

Reading/ ELA

Grade 4



Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a read aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on www.detroitk12.org/youtube. Within this packet for each week there is a text, daily fluency practice and a lesson activity. Each week is designed for kids to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become a bit more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

A Imperio

April Imperio

Executive Director K-12 Literacy & Early Learning

Weekly Fluency Practice

Reading Fluency Directions:

Each week use the weekly text to practice reading fluency. Follow these steps below:

Day 1: Use a timer (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Day 5: Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

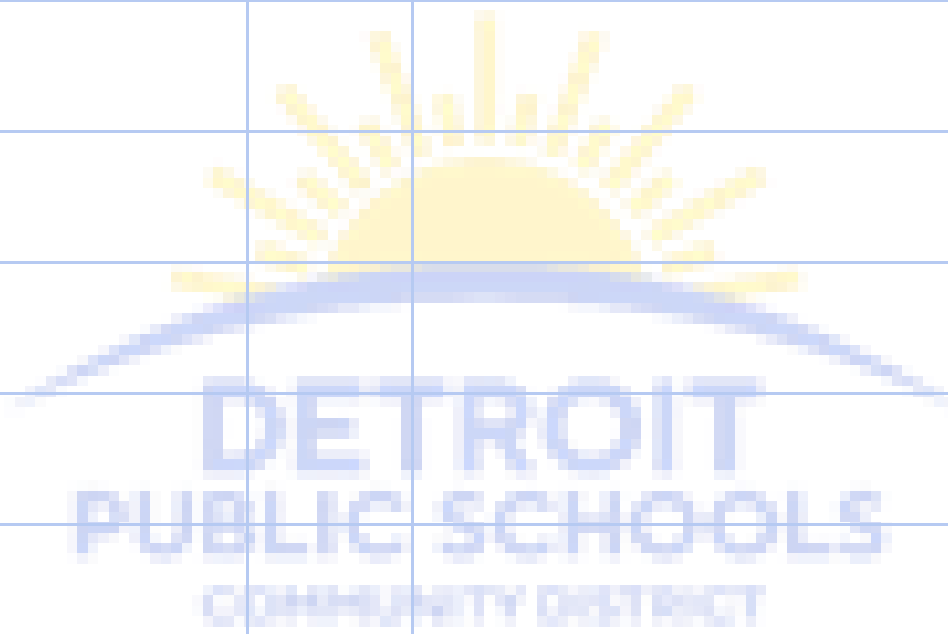
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Distance Learning Reading Log

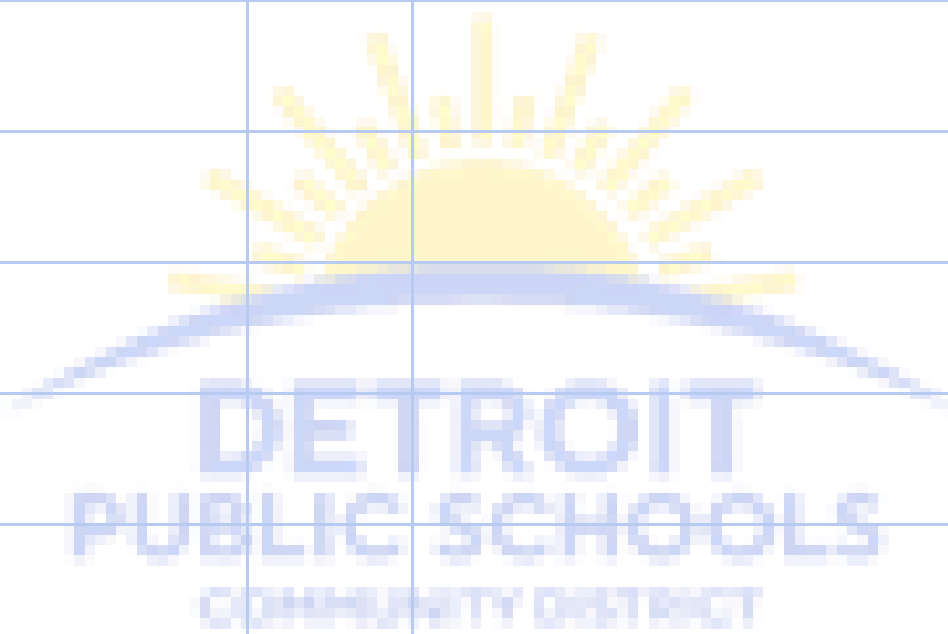
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Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/14/20 to 4/17/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W1_L1	<i>The History of the 19th Amendment</i>	Note-catcher
Day 2	ELA_G4_W1_L2	<i>The History of the 19th Amendment</i>	Note-catcher
Day 3	ELA_G4_W1_L3	<i>The History of the 19th Amendment</i>	Note-catcher
Day 4	ELA_G4_W1_L4	<i>The History of the 19th Amendment</i>	Quiz

www.detroitk12.org/youtube

The History of the 19th Amendment

By History.com, adapted by Newsela staff on 02.28.17

Word Count 647

Level 810L



Women in New York City line up to vote for the first time in 1920 after the passage of the 19th Amendment. Photo: Underwood Archives/Getty Images

The 19th Amendment to the U.S. Constitution was passed on August 18, 1920. This law gave American women the right to vote. At the time the U.S. was founded, women did not share all the same rights as men. The movement for women's rights began on a national level with a meeting in Seneca Falls, New York. Following the convention, the demand for the vote became a central part of the women's rights movement. The movement was known as the "suffrage" movement. "Suffrage" refers to the right to vote. Activists formed groups that raised awareness and pressured the government to give voting rights to women. After a long battle, these groups finally won their victory with the passage of the 19th Amendment.

Origins of women's suffrage in the U.S.

During America's early history, women were denied some of the key rights enjoyed by men. For example, women did not have the right to vote. They were expected to give their attention to housework and motherhood, not politics.

During the 1820s and 1830s, this changed. Many women started to push back against the idea that the only "true" woman was a wife and mother devoted to her family.

Suffrage movement gets organized

In 1848, the movement for women's rights began. In July, Elizabeth Cady Stanton and Lucretia Mott organized the first women's rights gathering at Seneca Falls, New York. More than 300 people attended. They believed that women should be given better opportunities. They also agreed that women should have political rights, like the right to vote.

National suffrage groups established

In 1869, Stanton joined together with another activist named Susan B. Anthony. They formed the National Woman Suffrage Association (NWSA). The NWSA wanted to pass an amendment to the Constitution that would give women the right to vote. That same year, Lucy Stone and Henry Blackwell founded the American Woman Suffrage Association (AWSA). The AWSA thought it would be easier to give women the right to vote a different way. The group wanted to pass amendments to individual state constitutions.

In 1890, the NWSA and the AWSA merged together. They formed a new group called the National American Woman Suffrage Association (NAWSA). This group planned to push for voting rights state by state. Within six years, Colorado, Utah and Idaho gave women the right to vote. In 1900, Carrie Chapman Catt became the leader of the NAWSA.

Progress and civil disobedience

In the early 1900s, the NAWSA had many successes. Between 1910 and 1918, 17 states and territories gave voting rights to women.

In 1918, President Woodrow Wilson became a supporter of women's voting rights. He argued for an amendment to the Constitution. But when a plan for such an amendment came up for a vote, it failed to pass. Another year passed before national lawmakers considered the amendment again.

Getting the vote

When Congress voted again on the amendment in 1919, it passed. Then the amendment was sent to the states to be approved. To become a law, two-thirds of the states had to vote in favor of the amendment.

By March of the following year, a total of 35 states had approved the amendment. To reach a two-thirds majority, one more state needed to approve it. Seven Southern states had already rejected the amendment. In the end, it was up to Tennessee to make the final decision.

Tennessee's lawmakers were evenly divided. Representative Harry T. Burn had to cast the final vote to break the tie. Although Burn was against the amendment, his mother convinced him to support it. With Burn's vote, the 19th Amendment became law.

On November 2, 1920, more than 8 million women across the U.S. voted in elections for the first time. It took over 60 years for the remaining 12 states to approve the 19th Amendment. Mississippi was the last to do so, in 1984.

Lesson 1

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The History of the 19th Amendment • Lesson 1 Note-Catcher, Pencil • ELA_G4_W1_L1
Read	With a family member, caregiver, or a friend, read The History of the 19th Amendment .
Think	<ul style="list-style-type: none"> • What is this article about? • What did you learn about the 19th Amendment from this article?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • What do you think the main idea of the article is? • What makes you think that? • What explicit information in the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation, use the Lesson 1 Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 1 Note-Catcher

Directions: Record your conversation about the main idea and supporting details from the text.

Main Idea
Supporting Details (What explicit information from the text supports your thinking about the main idea?)

Lesson 2

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>The History of the 19th Amendment</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • The History of the 19th Amendment • Lesson 2 Note-Catcher, Pencil • ELA_G4_W1_L2
Read	With a family member, reread the section with the subheading “Origins of Women’s suffrage in the U.S.” from The History of the 19th Amendment .
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What does the phrase “women were denied some of their key rights” mean? • What clues can you find in the text that help you understand the meaning of this phrase? • What is a synonym (a word that means the same thing) for the word denied?
Write	Using the Lesson 2 Note-Catcher, record the meaning of the phrase “women were denied some of the key rights”. Then record how this phrase supports the main idea of the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 2 Note-Catcher

Directions: Record the meaning of the phrase “women were denied some of the key rights”. Then record how this phrase supports the main idea of the text.

What is the meaning of the phrase, “women were denied some of the key rights”?	
What clues from the text support your answer?	
What is a synonym for the word denied?	
How does this phrase support the main idea of the text?	

Lesson 3

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>The History of the 19th Amendment</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • The History of the 19th Amendment • Lesson 3 Note-Catcher, Pencil • ELA_G4_W1_L3
Read	With a family member, reread the section with the first paragraph from The History of the 19th Amendment .
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What does the phrase “suffrage movement” mean?” • What clues can you find in the text that help you understand the meaning of this phrase? • What is an antonym (word that means the opposite) for the word movement?
Write	Use the Lesson 3 Note-Catcher to record the meaning of the phrase “suffrage movement”. Then record how this phrase supports the main idea of the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 3 Note-Catcher

Directions: Record the meaning of the phrase “suffrage movement”. Then record how this phrase supports the main idea of the text.

What is the meaning of the phrase, “suffrage movement”?	
What clues from the text support your answer?	
What is an antonym (a word that means the opposite) for the word movement?	
How does this phrase support the main idea of the text?	

Lesson 4

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none">• The History of the 19th Amendment• Lesson Quiz, Pencil• ELA_G4_W1_L4
Read	With a family member, reread The History of the 19th Amendment .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have found the main idea of the article.• You have found the meaning of words and phrases in the text.• You have connected how phrases from the text support the main idea.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the main idea of this article?• What are the main ideas of the sections that you reread?• What were some of the important supporting details?
Write	Answer the questions on the Lesson 4 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 4 Quiz

Directions: Using the article, answer the following questions.

1. Which of the following are two MAIN ideas from the article?

1. During the 1800s, activists formed organizations and began efforts to give women the right to vote.
2. Two groups merged in 1890 to form a new organization called the National American Woman Suffrage Association (NAWSA).
3. In 1920, the 19th Amendment was passed and ratified, granting women the right to vote.
4. It took more than six decades for the last 12 states to approve the 19th Amendment.

- a) 1 and 2
- b) 1 and 3
- c) 2 and 4
- d) 3 and 4

2. Which sentence from the article BEST summarizes a MAIN idea of the article?

- a) They were expected to give their attention to housework and motherhood, not politics.
- b) Within six years, Colorado, Utah and Idaho gave women the right to vote.
- c) Representative Harry T. Burn had to cast the final vote to break the tie.
- d) On November 2, 1920, more than 8 million women across the U.S. voted in elections for the first time.

3. Which section of the article explains HOW the amendment passed?

- a) "Suffrage movement gets organized"
- b) "National suffrage groups established"
- c) "Progress and civil disobedience"
- d) "Getting the vote"

4. What effect did the National Woman Suffrage Association (NWSA) have on the suffrage movement?

- a) It voted for the 19th Amendment to become a law.
- b) It cast the final vote to break the tie for the two-thirds majority.
- c) It led to many states giving women the right to vote.
- d) It wrote the amendment to the U.S. Constitution in 1918.

