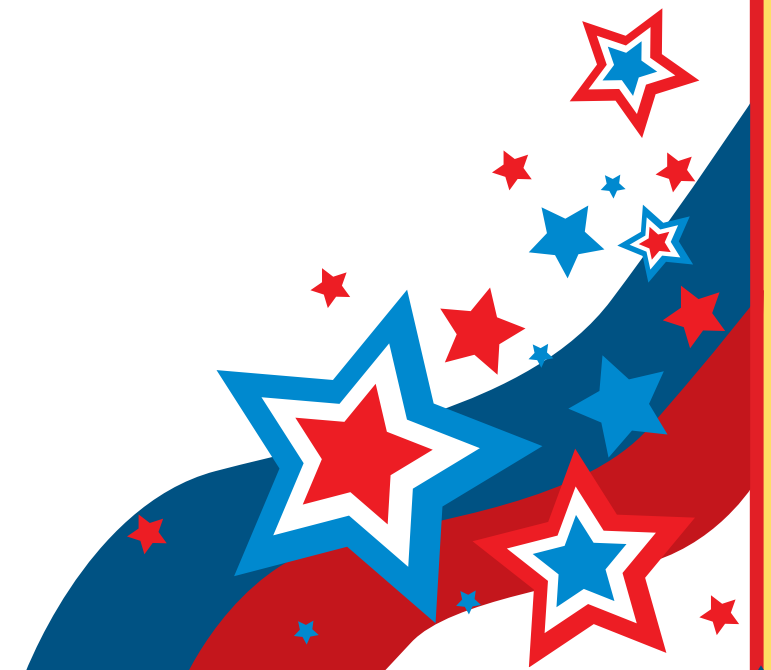
Quakers, 6

slavery, 6–7, 18

Stanton, Elizabeth
Cady, 13, 15

suffrage, 14, 16

vote, 14, 16–18, 21,
24



Your Turn!



Your Rights

This postcard tells why women should get to vote. Think about the way people should be treated. Make a postcard that tells why people should be treated fairly.