Grade 4 ELA/Reading

Daily 3-5 Videos



WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/20/20 to 4/24/20

Directions:	Read the directions for each lesson, watch the video and complete the lesson activity.
Guiding Questions:	<p>What can we learn from the process of ratifying the 19th Amendment?</p> <p>How can stories inspire us to take action to contribute to a better world?</p> <p>How and why can we encourage and support others to contribute to a better world?</p>
Materials Needed:	Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W2_L5	<i>Opinion: Recognition of black women's suffrage role long overdue</i>	Note-catcher
Day 2	ELA_G4_W2_L6	<i>Opinion: Recognition of black women's suffrage role long overdue</i>	Note-catcher
Day 3	ELA_G4_W2_L7	<i>Opinion: Recognition of black women's suffrage role long overdue</i>	Note-catcher
Day 4	ELA_G4_W2_L8	<i>Opinion: Recognition of black women's suffrage role long overdue</i>	Quiz
Day 5	ELA_G4_W2_L9	<i>Opinion: Recognition of black women's suffrage role long overdue</i>	Writing Activity

www.detroitk12.org/youtube

Opinion: Recognition of black women's suffrage role long overdue

By Susan Ware, Washington Post, adapted by Newsela staff on 05.16.19

Word Count **656**

Level **840L**



(From left) Representative Nancy Pelosi, first lady Michelle Obama and Secretary of State Hillary Clinton celebrate the unveiling of a statue of Sojourner Truth in the U.S. Capitol in Washington, D.C., April 28, 2009. Photo by: Nancy Pelosi/Flickr

One hundred years ago, Carrie Chapman Catt coordinated the final steps to get women the right to vote. Catt was a leading suffragist, or someone who fought for voting rights for women, and helped get the 19th Amendment approved. The law officially let women vote.

Meanwhile, Catt was also buying a farm. She called it Juniper Ledge. The farm is outside New York City. There, she had 12 tree plaques created. One shows Elizabeth Cady Stanton, calling her "the fearless defender of her sex." Another shows Frances Willard, calling her "the woman of widest vision." Susan B. Anthony's plaque is also there. Anthony's plaque calls her the one "who led the way."

In many ways suffragists were our first women's historians. A walk in the woods with Catt was like taking a course in suffrage history. However, the story she offered at Juniper Ledge hints at a problem. The centennial, or 100-year anniversary, of women's suffrage in August will be full of emotion.

Like most white suffragists, Catt held prejudices against people of color. She included no plaques honoring African-Americans. Thousands of African-American women also struggled to help get the vote.

Outdated Approach

For too long, the history of how women won the right to vote has closely matched Catt's suffrage forest. The plaques on her trees highlighted the famous white leaders. We should move away from that outdated approach. Another story is waiting to be told. The story is about people of different races helping win suffrage.

This history shifts attention away from the national leaders to highlight the women — and occasionally men — who made women's suffrage happen through actions large and small. Across the nation, they were all brave. Suffrage activists rallied in churches and the halls of Congress. They spoke at graveyards on college campuses. They spoke on the steps of the U.S. Treasury building in Washington, D.C. They spoke atop Mount Rainier in the state of Washington.

African-American Women Center Of New Suffrage History

African-American women are at the center of this new suffrage history. Black suffragists refused to separate race from gender. These women included Sojourner Truth, Ida B. Wells-Barnett and Frances Ellen Watkins Harper.

Harper spoke to a suffrage gathering in 1866 and reminded the audience of an important fact about Americans. "We are all bound up together in one great bundle of humanity," she said.

African-American suffragists aren't the only ones who go unrecognized. Thousands of women representing a mix of regions, races and generations came together in one of the most meaningful moments in American history. Women held public protests, lobbied members of Congress, marched and even risked imprisonment. Claiborne Catlin was a 32-year-old widow. She rode a horse for four months across Massachusetts to rally for the cause.

Hard-Fought Victory

The hard-fought victory represented a breakthrough for American women. Yet it was also a breakthrough for American government. The suffragists of the 1800s and early 1900s understood the struggle for women's rights didn't end with the 19th Amendment.

The large number of female candidates in 2018's midterm elections for Congress is a direct result. The number of women already declared as candidates for president in 2020 is another clear result. These candidates are black, Latina, Muslim, Asian and Jewish. Their breakthroughs are built on demands by women suffragists. The women wanted a fair government.

The upcoming centennial of the 19th Amendment is an opportunity to highlight more women who changed history.

Who should we add to Catt's suffrage forest? How about Nina Allender? She's the artist who gave up her job to become a political cartoonist. Wells-Barnett? She's the African-American activist who refused to march in a segregated parade.

These women are just two of the suffragist stories waiting to be told.

Susan Ware is honorary women's suffrage centennial historian at Harvard's Schlesinger Library and author of "Why They Marched: Untold Stories of the Women Who Fought for the Right to Vote."

Lesson 5

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Opinion: Recognition of black women's suffrage role long overdue • Lesson 5 Note-Catcher, Pencil • ELA_G4_W2_L5
Read	With a family member, caregiver, or a friend, read Opinion: Recognition of black women's suffrage role long overdue .
Think	<ul style="list-style-type: none"> • What is this article about? • How does the article support the title, <i>Opinion: Recognition of black women's suffrage role long overdue</i>?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • Why did the author choose this title? • What evidence from the text supports your thinking? • What explicit information in the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation use the Lesson 5 Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 5 Note-Catcher

Directions: Record your conversation about the main idea and supporting details from the text.

Main Idea
Supporting Details Notes (What explicit information from the text supports your thinking about the main idea?)

Lesson 6

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>The History of the 19th Amendment</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Opinion: Recognition of black women's suffrage role long overdue • Lesson 6 Note-Catcher, Pencil • ELA_G4_W2_L6
Read	With a family member, caregiver, or a friend, reread the section with the subheading “Origins of Women’s suffrage in the U.S.” from Opinion: Recognition of black women's suffrage role long overdue .
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does breakthrough mean? How is it used in this text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • What does the phrase “breakthrough for American government” mean? • What clues can you find in the text that help you understand the meaning of this phrase? • What is a synonym (a word that means the same) for the word breakthrough?
Write	On the Lesson 6 Note-Catcher record the meaning of the phrase “breakthrough for American government”. Then record how this phrase supports the main idea of the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 6 Note-Catcher

Directions: Record the meaning of the phrase “women were denied some of the key rights”. Then record how this phrase supports the main idea of the text.

What is the meaning of the phrase, “breakthrough for American government”?	
What clues from the text support your answer?	
What is a synonym (a word that means the same thing) for the word breakthrough?	
How does this phrase support the main idea of the text?	

Lesson 7

Target	I can explain how an author uses reasons and evidence to support particular points in a text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Opinion: Recognition of black women's suffrage role long overdue • Lesson 7 Note-Catcher, Pencil • ELA_G4_W2_L7
Read	With a family member, caregiver, or a friend, reread the section with the subheading “Hard-fought Victory” from Opinion: Recognition of black women's suffrage role long overdue .
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What opinion does the author have about black women’s role in the suffrage movement?
Talk	<p>With a family member, caregiver, or a friend, review and clarify the following vocabulary as necessary:</p> <ul style="list-style-type: none"> • <i>opinion</i> (what a person thinks about something or someone; this thinking can be based on facts, feelings, experience, or a combination of all three) • <i>reasons</i> (an explanation for why an author thinks something is true) • <i>evidence</i> (facts and details based on research or observations that support a reason) <p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What words does the author use to show their opinion about black women’s role and importance in the suffrage movement? • What is the author’s opinion about black women’s role in the movement? • What reasons and evidence does the author give to support their opinion?

Write	Using the Lesson 7 Note-Catcher to record the author's opinion about black women's roles in the suffrage movement.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 7 Note-Catcher

Directions: Record the author’s opinion about black women’s roles in the suffrage movement.

Look at the section with the subheading “Hard-Fought Victory”. What words express an opinion in the quote?

What is this author’s opinion about black women in the suffrage movement?

Lesson 8

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Opinion: Recognition of black women's suffrage role long overdue • Lesson Quiz, Pencil • ELA_G4_W2_L8
Read	With a family member, caregiver, or a friend, reread Opinion: Recognition of black women's suffrage role long overdue .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about the author's opinion and how they supported the opinion with reasons and evidence.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details?
Write	Answer the questions on the Lesson 8 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 8 Quiz

Directions: Using the article, answer the following questions.

1. Read the section "Hard-Fought Victory." Select the paragraph from the section that shows the effect of the women's suffrage movement.
 - a) The hard-fought victory represented a breakthrough for American women. Yet it was also a breakthrough for American government. The suffragists of the 1800s and early 1900s understood the struggle for women's rights didn't end with the 19th Amendment.
 - b) The large number of female candidates in 2018's midterm elections for Congress is a direct result. The number of women already declared as candidates for president in 2020 is another clear result. These candidates are black, Latina, Muslim, Asian and Jewish. Their breakthroughs are built on demands by women suffragists. The women wanted a fair government.
 - c) The upcoming centennial of the 19th Amendment is an opportunity to highlight more women who changed history.
 - d) Who should we add to Catt's suffrage forest? How about Nina Allender? She's the artist who gave up her job to become a political cartoonist. Wells-Barnett? She's the African American activist who refused to march in a segregated parade.
2. Read the selection below from the section "Outdated Approach."

For too long, the history of how women won the right to vote has closely matched Catt's suffrage forest. The plaques on her trees highlighted the famous white leaders. We should move away from that outdated approach. Another story is waiting to be told. The story is about people of different races helping win suffrage. Which sentence from this selection supports the conclusion that the women's suffrage movement was built by many groups working together?

- a) For too long, the history of how women won the right to vote has closely matched Catt's suffrage forest.
- b) The plaques on her trees highlighted the famous white leaders.
- c) We should move away from that outdated approach.
- d) The story is about people of different races helping win suffrage.

3. Read the section "African-American Women Center Of New Suffrage History." Which sentence shows the author's point of view about the women's rights movement?
- a) These women included Sojourner Truth, Ida B. Wells-Barnett and Frances Ellen Watkins Harper.
 - b) Harper spoke to a suffrage gathering in 1866 and reminded the audience of an important fact about Americans.
 - c) Thousands of women representing a mix of regions, races and generations came together in one of the most meaningful moments in American history.
 - d) Women held public protests, lobbied members of Congress, marched and even risked imprisonment.
4. Carrie Chapman Catt thought it was important to celebrate the suffrage movement. How is the author's opinion about the suffrage movement different?
- a) The author believes it is important to honor the suffragettes who have been overlooked by history.
 - b) The author thinks that the suffrage movement is prejudiced and should not be celebrated.
 - c) The author argues that the suffrage movement and the women's rights movements should be kept separate.
 - d) The author suggests that the centennial of the 19th Amendment should only honor black activists.

Lesson 9

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Opinion: Recognition of black women's suffrage role long overdue • Lesson 9 Writing Activity, Pencil • ELA_G4_W2_L9
Read	With a family member, caregiver, or a friend, reread Opinion: Recognition of black women's suffrage role long overdue .
Think	<p>Think about how you would explain black women's role in the suffrage movement and how despite the 19th amendment there was still inequality in the United States. Inequality means the lack of equality in circumstances.</p> <ul style="list-style-type: none"> • What main idea would you share? • What phrases from the text would you use to support your main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the most important main ideas of this article? • What are the most important supporting details? • What words or phrases from the text would best support your main idea?
Write	Using the lesson 9 Writing Activity, write 3-4 sentences that describe black women's roles in the suffrage movement and how inequality was still present. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 4/27/20 to 5/01/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W3_L10	<i>Woman Who Fought for the Vote</i>	Note-catcher
Day 2	ELA_G4_W3_L11	<i>Woman Who Fought for the Vote</i>	Note-catcher
Day 3	ELA_G4_W3_L12	<i>Woman Who Fought for the Vote</i>	Note-catcher
Day 4	ELA_G4_W3_L13	<i>Woman Who Fought for the Vote</i>	Quiz
Day 5	ELA_G4_W3_L14	<i>Woman Who Fought for the Vote</i>	Writing Activity

www.detroitk12.org/youtube

Women Who Fought for the Vote

By History.com, adapted by Newsela staff on 02.28.17

Word Count 522

Level 620L



Susan B. Anthony, Frances Willard and other members of the International Council of Women. Rice/Library of Congress/Corbis/VCG via Getty Images

In 1920, almost 100 years ago, American women voted for the very first time for president. Before then, no woman in the United States had the right to vote for president. Only men could vote.

Women had been fighting to win the vote for almost 100 years. The famous leaders of this fight are listed below.

Susan B. Anthony, 1820-1906

Susan B. Anthony is a famous leader in women's rights.

Anthony discovered that few people in the government cared about women's problems. She realized it was because women could not vote. The people in government needed votes to get and keep their jobs. Since women did not vote, they did not matter.

Anthony decided that women needed to win the right to vote. Only then would the government care about them.

Anthony later became the president of the National American Woman Suffrage Association (NAWSA). Fighters for suffrage were called suffragists. "Suffrage" is the right to vote.

Alice Paul, 1885-1977

Alice Paul was the leader of the boldest group of suffragists. She did anything it took to win the vote.

After becoming a suffragist, Paul first joined NAWSA. In 1913, she helped plan a huge suffrage parade.

Paul was too bold for some in NAWSA. In 1914, she left NAWSA. She then started her own group, the National Woman's Party (NWP).

The NWP specialized in bold protests. For example, they camped out in front of the White House for seven months.

Paul and others were arrested for their White House protest. Their brave stand won many people to their side.

In 1918, President Wilson put forward a new law. This law gave women the right to vote. The law passed in 1920.

Elizabeth Cady Stanton, 1815-1902

Elizabeth Cady Stanton was an early fighter for women's rights. In 1848, she helped put together the first women's rights meeting. The meeting was held in Seneca Falls, New York.

Around 240 men and women attended. They talked about the rights of women.

One hundred people signed a declaration similar to the Declaration of Independence. It was called the Declaration of Sentiments. It said that women should have the same rights as men.

This important meeting began the long fight for women's suffrage.

Lucy Stone, 1818-1893

Lucy Stone was an abolitionist and women's rights leader. An abolitionist is a person who wants to end slavery. She is best known for refusing to change her last name when she got married. Her husband was the abolitionist Henry Blackwell.

Stone became a speaker for the American Anti-Slavery Society.

In 1871, Stone and Blackwell started a feminist newspaper The Woman's Journal. Stone died in 1893. The paper ran until 1931.

Ida B. Wells, 1862-1931

Ida B. Wells is best known as a fighter for African-American rights. She also fought for women's rights.

In 1913, Wells was preparing to join the suffrage parade held on the day Wilson became president. She was asked not to come. Some of the white women had refused to march alongside blacks.

Wells joined the march anyway. She continued to fight for civil rights for all until her death in 1931.

Lesson 10

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Women Who Fought for the Vote • Lesson 10 Note-Catcher, Pencil • ELA_G4_W3_L10
Read	With a family member, caregiver, or a friend, read Women Who Fought for the Vote .
Think	<ul style="list-style-type: none"> • What is this article about? • How would you summarize the article in one sentence?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea. A summary is a way to retell the big idea of the text and captures the main idea.</p> <ul style="list-style-type: none"> • How would you summarize the article in one sentence? • What evidence from the text supports your thinking? • What explicit information in the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation, use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 10 Note-Catcher

Directions: Record your conversation about the main idea and supporting details from the text.

Summarize the article in one sentence:

Supporting Details Notes

(What explicit information from the text supports your thinking about the main idea?)

Lesson 11

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article <i>The History of the 19th Amendment</i> .
Text, Materials, Video Name	<ul style="list-style-type: none">• Women Who Fought for the Vote• Lesson 11 Note-Catcher, Pencil• ELA_G4_W3_L11
Read	With a family member, caregiver, or a friend, reread the section with the subheading “Elizabeth Cady Stanton.” from Women Who Fought for the Vote .
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none">• context: read the sentences around the word• look at the affixes for clues (example: <u>dis</u>approve)• look at the root of the word for clues (example: <u>dis</u><u>approve</u>)• use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none">• What is this section mainly about?• How does this section support the main idea of the whole text?• How is the word fighter used in the text?• What is another word you could use for the word fighter.

<p>Talk</p>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> • How is the word fighter used in the text? • What clues can you find in the text that help you understand the meaning of this word? • Why was the word fighter used to describe Elizabeth Cady Stanton? • What is a synonym (a word that means the same) for the word fighter as it is used in the text? • What does the phrase, “early fighter for women’s rights” mean?
<p>Write</p>	<p>On the Note-Catcher record the meaning of the word fighter as it is used in the text. Then record how this phrase supports the main idea of the text.</p>
<p>Closing</p>	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
<p>Fluency</p>	<p>Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.</p>

Lesson 11 Note-Catcher

Directions: Record the meaning of the phrase “early fighter for women's rights”. Then record how this phrase supports the main idea of the text.

What is the meaning of the phrase, “early fighter for women's rights”?	
What clues from the text support your answer?	
What is a synonym (a word that means the same thing) for the word fighter as it is used in the text?	
How does this phrase support the main idea of the text?	

Lesson 12

Target	I can explain ideas or concepts in a historical text including what happened and why.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Women Who Fought for the Vote • Lesson 12 Note-Catcher, Pencil • ELA_G4_W3_L12
Read	With a family member, caregiver, or a friend, reread the section with the subheading “Ida B. Wells” from Women Who Fought for the Vote .
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the author want you to know about Ida B. Wells? • What happened in 1913 that showed even though women’s rights were progressing (moving forward) there was still inequality in the United States?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • How does this section about Ida B. Wells support the main idea? • What was significant about Ida B. Wells? • Why does the author include Ida B. Wells in this article? • What happened in 1913 that showed even though women’s rights were progressing (moving forward) there was still inequality in the United States?
Write	Use the Lesson 12 Note-Catcher to record thinking about key people and events in the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 12 Note-Catcher

Directions: Record your thinking about key people and events in the text.

What was significant about Ida B. Wells?	Why does the author include Ida B. Wells in this article?

Using the lines below explain what happened in 1913 that showed even though women's rights were progressing (moving forward) there was still inequality in the United States?

Lesson 13

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none">• Women Who Fought for the Vote• Lesson Quiz, Pencil• ELA_G4_W3_L13
Read	With a family member, caregiver, or a friend, reread Women Who Fought for the Vote .
Think	Remember the work that you have done this week: <ul style="list-style-type: none">• You have found the main idea of the article.• You have found the meaning of words and phrases in the text.• You have connected how phrases from the text support the main idea.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the main idea of this article?• What are the main ideas of the sections that you reread?• What were some of the important supporting details?
Write	Answer the questions on the Lesson 13 Quiz.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 13 Quiz

Directions: Using the article, answer the following questions.

1. Which of the following sentences from the introduction [paragraphs 1-2] BEST states the article's main idea?
 - a) In 1920, almost 100 years ago, American women voted for the very first time.
 - b) Before then, no woman in the United States had the right to vote.
 - c) Only men could vote.
 - d) Women had been fighting to win the vote for almost 100 years.

2. What is the main idea of the section "Susan B. Anthony, 1820-1906"?
 - a) Susan B. Anthony was the most important leader in the fight for women's right to vote.
 - b) Susan B. Anthony made the government understand that the right to vote was important to women.
 - c) Susan B. Anthony realized that women's rights would not be important to government leaders until women could vote.
 - d) Susan B. Anthony was called a suffragist, because the word "suffrage" means the right to vote. She died in 1906.

3. Which paragraph in the section "Alice Paul, 1885-1977" explains when all women in the United States finally gained the right to vote? In the article, circle the paragraph you choose.

4. Which section of the article gives information about the first official women's rights meeting?
 - a) "Susan B. Anthony, 1820-1906"
 - b) "Alice Paul, 1885-1977"
 - c) "Elizabeth Cady Stanton, 1815-1902"
 - d) "Lucy Stone, 1818-1893"

Lesson 14

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Women Who Fought for the Vote • Lesson 14 Writing Activity, Pencil • ELA_G4_W3_L14
Read	With a family member, caregiver, or a friend, reread Women Who Fought for the Vote .
Think	<p>Think about how you would explain to someone what we can learn from the process of ratifying the 19th amendment.</p> <ul style="list-style-type: none"> • What main idea would you share? • What phrases from the text would you use to support your main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the most important main ideas of this article? • What are the most important supporting details? • What words or phrases from the text would best support your main idea?
Write	Using the lesson 14 Writing Activity, write 3-4 sentences that explains what we can learn from the process of ratifying the 19th amendment. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/04/20 to 5/08/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W4_L15	<i>The many black women who helped to build the civil rights movement?</i>	Note-catcher
Day 2	ELA_G4_W4_L16	<i>The many black women who helped to build the civil rights movement?</i>	Note-catcher
Day 3	ELA_G4_W4_L17	<i>The many black women who helped to build the civil rights movement?</i>	Note-catcher
Day 4	ELA_G4_W4_L18	<i>The many black women who helped to build the civil rights movement?</i>	Quiz
Day 5	ELA_G4_W4-L19	<i>The many black women who helped to build the civil rights movement?</i>	Writing Activity

www.detroitk12.org/youtube

The many black women who helped to build the civil rights movement

By USA Today, adapted by Newsela staff on 10.26.18

Word Count 782

Level 800L



Image 1. Coretta Scott King, an American civil rights campaigner and widow of Martin Luther King Jr., stands behind a podium covered in microphones at a rally for peace in Vietnam at Central Park in New York City, April 27, 1968. Photo from Hulton Archive/Getty Images

On August 28, 1963, hundreds of thousands of protesters gathered in Washington, D.C. They marched through the nation's capital to show their support for civil rights. At the march, Martin Luther King Jr. gave his "I Have a Dream" speech.

The women of the civil rights movement did not get to say what their dreams were. None of them were given much time to speak. Many black women felt that their voices were being ignored.

The civil rights movement could not have happened without women. They were movement organizers, teachers and writers. They built organizations, studied the country's laws and trained young activists. They worked passionately to stop racism. The women of the civil rights movement also worked to stop sexism. A society is sexist when women do not have the same rights as men.

Even In The Background, Women Made History

Barbara Reynolds is a journalist and a minister. "There were hundreds of unnamed women who participated in the movement," she said. It was not just a few leaders, such as Martin Luther King, who "put their mark on history." It was these women, Reynolds said.

The women of the civil rights movement were wise. They knew that they needed to take on both racism and sexism. Together, many women wanted to build new political movements free of all forms of discrimination.

The courage of black female activists also inspired other movements. For example, it inspired the feminist movement and the gay rights movement. A social movement is a group of people who work to get more rights.

King's wife, Coretta Scott King, was a leader too. She used her talent as a singer to spread her husband's message and raise money for the movement. She also worked to support human rights.

Taking Leadership

Martin Luther King was the most famous leader of the Southern Christian Leadership Conference (SCLC). This was one of the most important civil rights groups of its time. But it was lifelong activist Ella Baker who started the group and set its main goals. Many historians see Baker as the most important woman of the civil rights movement.

Barbara Ransby is a historian. "Baker operated in a political world that was, in many ways, not fully ready for her," Ransby wrote. "She inserted herself into leadership situations where others thought she simply did not belong."

A Parallel March On Independence

The movie "Selma" showed King's role in the marches that went from Selma to Montgomery, Alabama, in 1965. Their goal was to push the government to pass a law. The law would make sure that all Americans could vote, not just white Americans. King was the most famous leader, but one of the marches' main organizers was Diane Nash. She was barely shown in the movie.

Even when women are remembered, it is not based on who they really were. Take Rosa Parks, for example. She is often seen as an accidental hero.

"Everyone seems to think she was a frail little woman," Reynolds said. They think she only sat down at the front of the bus because she was tired and her feet hurt. The truth is that Parks was an



activist her whole life. What she was tired of was "being put on the back of the bus."

Another important civil rights leader was Dorothy Height. She stood on the platform with King during the March on Washington. She said many women were furious because they were mistreated during the march.

Height wanted others to notice that women faced sexism. Along with other black female leaders, she held a separate march. The women marched down Independence Avenue, while the men marched down Pennsylvania Avenue.

"Black Women Are Going To Lead The Way"

Today, there is a new generation of black female activists. Political leader Donna Brazile said the nation should be ready for more of them.

"Black women are taking an active role in beginning what I call the next phase of the black political movement," she said. "Black women are going to lead that way, but we're not going to be alone. We're going to bring as many people with us. Because in moving the country forward, we can leave no one behind."

Lesson 15

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The many black women who helped to build the civil rights movement. • Lesson 15 Note-Catcher, Pencil • ELA_G4_W4_L15
Read	With a family member, caregiver, or a friend, read The many black women who helped to build the civil rights movement.
Think	<ul style="list-style-type: none"> • What is this article about? • Why does the author title the article, <i>The many black women who helped to build the civil rights movement</i>?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea. Also, the title is a place the author can capture the main idea of the text.</p> <ul style="list-style-type: none"> • What is another title the author could have given this article? • What evidence from the text supports your thinking? • What explicit information in the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 15 Note-Catcher

Directions: Record your conversation about the main idea and supporting details from the text.

What is another title for the text that captures the main idea?

Supporting Details Notes

(What explicit information from the text supports your thinking about the main idea?)

Lesson 16

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article, <i>The many black women who helped to build the civil rights movement</i> .
Text, Materials, Video Name	<ul style="list-style-type: none"> • The many black women who helped to build the civil rights movement. • Lesson 16 Note-Catcher, Pencil • ELA_G4_W4_L16
Read	With your family member, caregiver, or friend, reread the section with the subheading “Even In The Background, Women Made History” from The many black women who helped to build the civil rights movement .
Think	<p>Remember that close readers use strategies to figure out the meaning of words they don’t know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u><u>approve</u>) • use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the phrase “put their mark on history” mean?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What does the phrase “put their mark on history” mean? • What clues can you find in the text that help you understand the meaning of this phrase? • What is another way to say the phrase “put their mark on history”?
Write	On the Note-Catcher record the meaning of the phrase “put their mark on history”. Then record how this phrase supports the main idea of the text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 16 Note-Catcher

Directions: Record the meaning of the phrase “put their mark on history”. Then, record how this phrase supports the main idea of the text.

What is the meaning of the phrase, “put their mark on history”?	
What clues from the text support your answer?	
What is a synonym (a word that means the same thing) for the word “mark” as it is used in the text?	
How does this phrase support the main idea of the text?	

Lesson 17

Target	I can explain ideas or concepts in a historical text including what happened and why.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The many black women who helped to build the civil rights movement. • Lesson 17 Note-Catcher, Pencil • ELA_G4_W4_L17
Read	With your family member, caregiver, or friend, reread the section with the subheading “Black Women are Going to Lead The Way” from The many black women who helped to build the civil rights movement.
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What is the influence or impact black women activists have on people today?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • How does this section support the main idea of the whole text? • What influence or impact did black female activists have on people today?
Write	Using the Lesson 17 Note-Catcher to record thinking about the influence or impact of black female activists on people today.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 18

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The many black women who helped to build the civil rights movement. • Lesson Quiz, Pencil • ELA_G4_W4_L18
Read	With your family member, caregiver, or friend, reread The many black women who helped to build the civil rights movement.
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about the effects of the early black women activists.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details?
Write	Answer the questions on the Lesson 18 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 18 Quiz

Directions: Using the article, answer the following questions.

1. Why were African-American women key to the civil rights movement?

- a) They accidentally became activists due to unfair conditions.
- b) They helped organize marches and sparked political boycotts.
- c) They took actions to make sure only African-Americans could participate.
- d) They delivered key speeches after the "I Have A Dream" speech.

2. Read the following paragraph from the article.

The women of the civil rights movement did not get to say what their dreams were. None of them were given much time to speak. Many black women felt that their voices were being ignored.

How does this paragraph support the MAIN idea of the article?

- a) It shows the types of dreams the black women of the civil rights movement had.
- b) It helps explain why the work that black women did in the civil rights movement is not well known.
- c) It shows what the black women in the civil rights movement wanted to speak about.
- d) It helps explain why black women in the civil rights movement were not given much time to speak.

3. Based on the article, which of the following is true?

- a) Black women suffered more racism than black men.
- b) Black women opposed sexism that black men ignored.
- c) Black women opposed violent protests unlike black men.
- d) Black women fought for the right to vote unlike black men.

4. Read the following paragraph from the article.

Barbara Reynolds is a journalist and a minister. "There were hundreds of unnamed women who participated in the movement," she said. It was not just a few leaders, such as Martin Luther King, who "put their mark on history." It was these women, Reynolds said.

Which statement BEST summarizes the paragraph?

- a) Martin Luther King was a leader in the civil rights movement.
- b) Martin Luther King was a leader who put his mark on history.
- c) A black woman named Barbara Reynolds is a journalist and a minister.
- d) Hundreds of black women participated in the civil rights movement.

5. Which of the following represents the view of African-American women in the civil rights movement?

- a) Women should accept the sexism of men to better fight a common enemy.
- b) Men rather than women should deliver important speeches at marches.
- c) The civil rights movement should focus on fighting racism alone.
- d) The fight against racism is part of a larger fight for human rights.

6. If the section "Taking Leadership" was organized in chronological order, which sentence would come FIRST?

- a) Martin Luther King was the most famous leader of the Southern Christian Leadership Conference (SCLC).
- b) This was one of the most important civil rights groups of its time.
- c) But it was lifelong activist Ella Baker who started the group and set its main goals.
- d) Many historians see Baker as the most important woman of the civil rights movement.

7. How did sexism affect African-American women?

- a) They could not vote.
- b) They could not organize marches.
- c) They could not march in public protests.
- d) They had fewer opportunities to speak.

8. Read the section "Black Women Are Going To Lead The Way." How does this section contribute to the article's MAIN idea?

- a) It explains why black female activists were ignored in the past.
- b) It explains how black female activists solved a problem.
- c) It describes some famous events that black female activists led.
- d) It describes the next steps that black female activists will take.

Lesson 19

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • The many black women who helped to build the civil rights movement. • Lesson 19 Writing Activity, Pencil • ELA_G4_W4_L19
Read	With your family member, caregiver, or friend, reread The many black women who helped to build the civil rights movement.
Think	<p>Think about how you would explain what was black women's role in the history of equal rights in the United States.</p> <ul style="list-style-type: none"> • What main idea would you share? • What phrases from the text would you use to support your main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the most important main ideas of this article? • What are the most important supporting details? • What words or phrases from the text would best support your main idea?
Write	Using the lesson 19 Writing Activity, write 3-4 sentences that explain black women's role in the history of equal rights in the United States. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/11/20 to 5/15/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W5_L20	<i>Birmingham's children marched and went to jail to end segregation</i>	Note-catcher
Day 2	ELA_G4_W5_L21	<i>Birmingham's children marched and went to jail to end segregation</i>	Note-catcher
Day 3	ELA_G4_W5_L22	<i>Birmingham's children marched and went to jail to end segregation</i>	Note-catcher
Day 4	ELA_G4_W5_L23	<i>Birmingham's children marched and went to jail to end segregation</i>	Quiz
Day 5	ELA_G4_W5_L24	<i>Birmingham's children marched and went to jail to end segregation</i>	Writing Activity

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Birmingham's children marched and went to jail to end segregation

By Cricket Media, adapted by Newsela staff on 10.26.18

Word Count 667

Level 750L



Image 1. Police officers lead a group of black schoolchildren into jail following their arrest for protesting racial discrimination near the city hall of Birmingham, Alabama, on May 4, 1963. Photo: Bill Hudson/AP

Audrey Hendricks was only 6, but she already knew not to go to the good playground. She could only play on the one that had broken swings and dirt. Twelve-year-old James Stewart could not play baseball on the nice field. Only white boys could play there.

That's how things were for black children in Birmingham, Alabama, and all over the South before the 1960s. Birmingham's laws said that black and white kids could not play together. The city only cleaned the places where white kids played.

Audrey, James and their friends never mixed with white children. They had to use dressing rooms, bathrooms and drinking fountains that were just for black people. When they rode the bus, they had to sit in the back. Just about every place in Birmingham was segregated, or racially separated.

Minister's Home Is Bombed For Speaking Out

For years, black people tried to change the laws. In 1962, a judge ordered the city to open the parks to everyone. Instead of obeying the judge, Birmingham closed all of the city's parks.

A Baptist minister named Fred Shuttlesworth also tried to end segregation in the city. He held church meetings every Monday during which he preached against segregation. Black and white children should go to school together, he said. Black people should be able to sit anywhere on the bus.

A white man named "Dynamite" Bob Chambliss did not like Shuttlesworth's views and decided to bomb his home. Luckily, Shuttlesworth and his family were not hurt. But many black homes and churches were being bombed in Birmingham.

Church Meetings Give People Ideas

In 1963, Shuttlesworth asked civil rights leader Martin Luther King, Jr. for help. King said black ministers should hold meetings at their churches every night. Soon, thousands of people were attending these meetings. Together they tried to figure out how to end segregation in Birmingham.

King also said, "Fill the jails!" He believed people had the right to disobey unfair laws. If 1,000 people broke segregation laws and were arrested, the jails would not have room for them all. The police would not be able to make people obey the laws.

King also believed in peaceful protest. Everyone had to promise not to fight back if the police attacked them.

New Plan Involves The Children

Through the month of April 1963, King, Shuttlesworth and others tried to get people to protest Birmingham's segregation. They asked people to march and carry signs in the streets. King himself marched and went to jail to show he was not afraid. They worked hard, but only 150 people volunteered to protest. Many feared the police or worried about losing their jobs. Plans to end segregation were failing.



Then, another minister, James Bevel, came up with a new plan. Fill the jails with children, he said. Children did not have jobs, so they would not have to worry about losing them.

Audrey and James decided to protest. On May 2, 1963, they and about 800 other children marched out of 16th Street Baptist Church. Just as Bevel thought, they were arrested. Audrey spent a whole week in jail.

Jails Fill To The Brim

Police Chief "Bull" Connor feared the jails would fill. When more children marched the next day, he told his men to attack them with fire hoses and police dogs. Children were knocked down by jets of water and bitten by dogs. People around the world heard about what was happening.

During the first week of May, almost 4,000 children marched. Day after day, they were arrested. Soon, children filled Birmingham's jails. By July, the city government had given up. It decided to end the city's segregation laws.

Now Audrey, James and other black kids could play in any of the reopened parks. They could sit anywhere on the bus. They could eat in any restaurant.

Soon, young people in other cities were protesting segregation, too.

Lesson 20

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Birmingham's children marched and went to jail to end segregation • Lesson 20 Note-Catcher, Pencil • ELA_G4_W5_L20
Read	With a family member, caregiver, or a friend, read Birmingham's children marched and went to jail to end segregation .
Think	<ul style="list-style-type: none"> • What is this article about? • How would you summarize the article? • What sentence from the article best summarizes the main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • How would you summarize the article? • What sentence from the article best summarizes the main idea? • What explicit information in the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 20 Note-Catcher

Directions: Use the Note-Catcher below to record your conversation about the main idea and supporting details from the text.

Summarize the article in one sentence:
Supporting Details Notes (What explicit information from the text supports your thinking about the main idea?)

Lesson 21

Target	I can determine the meaning of general and domain specific words phrases as they pertain to the article, Birmingham's children marched and went to jail to end segregation .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Birmingham's children marched and went to jail to end segregation • Lesson 21 Note-Catcher, Pencil • ELA_G4_W5_L21
Read	With a family member, reread the section with the subheading "Minister's Home is Bombed for Speaking Out" from Birmingham's children marched and went to jail to end segregation .
Think	<p>Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the word ordered mean in the first sentence of this section?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What does the word ordered mean as it is used in the first sentence of this section? • What clues can you find in the text that help you understand the meaning of this word? • What is another word you could use for the word ordered that would be used correctly in this sentence?
Write	On the Note-Catcher record the meaning of the word "ordered" and how this section supports the main idea of the whole text.

Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 21 Note-Catcher

Directions: Record the meaning of the phrase “put their mark on history”. Then record how this phrase supports the main idea of the text.

What is the meaning of the word “ordered” as it is used in the first sentence of the second section titled “Minister’s Home is Bombed For Speaking Out”?	
What clues from the text support your answer?	
What is a synonym (a word that means the same thing) for the word “ordered” as it is used in the text?	
Rewrite the sentence with your synonym for the word “ordered”.	

Lesson 22

Target	I can explain how events and ideas are concepts in a historical text, including what happened and why.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Birmingham's children marched and went to jail to end segregation . • Lesson 22 Note-Catcher, Pencil • ELA_G4_W5_L22
Read	With a family member, reread the section with the subheading "New Plan Involves the Children" from Birmingham's children marched and went to jail to end segregation .
Think	<ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the text say caused leaders to involve children in the protest?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the text say caused leaders to involve children in the protest? • How did this influence ending inequality in Birmingham?
Write	Using the Lesson 22 Note-Catcher to record your thinking about how students influenced the end of inequality in Birmingham.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 22 Note-Catcher

Directions: Record your thinking about how students influenced the end of inequality in Birmingham.

What is this section mainly about?	How does this section support the main idea of the whole text?
What does the text say caused leaders to involve children in the protest?	How did this influence ending inequality in Birmingham?

Lesson 23

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Birmingham's children marched and went to jail to end segregation • Lesson Quiz, Pencil • ELA_G4_W5_L23
Read	With a family member, reread Birmingham's children marched and went to jail to end segregation .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about how children influenced the civil rights movements.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details? • How did children influence the civil rights movement?
Write	Answer the questions on the Lesson 23 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 23 Quiz

Directions: Using the article, answer the following questions.

1. Why didn't children like Audrey Hendricks and James Stewart ever "mix" with white children?
 - a) Birmingham was segregated.
 - b) They didn't want to play with white children.
 - c) No white children actually lived in Birmingham.
 - d) They preferred to play with their brothers and sisters.

2. Select the sentence that summarizes the article.
 - a) Children like Audrey and James had to play in dirty and broken parks because of segregation.
 - b) Thousands of children marched in order to force Birmingham to finally end segregation.
 - c) A Baptist minister named Fred Shuttlesworth tried to end segregation in Birmingham.
 - d) Children who marched in Birmingham were knocked down with water and bitten by dogs.

3. What BEST explains why Birmingham closed its city parks?
 - a) Whites in Birmingham chose to close the city's parks rather than open all parks to everyone.
 - b) City leaders realized that the parks weren't big enough for both black and whites.
 - c) The judge ordered that the parks had to close if blacks weren't allowed in all parks.
 - d) City leaders decided to close all the parks while they asked another judge to decide the case.

4. Read the paragraph from the section "Jails Fill To The Brim."

During the first week of May, almost 4,000 children marched. Day after day, they were arrested. Soon, children filled Birmingham's jails. By July, the city government had given up. It decided to end the city's segregation laws. How does this paragraph support the main idea of the article?

- a) It shows that the children's brave actions worked.
- b) It explains when the marches were being held.
- c) It describes what police did to stop the marches.
- d) It introduces the purpose of the children's marches.

5. What did Martin Luther King, Jr. mean when he said, "Fill the jails!"?

- a) He wanted people to protest by breaking the law.
- b) He wanted city leaders to be put in jail.
- c) He was asking fellow leaders to be the ones to go to jail.
- d) He wanted black children to let themselves go to jail.

6. Why did Martin Luther King Jr. believe that getting arrested was a good idea?

- a) He thought the judges would realize that the police were being unfair to people.
- b) He thought it would force the rest of the world to pay attention to what was happening.
- c) He thought too many people would be in jail for the unfair laws to continue.
- d) He thought peacefully protesting segregation was less dangerous than fighting back.

7. What happened when the children joined the effort to end segregation in Birmingham?

- a) Although many children were jailed, they continued to protest.
- b) City leaders immediately ended segregation.
- c) Adult protesters objected and stopped the children.
- d) A few children were jailed and the protests stopped.

8. How did the children of Birmingham become involved in the protest marches?

- a) The children had nothing to do because the city had closed all of its parks to avoid ending segregation.
- b) No more adults were left to protest because they had all been arrested and sent to jail already.
- c) Audrey and James came up with the idea during a church meeting where protests were being planned.
- d) A minister named James Bevel realized they could march without worrying about losing jobs like the adults

Lesson 24

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Birmingham's children marched and went to jail to end segregation • Lesson 24 Writing Activity, Pencil • ELA_G4_W5_L24
Read	With a family member, reread Birmingham's children marched and went to jail to end segregation .
Think	<p>Think about how you would explain children's influence on the fight against inequality in the United States during the 1960's.</p> <ul style="list-style-type: none"> • What main idea would you share? • What phrases from the text would you use to support your main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What are the most important main ideas of this article? • What are the most important supporting details? • What words or phrases from the text would best support your main idea?
Write	Using the Lesson 24 Writing Activity, write 3-4 sentences that explain children's influence on the fight against inequality in the United States during the 1960's. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/18/20 to 5/22/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W6_L25	<i>Congresswoman today look up to Shirley Chisholm and her goals</i>	Note-catcher
Day 2	ELA_G4_W6_L26	<i>Congresswoman today look up to Shirley Chisholm and her goals</i>	Note-catcher
Day 3	ELA_G4_W6_L27	<i>Congresswoman today look up to Shirley Chisholm and her goals</i>	Note-catcher
Day 4	ELA_G4_W6_L28	<i>Congresswoman today look up to Shirley Chisholm and her goals</i>	Quiz
Day 5	ELA_G4_W6_L29	<i>Congresswoman today look up to Shirley Chisholm and her goals</i>	Writing Activity

www.detroitk12.org/youtube

Congresswomen today look up to Shirley Chisholm and her goals

By Washington Post, adapted by Newsela staff on 01.28.19

Word Count **603**

Level **620L**



(Left) A portrait of Senator Kamala Harris, a Democrat from California. (Right) Representative Shirley Chisholm, a Democrat from New York, as she announced her candidacy for president in 1972. Photos from the U.S. Senate, Wikimedia

Kamala Harris is a U.S. Senator. She represents the state of California in the Senate, one of two parts of Congress. The other is the House of Representatives.

On January 21, Harris announced she is running for president in 2020.

Harris has said that she was inspired by a woman named Shirley Chisholm.

Chisholm was the first woman to ever run for president of the United States. She was also the first African-American to run.

More lawmakers are paying their respects to Chisholm.

A Surprising Announcement

In 1972, Richard Nixon was president. People in the United States were angry and divided. Nixon was very unpopular. Many Democratic lawmakers were deciding if they should run against Nixon

to be president.

In January that year, Chisholm announced she wanted to be president. This surprised many people.

Chisholm said she was proud of being black and of being a woman. However, she said she was running for everyone in America.

Harris made her announcement on the anniversary of Chisholm's announcement.

"I Just Want To Show It Can Be Done"

Like Chisholm, Harris said she wants to speak the truth. This means discussing unfair treatment of women and people of color. She says this would make people trust the government.

Anastasia Curwood wrote a book about Shirley Chisholm's life. Chisholm "ran to win, but she knew she wouldn't win," Curwood said last year. "She said many times, 'I just want to show it can be done.'"

Shirley Chisholm entered government in the mid-1960s. She had worked as a schoolteacher in New York, The Washington Post reported.

The New Congresswoman From New York

In 1968, she ran for Congress. Chisholm hoped to represent Brooklyn, New York, in its Bedford-Stuyvesant neighborhood. She had lived there for many years. People there were mostly African-American and Puerto Rican. Chisholm spoke Spanish. She was liked by both communities.

Local Democratic leaders did not support Chisholm. She ran anyway and won.

Chisholm was a new congresswoman in the House of Representatives. She said she would not be pushed around by other lawmakers.

"She was unafraid of anybody," Robert Gottlieb said. He worked with Chisholm.

Chisholm Ran And Made History

Chisholm's decision to run for president in 1972 put her up against powerful Democrat leaders. One was the popular Senator George McGovern.

Alabama Governor George Wallace also wanted to be president. He promised to keep whites and blacks in separate schools and public areas.

Chisholm was not scared. "If they don't give you a seat at the table, bring a folding chair," she once said.

Chisholm did not become the Democratic candidate. McGovern did but lost against Nixon. Chisholm returned to Congress. She would serve there until 1983.

Chisholm achieved much in Congress. She helped found the Congressional Black Caucus and the Women's Caucus.

Much To Be Remembered For And Admired

Chisholm once said she did not want to be remembered as the first black woman to run for president. She wanted to be remembered more as "a black woman who lived in the 20th century and dared to be herself."

Following her career in Washington, Chisholm returned to teaching. She died in 2005 at age 80.

She is a major influence for today's newest members of Congress. This group has more women and people of color than ever.

Ayanna Pressley is a new congresswoman from Massachusetts. She is the first African-American woman from her state to serve in the House of Representatives.

Pressley said that she would be working in Chisholm's old office.

"Shirley Chisholm has been a hero of mine since I was a girl," Pressley said.

Lesson 25

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Congresswoman today look up to Shirley Chisholm and her goals • Lesson 25 Note-Catcher, Pencil • ELA_G4_W6_L25
Read	With a family member, caregiver, or a friend, read Congresswoman today look up to Shirley Chisholm and her goals .
Think	<ul style="list-style-type: none"> • What is this article about? • What does the author want the reader to know about Shirley Chisholm? • What supporting details support the author's main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • What is the article mostly about? • What does the author want the reader to know about Shirley Chisholm? • What information does the author provide to support the main idea? • What quotes from the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 25 Note-Catcher

Directions: Use the Note-Catcher below to record your conversation about the main idea and supporting details from the text.

What is the main idea?
Supporting Details Notes (What explicit information from the text supports your thinking about the main idea?)

Lesson 26

Target	I can determine the meaning of general and domain specific words or phrases as they pertain to the article, Congresswoman today look up to Shirley Chisholm and her goals .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Congresswoman today look up to Shirley Chisholm and her goals • Lesson 26 Note-Catcher, Pencil • ELA_G4_W6_L26
Read	With your family member, caregiver, or friend, reread the section with the subheading “Minister's Home is Bombed for Speaking Out” from Congresswoman today look up to Shirley Chisholm and her goals .
Think	<p>Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does Shirley Chisolm's quote, “If they don't give you a seat at the table, bring a folding chair” mean?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • What does Shirley Chisolm's quote, “If they don't give you a seat at the table, bring a folding chair” mean? • What does this quote tell you about the kind of person Shirley Chisholm's is? How does this quote support the main idea in the text?

Write	On the Note-Catcher record the meaning of the sentence and how this section supports the main idea of the whole text.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 26 Note-Catcher

Directions: On the Note-Catcher record the meaning of the sentence. Then record how this phrase supports the main idea of the text.

What does Shirley Chisholm's quote, "If they don't give you a seat at the table, bring a folding chair" mean?	
What clues from the text support your answer?	
What does this quote tell you about the kind of person Shirley Chisholm is?	
How does this quote support the main idea of the whole text?	

Lesson 27

Target	I can explain how events and ideas are concepts in a historical text, including what happened and why.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Congresswoman today look up to Shirley Chisholm and her goals. • Lesson 27 Note-Catcher, Pencil • ELA_G4_W6_L27
Read	With your family member, caregiver, or friend, reread Congresswoman today look up to Shirley Chisholm and her goals. As you read, annotate or underline places where Shirley Chisholm influenced the fight against inequality.
Think	<ul style="list-style-type: none"> • How did Shirley Chisholm influence the fight against inequality in the past and the present?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the text mainly about? • How did Shirley Chisholm influence the fight against inequality in the past and the present? • What events and ideas in the text support your thinking?
Write	On the Note-Catcher record your thinking about Shirley Chisholm's influence in the fight against inequality in the past and present. Include events and ideas support your thinking.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 27 Note-Catcher

Directions: On the Note-Catcher record your thinking about Shirley Chisholm's influence in the fight against inequality in the past and present. Include events and ideas support your thinking.

Lesson 28

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Congresswoman today look up to Shirley Chisholm and her goals • Lesson Quiz, Pencil • ELA_G4_W6_L28
Read	With your family member, caregiver, or friend, reread Congresswoman today look up to Shirley Chisholm and her goals .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have written about Shirley Chisholm's influence on the fight against inequality.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details? • What influence has Shirley Chisholm had on the past and present?
Write	Answer the questions on the Lesson 28 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 28 Quiz

Directions: Using the article, answer the following questions.

1. Read the paragraph from the section "I Just Want To Show It Can Be Done."

Like Chisholm, Harris said she wants to speak the truth. This means discussing unfair treatment of women and people of color. She says this would make people trust the government.

Which question is answered in this paragraph?

- a) How are women and people of color treated unfairly?
- b) When did Chisholm run for president?
- c) What is one of Harris' goals in running for president?
- d) Why don't people trust the government?

2. Read the section "Chisholm Ran And Made History." Which detail from the section shows that Chisholm had a positive attitude?

- a) Chisholm's decision to run for president in 1972 put her up against powerful Democrat leaders.
- b) Alabama Governor George Wallace also wanted to be president.
- c) "If they don't give you a seat at the table, bring a folding chair," she once said.
- d) Chisholm returned to Congress. She would serve there until 1983.

3. What does the section "Much To Be Remembered For And Admired" show the reader?

- a) how Chisholm inspired other leaders in Congress
- b) what Chisholm achieved during her time in Congress
- c) when Chisholm first began working for the government
- d) where Chisholm was born and lived for most of her life

4. What information will the reader find in the section "The New Congresswoman From New York"?

- a) the many inspiring things Chisholm said as a congresswoman
- b) details about the community Chisholm represented
- c) stories from Chisholm's time as a teacher
- d) facts about Chisholm's run for president

Lesson 29

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Congresswoman today look up to Shirley Chisholm and her goals • Lesson 29 Writing Activity, Pencil • ELA_G4_W6_L29
Read	With your family member, caregiver, or friend, reread Congresswoman today look up to Shirley Chisholm and her goals .
Think	<p>Think about how you would explain children's influence on the fight against inequality in the United States during the 1960's.</p> <ul style="list-style-type: none"> • What big lesson would you share? • What supporting details from the text would you use to support your main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What big lesson can you learn from Shirley Chisholm? • What are the most important supporting details? • What words or phrases from the text would best support your main idea?
Write	Use the Lesson 29 Writing Activity, write 3-4 sentences about what lessons you can learn from Shirley Chisholm's life. Make sure to include supporting details from the text. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 5/26/20 to 5/29/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W7_L30	<i>Civil Rights Activists: Rosa Parks</i>	Note-catcher
Day 2	ELA_G4_W7_L31	<i>Civil Rights Activists: Rosa Parks</i>	Note-catcher
Day 3	ELA_G4_W7_L32	<i>Civil Rights Activists: Rosa Parks</i>	Note-catcher
Day 4	ELA_G4_W7_L33	<i>Civil Rights Activists: Rosa Parks</i>	Quiz

www.detroitk12.org/youtube

Civil Rights Activists: Rosa Parks

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.25.16

Word Count **605**

Level **830L**



A photograph of Rosa Parks in 1955. Ebony Magazine

Synopsis: For many years, white and black Americans were kept separated, or segregated, in public places. In 1955, civil rights worker Rosa Parks refused to surrender her seat to a white passenger on a Montgomery, Alabama, bus. Her action spurred African Americans to boycott city buses and refuse to ride them. It started a nationwide effort to end segregation of public buildings and buses.

Early Life And Education

Born in 1913, Rosa grew up on her grandparents' farm in Pine Level, Alabama. They were once slaves and believed strongly in equal rights. At one point, the Ku Klux Klan, a racist group, marched down their street. Her grandfather stood outside to watch.

Rosa attended segregated schools that sometimes even lacked desks. In 1932, at age 19, she married Raymond Parks, a hairdresser. He belonged to the National Association for the Advancement of Colored People, a group that works to make life fairer for African Americans. Rosa also joined the NAACP.

Ordered To The Back Of The Bus

Riding the Montgomery buses was unpleasant for African Americans. White passengers rode at the front of the bus, while blacks had to sit in the back. When the front seats filled up, the bus driver could make black passengers give up their seats.

On December 1, 1955, after a long day's work, Rosa Parks got on the bus home. The driver noticed several white passengers standing in the aisle. He asked four black passengers to give up their seats. Three agreed. But Parks refused, so the driver called the police. Later, Parks recalled that she was not physically tired, but she was tired of giving in. The police arrested Rosa and took her to jail. Later that night, she was released until her trial.

The NAACP planned a boycott of Montgomery's buses for the day of Rosa's trial. People were encouraged to stay home, take a cab or walk to work. Later that day a judge said Rosa Parks had broken the law. She was charged a fine.

African Americans decided to continue the boycott. They chose Dr. Martin Luther King Jr. as their leader. Montgomery's buses remained mostly empty for 381 days. People carpooled, rode in taxis or walked – even long distances. The buses sat idle, and the bus company lost money. People in favor of segregation fought back. Martin Luther King Jr.'s and E.D. Nixon's homes were bombed.

In 1954, the Supreme Court decided segregation had no place in public schools. Parks' lawyer tried to make the same case for public buses. In June 1956, the local district court declared segregation laws unconstitutional. On November 13, 1956, the U.S. Supreme Court agreed, meaning bus segregation was illegal. The Montgomery Bus Boycott was one of the largest and most successful movements against segregation in history.

Later Life

Parks was now a symbol of civil rights, but she and her husband lost their jobs. They moved to Detroit, Michigan. There, Parks worked in the office of Congressman John Conyers.

Rosa Parks received many honors during her lifetime, including the Martin Luther King Jr. Award, the Presidential Medal of Freedom and the Congressional Gold Medal. TIME magazine called her one of the 20 most influential people of the 20th century.

On October 24, 2005, at the age of 92, Rosa Parks died in Detroit. Her body lay in state in Washington, D.C. Thousands of people walked past to pay their respects.

In 2013, President Barack Obama unveiled a statue of Rosa Parks in the Capitol building. "In a single moment, with the simplest of gestures, she helped change America and change the world," he said.

Lesson 30

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Civil Rights Activist: Rosa Parks • Lesson 30 Note-Catcher, Pencil • ELA_G4_W7_L30
Read	With a family member, caregiver, or a friend, read Civil Rights Activist: Rosa Parks .
Think	<ul style="list-style-type: none"> • What is this article about? • What is the main idea of the text? • What supporting details support the author's main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • What is the article mostly about? • What information does the author provide to support the main idea? • What quotes from the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation, use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 30 Note-Catcher

Directions: Use the Note-Catcher below to record your conversation about the main idea and supporting details from the text.

What is the main idea?
Supporting Details Notes (What explicit information from the text supports your thinking about the main idea?)

Lesson 31

Target	I can determine the meaning of general and domain specific words and phrases as they pertain to the article, Civil Rights Activist: Rosa Parks .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Civil Rights Activist: Rosa Parks • Lesson 31 Note-Catcher, Pencil • ELA_G4_W7_L31
Read	With your family member, caregiver, or friend, reread the section with the subheading “Synopsis” from Civil Rights Activist: Rosa Parks .
Think	<p>Remember that close readers use strategies to figure out the meaning of words they don’t know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the word refused mean? • What does surrender mean? How is it used in this text?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What does the phrase “refused to surrender her seat” mean? • What clues can you find in the text that help you understand the meaning of this phrase? • What is a synonym (a word that means the same) for the word surrender? • What is an antonym (a word that means the opposite) for the word refused?
Write	On the Note-Catcher record the meaning of the sentence and how this section supports the main idea of the whole text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a

	book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 31 Note-Catcher

Directions: On the Note-Catcher record the meaning of the sentence. Then record how this phrase supports the main idea of the text.

What does the quote, "refused to surrender her seat" mean?	
What clues from the text support your answer?	
What is a synonym (a word that means the same) for the word surrender?	
What is an antonym (word that means the opposite) for the word refused?	
How does the phrase "refused to surrender her seat" support the main idea of the whole text?	

Lesson 32

Target	I can explain how events and ideas are concepts in a historical text, including what happened and why.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Civil Rights Activist: Rosa Parks. • Lesson 32 Note-Catcher, Pencil • ELA_G4_W7_L32
Read	With your family member, caregiver, or friend, reread Civil Rights Activist: Rosa Parks.
Think	<ul style="list-style-type: none"> • Looking in the section “Early Life and Education”, how did Rosa Parks experience inequality in her early years? • What happened before the Montgomery’s bus boycott that caused people to stop riding the bus? • What inequality did the Supreme Court eliminate before they eliminated segregation in buses?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Looking in the section “Early Life and Education”, when in Rosa Parks early life did she experience inequality? • What happened before the Montgomery’s bus boycott that caused people to stop riding the bus? • What inequality did the Supreme Court eliminate before they eliminated segregation in buses?
Write	Using the Note-Catcher record how the events in <i>Civil Rights Activists: Rosa Parks</i> are connected.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 32 Note-Catcher

Directions: Using the Note-Catcher record how the events in *Civil Rights Activists: Rosa Parks* are connected.

Looking in the section "Early Life and Education", when in Rosa Parks early life did she experience inequality?

What happened before the Montgomery's bus boycott that caused people to stop riding the bus?

What inequality did the Supreme Court eliminate before they eliminated segregation in buses?

Lesson 33

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Civil Rights Activist: Rosa Parks • Lesson Quiz, Pencil • ELA_G4_W7_L33
Read	With your family member, caregiver, or friend, reread Civil Rights Activist: Rosa Parks .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about important events in the text. <p>Also, think about what structural parts the text is written in. As a reminder text can be written in the following structure:</p> <ul style="list-style-type: none"> • main idea stated and followed with details • problem stated, and then followed by the solution • in time order, sequence of events, or chronological order • a question stated followed by the answer
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details? • What important events happened in the text? • What structure did the author use in different parts of the text?
Write	Answer the questions on the Lesson 33 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Fluency

Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 33 Quiz

Directions: Using the article, answer the following questions.

1. Which sentence from the biography BEST supports the idea that Rosa Parks helped change an unfair rule?
 - a) Later, Parks recalled that she was not physically tired, but she was tired of giving in.
 - b) The NAACP planned a boycott of Montgomery's buses for the day of Rosa's trial. People were encouraged to stay home, take a cab or walk to work.
 - c) In 1954, the Supreme Court decided segregation had no place in public schools.
 - d) The Montgomery Bus Boycott was one of the largest and most successful movements against segregation in history.
2. Based on information in the biography, which of these statements is TRUE?
 - a) Rosa Parks was educated at an excellent school in Pine Level, Alabama.
 - b) Rosa Parks refused to give up her bus seat because she was too tired to stand up.
 - c) Rosa Parks spent many years in jail because she refused to give up her bus seat.
 - d) Rosa Parks inspired the bus boycott when she refused to give up her bus seat.
3. Which of the following answer choices BEST describes the structure of the following paragraph from the biography? Riding the Montgomery buses was unpleasant for African Americans. White passengers rode at the front of the bus, while blacks had to sit in the back. When the front seats filled up, the bus driver could make black passengers give up their seats.
 - a) main idea and details
 - b) compare and contrast
 - c) problem and solution
 - d) sequence of events
4. Overall, the biography is organized around:
 - a) a city and a law
 - b) a person and an event
 - c) a city and a state
 - d) a person and an award

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/01/20 to 6/05/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W8_L34	<i>Chicago March lets kids speak up about the future of the world</i>	Note-catcher
Day 2	ELA_G4_W8_L35	<i>Chicago March lets kids speak up about the future of the world</i>	Note-catcher
Day 3	ELA_G4_W8_L36	<i>Chicago March lets kids speak up about the future of the world</i>	Note-catcher
Day 4	ELA_G4_W8_L37	<i>Chicago March lets kids speak up about the future of the world</i>	Quiz
Day 5	ELA_G4_W8_L38	<i>Chicago March lets kids speak up about the future of the world</i>	Writing Activity

www.detroitk12.org/youtube

Chicago March lets kids speak up about the future of the world

By Chicago Tribune, adapted by Newsela staff on 05.19.17

Word Count **669**

Level **660L**



Catherine Cook School students (from left) Kiran Mathew, Ava Baldassari, Kelsey Bentrem, Calla Norsman and Hawkeye Pirtle are pictured as they organized a Children's March through downtown Chicago, Illinois, set for May 20, 2017. Photo from: Virginia Devlin

Millions of people took part in the Women's March in January. They marched to send the message that women's rights are important.

In April, there was another march. Tens of thousands of people joined the March for Science. These marchers showed up to support scientists and the work they do.

Three Important Issues

The marches **inspired** a group of sixth-graders in Chicago, Illinois. Now, the students are planning a march of their own. On May 20, they will march through downtown Chicago.

The students are calling it the Chicago Children's March for the Future. They are hoping to raise awareness about "the three e's": the environment, education and equal rights.

Kids Have A Voice

In recent months, there have been many protests in the United States and around the world. People are speaking out when they disagree with their government. They are fighting against ideas they believe are wrong and unfair.

All the while, kids have been watching. They are learning to speak up about the world. After all, one day they will be in charge of it.

"We want to show people that children have a voice," said Hawkeye Pirtle.

Hawkeye is 12 years old. He goes to Catherine Cook School in Chicago. He is one of the march organizers.

Using Social Media To Share Information

Hawkeye planned the march with four classmates: Kiran Mathew, Ava Baldassari, Kelsey Bentrem and Calla Norsman. The children have received permission from the city to march. They have also set up social media accounts to tell people about the event.

The march will begin with a rally near Chicago's City Hall. The marchers will then walk around the downtown area. They will end up back at the starting point.

Not Just One Big Idea

Hawkeye says the march is not for or against any one person. It is not about one big idea, either. Marchers can march for many different reasons.

"We're protesting to make sure people understand the time to act is now," Hawkeye said.

Hawkeye's biggest concern is the environment, he said.

"We're passionate about keeping the environment healthy," Hawkeye said. "Our leaders must focus on the planet over profits and politics."

He wants to make sure the Environmental Protection Agency (EPA) has enough money. The EPA is a government agency. It was created to protect the environment. President Trump has threatened to take away a big chunk of the EPA's money. This would make it harder for the agency to do its work.

Hawkeye also wants the United States to follow the Paris climate agreement. This deal was signed by more than 200 world leaders. President Obama signed it before he left office. The leaders agreed to take steps to cut down on pollution. President Trump has said that he may pull out of the agreement.

Ava has a different focus: education. She wants teachers to get more support from people and the government. Ava said she has read about teachers who have to raise money online. It's the only way they can afford to buy supplies for their students.



"I think that shouldn't happen anymore," she said.

Kelsey, meanwhile, will be marching for equal rights.

"We believe everyone is equal and they should be treated that way," she said.

Kid Power

The students are hoping people of all ages will come to the march. But they would most like to see a big crowd of kids show up.

"We're hoping that kids will be what this is about," Hawkeye said.

The students created a website to share information about the march. It has a section called "Why We March." This section says that the marchers are demanding action from their leaders. They want government leaders to protect people who need help the most

"Though we may be young and we may be small, together we will change the world," the website says.

Lesson 34

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Chicago March lets kids speak up about the future of the world • Lesson 34 Note-Catcher, Pencil • ELA_G4_W8_L34
Read	<p>We have been reading and thinking about how the 19th amendment helps women find equality with voting rights. This led us to read about how women worked to insure not just equality based on sex, but equality for all races. Now, we will research how kids and young adults have acted on issues they feel strongly about.</p> <p>As you read over the next couple days think about our guiding question:</p> <p>How can stories inspire us to take action to contribute to a better world?</p> <p>With a family member, caregiver, or a friend, read Chicago March lets kids speak up about the future of the world.</p>
Think	<ul style="list-style-type: none"> • What is this article about? • How would you summarize the big idea (or main idea) the author wants us to take away in one sentence? • What supporting details support the author's main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • What is the article mostly about? • How would you summarize the big idea (or main idea) the author wants us to take away in one sentence? • What supporting details support the author's main idea?

Write	Thinking about your conversation, use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 34 Note-Catcher

Directions: Use the Note-Catcher below to record your conversation about the main idea and supporting details from the text.

How would you summarize the big idea (main idea) the author wants us to take away in one sentence?

Supporting Details Notes

(What explicit information from the text supports your thinking about the main idea?)

Lesson 35

Target	I can determine the meaning of general and domain specific words or phrases as they pertain to the article, Chicago March lets kids speak up about the future of the world .
Text, Materials, Video Name	<ul style="list-style-type: none"> • Chicago March lets kids speak up about the future of the world • Lesson 35 Note-Catcher, Pencil • ELA_G4_W8_L35
Read	With a family member, caregiver, or a friend, reread the section with the subheading “Three Important Issues” from Chicago March lets kids speak up about the future of the world .
Think	<p>Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: dis<u>approve</u>) • use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the word raise mean? • What does the word awareness mean? Are there any parts of the word that are familiar? • What does the phrase “raise awareness” mean?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember when looking at words we can notice word parts. Root words are base words that have meaning on their own. An affix can be added to the beginning or end of the word to modify (or change) the meaning.</p> <ul style="list-style-type: none"> • What does the phrase “raise awareness” mean? • What clues can you find in the text that help you understand the meaning of this phrase?

	<ul style="list-style-type: none"> • What is a synonym (a word that means the same) for the word raise? • What are the word parts in awareness? • What does the phrase “raise awareness” mean?
Write	On the Note-Catcher record the meaning of the phrase “raise awareness” and how this section supports the main idea of the whole text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 35 Note-Catcher

Directions: On the Note-Catcher record the meaning of the phrase “raise awareness” and how this section supports the main idea of the whole text.

What does the quote, “raise awareness” mean?	
What clues from the text support your answer?	
What is a synonym (a word that means the same) for the word raise?	
What are the word parts you can find in “awareness”? How does this help you find the meaning of the word?	
How does this quote support the main idea of the whole text?	

Lesson 36

Target	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Chicago March lets kids speak up about the future of the world • Lesson 36 Note-Catcher, Pencil • ELA_G4_W8_L36
Read	With a family member, caregiver, or a friend, reread Chicago March lets kids speak up about the future of the world .
Think	<ul style="list-style-type: none"> • Who took action? • What problem was he or she trying to address? • How did he or she take action? • How did this action make a difference?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Who took action? • What problem was he, she or they trying to address? • How did they take action? • How did this action make a difference? • How can their actions inspire others?
Write	Using the Note-Catcher, record how the people in the article took action to change the world.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 36 Note-Catcher

Directions: Using the Note-Catcher, record how the people in the article took action to change the world.

Who took action?	
What problem was he, she or they trying to address?	
How did he or she take action?	
How did this action make a difference?	
Source (article your information was taken from)	

Lesson 37

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Chicago March lets kids speak up about the future of the world • Lesson Quiz, Pencil • ELA_G4_W8_L37
Read	With a family member, caregiver, or a friend, reread Chicago March lets kids speak up about the future of the world .
Think	Remember the work that you have done this week: <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about how people can inspire others to make changes.
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details? • How did the people in the article inspire others to make changes?
Write	Answer the questions on the Lesson 37 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 37 Quiz

Directions: Using the article, answer the following questions.

1. Which sentence from the section "Not Just One Big Idea," BEST describes the MAIN idea of the article?
 - a) Marchers can march for many different reasons.
 - b) "Our leaders must focus on the planet over profits and politics."
 - c) President Trump has said that he may pull out of the agreement.
 - d) "We believe everyone is equal and they should be treated that way," she said.

2. Which sentence below BEST summarizes the article's MAIN idea?
 - a) Children want to march to send a message that they believe women's rights are important.
 - b) Children can make a difference in the world by joining together and fighting against ideas they think are wrong.
 - c) Children should make social media accounts to let others know about the events in which they can participate.
 - d) Children are becoming more committed to saving the environment because of President Trump.

3. Read the section "Not Just One Big Idea." What does this section explain that other sections do not?
 - a) the three main purposes of the march
 - b) how to get involved in the march
 - c) why some children are attending the march
 - d) how the children planned the march together

4. Why does the author include the section "Kid Power"?
 - a) to show that when children join together they have power
 - b) to show other children how to get on the website
 - c) to show the children that government leaders care
 - d) to show that children want to be treated fairly

Lesson 38

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none">• Chicago March lets kids speak up about the future of the world• Lesson 38 Writing Activity, Pencil• ELA_G4_W8_L38
Read	With a family member, caregiver, or a friend, reread Chicago March lets kids speak up about the future of the world .
Think	Thinking about the text we have read over the last couple of weeks and the text we read this week, how can stories inspire us to take action to contribute to a better world? <ul style="list-style-type: none">• What is your main idea you want to share?• What supporting details from the text would you use to support your main idea?
Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• How did the students organizing the Chicago March help change the world?• How can their actions inspire us to take action to contribute to a better world?• What is your main idea you want to share?• What are the most important supporting details?• What words or phrases from the text would best support your main idea?
Write	Use the Lesson 38 Writing Activity, write 3-4 sentences telling how stories inspire us to take action to contribute to a better world. Make sure to include supporting details from the text. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Closing	<ul style="list-style-type: none">• Share your writing with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 38 Writing Activity

Directions: Write 3-4 sentences telling how stories inspire us to take action to contribute to a better world. Make sure to include supporting details from the text. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/09/20 to 6/13/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W9_L39	<i>California teen fights to protect immigrants from deportation</i>	Note-catcher
Day 2	ELA_G4_W9_L40	<i>California teen fights to protect immigrants from deportation</i>	Note-catcher
Day 3	ELA_G4_W9_L41	<i>California teen fights to protect immigrants from deportation</i>	Note-catcher
Day 4	ELA_G4_W9_L42	<i>California teen fights to protect immigrants from deportation</i>	Quiz
Day 5	ELA_G4_W9_L43	<i>California teen fights to protect immigrants from deportation</i>	Writing Activity

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California teen leads legal efforts to allow immigrants to remain in U.S.

By Public Radio International, adapted by Newsela staff on 01.18.19

Word Count **892**

Level **1050L**



California teen Crista Ramos is suing the federal government to preserve Temporary Protected Status for almost 300,000 immigrants from El Salvador, Haiti, Nicaragua and Sudan. Photo by: Farida Jhabvala Romero/ KQED

Crista Ramos is a 14-year-old high school freshman. Until recently, she was mostly concerned with school, friends and soccer practice with her team.

All that changed last January. President Donald Trump's administration announced plans to end humanitarian protections for many immigrants. Those protections are called Temporary Protected Status (TPS).

Congress created the TPS program in 1990. Its purpose is to provide relief to immigrants in the United States who could not return safely to home countries struck by natural disasters or armed conflict.

TPS Aids Teen's Mother, Others From El Salvador

TPS allows Crista's mother and about 260,000 other immigrants from the Central American country of El Salvador to lawfully live and work in the U.S.

Crista is a U.S. citizen and lives near San Francisco, California. Since last January, she has become an outspoken supporter for preserving TPS. Now she is the lead plaintiff in an important class-action lawsuit.

In a lawsuit, the plaintiff is the person bringing the case and the defendant is the person being accused. In a class-action lawsuit such as Crista's, many people with the same problem come together to sue the same defendant.

The legal challenge for more than 300,000 people from El Salvador, Haiti, Nicaragua and Sudan is the first by U.S.-citizen children and TPS-holding parents. One of the parents is Crista's mother, Cristina Morales, who has lived in the U.S. since she was 12.

Some Immigrants Could Face Deportation

If the Trump administration ends TPS protections, Crista would face a difficult choice. She could either grow up in the United States without her mom, who would likely face deportation, or move with her to El Salvador. The country is struggling with poverty and has one of the highest murder rates in the world. There are not many good career opportunities in El Salvador, Crista said.

Crista said she dreams of going to college, playing soccer for the U.S. Women's National Team, and, most immediately, keeping her family together.

The Department of Homeland Security (DHS) is the U.S. government department that handles public security and immigration. The DHS secretary can choose whether a country's residents can use the TPS program. After a number of years, DHS may extend or cancel TPS for each country. Immigrants from El Salvador and Nicaragua have been allowed to use TPS for more than 15 years.

Temporary Court Victory In Fight For TPS Holders

In October, Crista learned about a major step toward her goal.

U.S. District Judge Edward Chen in San Francisco temporarily blocked the government from ending TPS, until he rules on the merits of *Ramos v. Nielsen*. That is the name of Crista's court case, which names U.S. Secretary of Homeland Security Kirstjen Nielsen as the defendant.

The Trump administration has since requested to overturn Chen's temporary block. The court has yet to decide whether it will stay in place, though.

Crista says she used to be scared of public speaking, but not anymore.

"I think about how there's other kids who are maybe too scared to speak up," she said, referring to the estimated 273,000 U.S.-citizen children who have at least one parent with TPS. "So I chose to help them, and be the voice of all the kids who are going through the same thing," she said.

Teen Seeks To Keep Families Together

"My goal is to keep my family and the other families together," she said. "So that me and my brother and the other kids in these families can go on with our life, and education and plans."

Emilou MacLean is a lead lawyer in the lawsuit. She works for the National Day Laborer Organizing Network in Los Angeles, a group that helps improve the daily lives of workers and immigrants. She conducted several interviews earlier this year with potential plaintiffs. Many of

them were already involved in activism that fought for more permanent protections for TPS holders.

MacLean said that's how she met Morales and Crista. MacLean said during their first meeting, Crista asked a lot of questions about the lawsuit, and quickly recognized that it had life-changing consequences for other children in families like hers.

MacLean asked Crista to be the lead plaintiff during a dayslong meeting in San Francisco between lawyers and the 14 people who agreed to be plaintiffs.

Crista's family says coming out so publicly against the Trump administration has been stressful and feels like a risk, given the president's commitment to strict immigration rules.

Because of that initial step, though, Crista has also had some unexpected opportunities.

Pope Francis' Message: "Keep Fighting"

In October, a nervous Crista stepped onto an airplane for the first time, traveling to Rome, Italy to ask Pope Francis for his support and to deliver a letter. The pope is the highest leader in the Catholic Church, which is headquartered at Vatican City in Rome. The letter asked the pope to travel to the U.S. and urge Congress to grant permanent protections for TPS holders.

Crista did not expect to see the pope up close, let alone shake his hand. That's exactly what happened, though, as she stood with about 10 U.S.-citizen children of TPS holders by St. Peter's Basilica, one of the world's holiest sites for Catholics.

"Keep fighting," Pope Francis told the children in Spanish. "Migrating is a human right," he said. "Nobody can stop it."

Lesson 39

Target	I can determine the main idea of a text and find supporting details.
Text, Materials, Video Name	<ul style="list-style-type: none"> • California teen fights to protect immigrants from deportation • Lesson 39 Note-Catcher, Pencil • ELA_G4_W9_L39
Read	With a family member, caregiver, or a friend, read California teen fights to protect immigrants from deportation .
Think	<ul style="list-style-type: none"> • What is this article about? • What new title would you give this article making sure to capture the main idea? • What details support your thinking?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the main idea is the big idea that the author wants you to understand and take away from reading a text. A supporting detail is information from the text that supports, explains, defines or proves the main idea.</p> <ul style="list-style-type: none"> • What is the article mostly about? • What title would you rename this article making sure to capture the main idea? • What supporting details support your thinking? • What quotes from the text supports your thinking about the main idea? (supporting details)
Write	Thinking about your conversation use the Note-Catcher to record your main idea. Then find 3 supporting details from the text and record them on the Note-Catcher.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Lesson 39 Note-Catcher

Directions: Use the Note-Catcher below to record your conversation about the main idea and supporting details from the text.

What would you rename this article making sure to capture the main idea?

Supporting Details Notes

(What explicit information from the text supports your thinking about the main idea?)

Lesson 40

Target	I can determine the meaning of general and domain specific words or phrases as they pertain to the article, California teen fights to protect immigrants from deportation .
Text, Materials, Video Name	<ul style="list-style-type: none"> • California teen fights to protect immigrants from deportation • Lesson 40 Note-Catcher, Pencil • ELA_G4_W9_L40
Read	With your family member, caregiver, or friend, reread the first section with the subheading “TPS Program Aids Teen Mother, Others From El Salvador” from California teen fights to protect immigrants from deportation .
Think	<p>There's some challenging vocabulary in this article. To determine the main idea and supporting details, it's important to understand the text. Remember that close readers use strategies to figure out the meaning of words they don't know:</p> <ul style="list-style-type: none"> • context: read the sentences around the word • look at the affixes for clues (example: <u>dis</u>approve) • look at the root of the word for clues (example: <u>dis</u>approve) • use a dictionary <p>Think about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the word supporter mean? • What root word is in the word supporter? How does that help you find the meaning of the word? <p>What does the word outspoken mean? What is an antonym (word that means the opposite) for this word?</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is this section mainly about? • How does this section support the main idea of the whole text? • What does the word supporter mean?

	<ul style="list-style-type: none"> • What root word is in the word supporter? How does that help you find the meaning of the word? • What does the word outspoken mean? What is an antonym (word that means the opposite) for this word? • What does the phrase “outspoken supporter” mean?
Write	On the Note-Catcher record the meaning of the phrase “outspoken supporter” and how this section supports the main idea of the whole text.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Lesson 40 Note-Catcher

Directions: On the Note-Catcher record the meaning of the phrase “raise awareness” and how this section supports the main idea of the whole text.

What does the quote, “outspoken supporter” mean?	
What clues from the text support your answer?	
What is a synonym (a word that means the same) for the word supporter?	
What is an antonym (a word that means the opposite) for the word outspoken?	
How does this phrase support the main idea of the whole text?	

Lesson 41

Target	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • California teen fights to protect immigrants from deportation • Lesson 41 Note-Catcher, Pencil • ELA_G4_W9_L41
Read	With a family member, caregiver, or a friend, reread California teen fights to protect immigrants from deportation .
Think	<ul style="list-style-type: none"> • Who took action? • What problem was he or she trying to address? • How did he or she take action? • How did this action make a difference?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Who took action? • What problem was he, she or they trying to address? • How did they take action? • How did this action make a difference? • How can their actions inspire others?
Write	Using the Note-Catcher, record how the people in the article took action to change the world.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Practice reading the text with fluency and expression at least two times.

Lesson 41 Note-Catcher

Directions: Using the Note-Catcher, record how the people in the article took action to change the world.

Who took action?	
What problem was he, she or they trying to address?	
How did he or she take action?	
How did this action make a difference?	
Source (article your information was taken from)	

Lesson 42

Target	I can refer to details and examples in a text when answering questions about what the text says explicitly and when drawing inferences from the text.
Text, Materials, Video Name	<ul style="list-style-type: none"> • California teen fights to protect immigrants from deportation • Lesson Quiz, Pencil • ELA_G4_W9_L42
Read	With a family member, caregiver, or a friend, reread California teen fights to protect immigrants from deportation .
Think	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> • You have found the main idea of the article. • You have found the meaning of words and phrases in the text. • You have thought about how people can inspire others to make changes.
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of this article? • What are the main ideas of the sections that you reread? • What were some of the important supporting details? • How did the people in the article inspire others to make changes?
Write	Answer the questions on the Lesson 42 Quiz.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

Lesson 42 Quiz

Directions: Using the article, answer the following questions.

1. Which question is answered in the section "TPS Program Aids Teen's Mother, Others From El Salvador"?

 - a) Who is Crista making the lawsuit against?
 - b) When will the government end the TPS program?
 - c) Where did Crista go to meet the pope?
 - d) How many people does Crista hope to protect with the lawsuit?

2. Read the introduction [paragraphs 1-3]. Select the sentence that explains why the TPS program was created.

 - a) The Trump government made plans to end protections for many immigrants.
 - b) Those protections are called Temporary Protected Status (TPS).
 - c) Lawmakers created the TPS program in 1990.
 - d) It is for people who could not return safely to their home countries.

3. Which event happened FIRST in the article?

 - a) Crista went to Rome to ask the pope to help TPS holders.
 - b) Immigrants from El Salvador could use the TPS program.
 - c) Crista started a lawsuit against Secretary Kirstjen Nielsen.
 - d) The Trump government decided to end the TPS program.

4. How would the end of the TPS program affect Crista?

 - a) Her family would be able to stay together in the United States.
 - b) She would be deported and her family would be split up.
 - c) Her mother would probably be sent back to El Salvador.
 - d) She would probably win her lawsuit against the government.

Lesson 43

Target	I can report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.
Text, Materials, Video Name	<ul style="list-style-type: none"> • California teen fights to protect immigrants from deportation • Lesson 43 Writing Activity, Pencil • ELA_G4_W9_L43
Read	With a family member, caregiver, or a friend, reread California teen fights to protect immigrants from deportation .
Think	<p>Thinking about the article we read today and the articles we have read over the past few weeks, why is it important for kids to take action?</p> <ul style="list-style-type: none"> • What is your main idea you want to share? • What supporting details from the text would you use to support your main idea?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • Why is it important for kids to take action? • What are your two main reasons? • What details from the text support your reason?
Write	Use the Lesson 43 Writing Activity, write 3-4 sentences telling why it is important for kids to try to take action. Give at least two reasons. Support each reason with at least one specific example from your readings. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Share your writing with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.
Fluency	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

Lesson 43 Writing Activity

Directions: Write 3-4 sentences telling how stories inspire us to take action to contribute to a better world. Make sure to include supporting details from the text. When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Grade 4 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 3-5 Videos



Week of 6/15/20 to 6/19/20

Directions: Read the directions for each lesson, watch the video and complete the lesson activity.

Guiding Questions: What can we learn from the process of ratifying the 19th Amendment?
How can stories inspire us to take action to contribute to a better world?
How and why can we encourage and support others to contribute to a better world?

Materials Needed: Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
Day 1	ELA_G4_W10_L44	Example PSA	Note-catcher
Day 2	ELA_G4_W10_L45	Example PSA	Note-catcher
Day 3	ELA_G4_W10_46	Selected Article	Note-catcher
Day 4	ELA_G4_W10_L47	Selected Article	Note-catcher
Day 5	ELA_G4_W10_L48	Selected Article	Writing Activity

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Lesson 44

Target	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Example PSA • Lesson 44 Note-Catcher, Pencil • ELA_G4_W10_L44
Read	<p>You have been learning about how kids have taken action to make a difference. Your project will be to write a script for a Public Service Announcement (PSA) urging people to find a way to take action and make a difference in their own communities. Other students, parents, and people in your community will read your writing to learn more about why they should take action and do something meaningful to help the community.</p> <p>Over the next several days you will write a script for a PSA about why someone should take action to make a difference in the issue your class has identified in your community. Be sure to describe the issue and offer some things the audience might do to take action. Choose the most important reasons and include at least one example from your research on kids making a difference to support your opinion. Then write a script that has a clear introduction, a convincing argument about the importance of taking action on this issue, and a conclusion.</p> <p>Today we will read and study a PSA to help us with our further writing.</p> <p>With a family member, read the example PSA below.</p> <p>Remember an opinion is what someone thinks about something.</p> <ul style="list-style-type: none"> • What is this PSA about? • What issue does it address? • What opinion is being shared? • What is the purpose of this PSA?
Think	<p>Remember an opinion is what someone thinks about something.</p> <ul style="list-style-type: none"> • What is this PSA about?

	<ul style="list-style-type: none"> • What issue does it address? • What opinion is being shared? • What is the purpose of this PSA?
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is this PSA about? • What issue does it address? • What opinion is being shared? • What is the purpose of this PSA?
Write	Use the Lesson 44 Note-Catcher to record your reflection of the Example PSA.
Closing	<ul style="list-style-type: none"> • Tell a family member, caregiver, or friend about your project and that you will be sharing your progress and asking for their feedback on your work this week. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Example PSA

Issue: Hunger

Did you know that 795 million people in the world are hungry? Extreme hunger is the need or want for food far beyond what is usual. Not having enough food or the right kind of food can lead to malnutrition, which can contribute to growth and learning problems in kids. This problem affects people ALL around the world, including our city. In our community, 1 in 5 kids worries about getting enough food each day. But guess what? YOU can help make things better—you can take action to help make a difference in our community!

You might wonder, can I *really* make a difference? I'm just a kid! But there's a *lot* kids can do to make a difference! One thing you can do is build awareness about hunger in our community. Tell others about it! The more people who know, the more people there are who can help work to solve this problem! Another thing you can do is help solve the problem through volunteering and working to help others. For example, kids in School 123 have been delivering meals to those in need in their community. Or, collect and donate money to organizations that already exist to help give food to people in need, like Joshua's Heart. It was started by 13-year-old Joshua, who, with the help of other kids in his community, collects and distributes food for the homeless and hungry. Kids have been working to solve this problem, and you can, too!

Looking at the number of people in the world who are hungry is overwhelming. But if we start small by helping the people in our community, we can start working to solve this problem. We need to take action so we can make a difference in our community!

Written by EL Education for Instructional Purposes. 840L

Lesson 44 Note-Catcher

Directions: Use the Note-Catcher below to record your reflection of the Example PSA.

What is the PSA about?	
What opinion does it give?	
What issue does it address?	
What is the purpose of the PSA?	

Lesson 45

Target	I can find the key points of an example PSA in order to help plan for my own.
Text, Materials, Video Name	<ul style="list-style-type: none">• Example PSA• Lesson 45 Note-Catcher, Pencil• ELA_G4_W10_L45
Read	<p>After reading our example PSA you will have noticed the qualities of a PSA.</p> <p>The PSA should:</p> <ul style="list-style-type: none">• Be a high-quality product so people trust it• Describe the issue• Describe the impact of the issue• Suggest some possible solutions/action people can take• Be engaging so that people remember the information and want to take action• Be no more than 2 minutes long when read aloud <p>With a family member, reread the Example PSA and think about what are the key points the PSA is making and how does it support the author's opinion about the issue.</p>
Think	<p>Remember, key points are the important ideas an author makes. Elaboration is the detail the author gives to support their key points.</p> <p>Think about the following questions:</p> <ul style="list-style-type: none">• What is the issue?• What is the author's opinion?• What are the key points the author makes to support their opinion?• How does the author elaborate on those key points?

Talk	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none">• What is the issue?• What is the author's opinion?• What are the key points the author makes to support their opinion?• How does the author elaborate on those key points?
Write	On the Note-Catcher, record the key points that the PSA author makes and how they elaborate on those points.
Closing	<ul style="list-style-type: none">• Share your work with someone and tell why you chose to draw or write what you did.• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 45 Note-Catcher

Directions: On the Note-Catcher, record the key points that the PSA author makes and how they elaborate those points.

Issue: Target Audience:	
Key Point:	Elaboration: How does this point show the importance of kids taking action to make a difference?

Lesson 46

Target	I can identify the key points of an issue and an action.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Civil Rights Activist: Rosa Parks • Chicago March lets kids speak up about the future of the world • California teen fights to protect immigrants from deportation • Lesson Note-Catcher, Pencil • ELA_G4_W10_L46
Read	<p>Remember for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>You need to pick one of the articles you read during the past few weeks to focus on for your PSA.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	<p>Now that you've determined which article and issue to focus on for your PSA, think about the audience. Will it be children, young adults, or adults? Think about who should take the action you picked out to help solve the issue.</p> <p>For your PSA you don't want to tell your audience absolutely everything you learned, just the most important points so they understand the issue and a way to take action. Remember, these most important points are called key points.</p> <p>Review your note-catcher from either Lesson 44 or 45.</p>
Talk	With your family member, caregiver, or friend, talk about the following questions:

	<ul style="list-style-type: none"> • Who is the audience of your PSA? • What is the issue? • What are the key points about the issue? • What is a way to take action? • What are the key points to the way to take action?
Write	Using the Lesson 46 Note-Catcher, determine your audience and draft your key points for the issue and action for your PSA.
Closing	<ul style="list-style-type: none"> • Share your work with someone and tell why you chose to draw or write what you did. • After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 46 Note-Catcher

Directions: determine your audience and draft your key points for the issue and action for your PSA.

Issue:	
Target Audience (circle):	
Children Young Adults Adults	
Key Points—Issue	Key Points—Action
1.	1.
2.	2.
3.	3.

Lesson 47

Target	I can draft a script for my PSA.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Texts • Lesson Note-Catcher, Pencil • ELA_G4_W10_L47
Read	<p>Remember, for your project you get to take a stand! You will create a Public Service Announcement about the importance of an issue that you pick and give evidence for your point of view.</p> <p>A speech about an important issue is sometimes called a Public Service Announcement, or PSA for short. A PSA is an announcement and also an advertisement. You need to sell your idea with information and a viewing experience that changes the way people feel.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	<p>Today you will be writing a script for your PSA. The script is a written version of what you want to say. A good structure for your PSA script is:</p> <ol style="list-style-type: none"> 1. An introduction to the issue (what it is and why it is important) 2. An action for your audience to follow 3. A conclusion (give your audience an additional reason to take action) <p>Review your note-catcher from Lesson 46 and think about what you would to include in each of the three sections above. Keep these things in mind:</p> <ul style="list-style-type: none"> • Your PSA should share evidence from your reading and arguments that will surprise people and make them consider the issue that you are addressing. • Think about what key ideas will be memorable for people: what will stick with them after they hear your PSA.
Talk	With your family member, caregiver, or friend, talk about the following questions:

	<ul style="list-style-type: none">• What is the issue and why is it important?• What is an action for your audience to follow• What is an additional reason to take action you can include in your conclusion?
Write	Using the Lesson 47 Note-Catcher, draft a script for your PSA. Once complete, share it with a family member, caregiver, or friend for feedback and then revise your script.
Closing	<ul style="list-style-type: none">• Practice reading your PSA script with a family member, caregiver, or friend one more time. Remember to speak clearly and fluently!• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.

Lesson 47 Note-Catcher

Directions: Draft a script for your PSA. Once complete, share it with a family member, caregiver, or friend for feedback and then revise your script.

Introduction to the issue (what it is and why it is important):

Action for your audience to follow:

Conclusion (give your audience an additional reason to take action):

Lesson 48

Target	I can present a PSA about an issue I have chosen.
Text, Materials, Video Name	<ul style="list-style-type: none"> • Self-selected Focus Text • Lesson Note-Catcher, Pencil • ELA_G3_W10_L48
Read	<p>Remember for your project you get to take a stand! You are creating a Public Service Announcement about the importance of an issue that you have chosen and are giving evidence for your point of view.</p> <p>With a family member, caregiver, or friend, reread the article you've chosen to focus on.</p>
Think	People often include a visual (picture or drawing) to accompany their PSA's. Think about an idea for a visual that will help your audience better understand your issue and action
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • What is a visual that will help your audience understand your issue and action? • Why will that be helpful in proving your point of view?
Write	Using the Lesson 48 Note-Catcher, create a visual to go with your PSA. Practice your PSA one last time before presenting it to a family member, friend, or caregiver. Remember to speak clearly and fluently!
Closing	<ul style="list-style-type: none"> • Find a family member, friend, or caregiver. Tell them you would like to present what you have learned about over the past several weeks. • Present your work and be proud of what you have accomplished! • If you have a cell phone, ask a family member, caregiver, or friend to record you giving your speech so others in the community can hear your message. You have the power to convince people to make choices that will help keep their family and friends, the community and environment healthy and safe! Post your speech online with the hashtags #DPSCDProud and #ProjectsAtHome

Lesson 48 Note-Catcher

Directions: Create a visual to go with your PSA. Practice your PSA one last time before presenting it to a family member, friend, or caregiver. Remember to speak clearly and fluently!

A large, empty rectangular box with a thin black border, intended for students to create a visual aid for their PSA. The box is currently blank.