



Getting to the Core

2nd Grade Unit of Study

Courage

Student Journal

Big Idea

Courage: Our character strengths are important and determine our actions.



Essential Questions

- What character traits does a courageous person demonstrate?
- What kinds of changes currently exist because of the actions of courageous people?
- How can a person encourage others to be courageous?

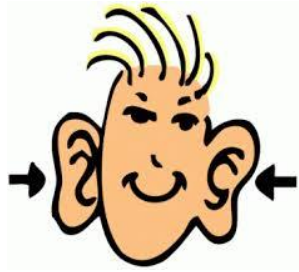




Character Traits



<u>adventurous</u> wanting to do new, exciting, or dangerous things	<u>happy/content</u> feeling pleased and cheerful, often because something good has happened to you	<u>perseverant</u> a person who continues to do something even when it is difficult
<u>bossy</u> always telling people what to do, in a way that is annoying	<u>hard-working</u> working seriously with a lot of effort, and not wasting time	<u>proud</u> feeling pleased because something that or you have achieved or are connected with is very good
<u>caring</u> being kind to other people and tries to help people	<u>helpful</u> willing to help	<u>resourceful</u> good at finding ways to deal with problems, especially in difficult situations
<u>considerate</u> thinking and caring about other people's feelings, wants, or needs	<u>honest</u> never cheating, lying, or breaking the law	<u>responsible</u> able to be counted on to do the right thing; trustworthy
<u>creative</u> involving the use of imagination to produce new ideas or things	<u>humorous</u> to be funny and enjoyable, able to make people laugh	<u>serious</u> showing thought and attention to a situation not joking or pretending
<u>curious</u> wanting to know or learn about something	<u>independent</u> confident, free, not needing to ask other people for help, money or permission to do something	<u>skillful</u> someone who is good at something that they have learned and practiced
<u>determined</u> showing a strong desire to do something even though it is difficult	<u>inventive</u> good at creating new things or good at making things better	<u>successful</u> having achieved a result or having gained wealth, fame , or power
<u>dreamer</u> someone who has plans that are unrealistic or not practical	<u>leader</u> the person who directs or controls a team, organization, or country	<u>understanding/empathetic</u> the ability to understand someone's feelings and problems
<u>gentle</u> kind and careful not to hurt anyone or anything; not strong or violent	<u>loving</u> very caring; showing affection	<u>wise</u> able to make good decisions and judgments based on experience and knowledge



Listening Successfully

1. Remain Quiet



2. Maintain Focus



3. Visualize

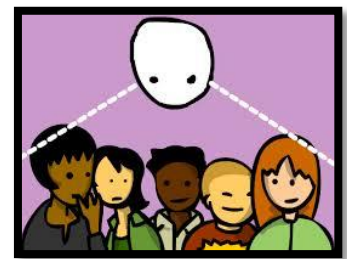


4. Consider Character's Point of View

- thoughts, feelings, and actions

5. Track Your Thinking

- Stop and Jot / Drawing





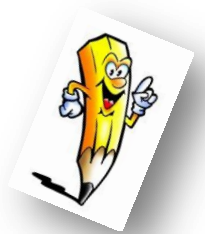
Audio Scenario 2 Jump Rope Fun



A rhythmic thumping could be heard in the distance from children jumping rope on the blacktop. Gianna admired from a far, she too wanted to learn to jump rope. She approached cautiously preparing for what she knew wouldn't be easy. With clutched handles in both hands and a strong flick of the wrist the rope was in motion. With a thud and whip the rope hit her shin. She paused and her lip began to quiver from the sting of the rope. Yet a second attempt took place, a third, and a fourth; each time being more difficult than the last. Would Gianna continue to try to jump rope?

Stop & Jot

What do you think Gianna should do? Why?





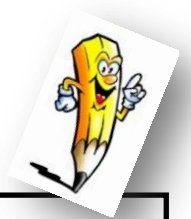
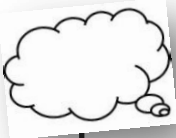
Audio Scenario 3 Coco's Dinner Time

When Sofia got home from school, she ran into the kitchen to feed her ferocious hunger. She went directly to the pantry to grab her favorite snack. As soon as Coco heard the creaking door open, he pranced on over hoping to also have something to eat. Poor Coco wasn't fed breakfast. In the rush of the morning, Sofia had forgotten to feed the family dog.

After school all Sofia could think of was having a snack and looming with her friends to create triple singles and zippy chain bracelets. Would Sofia take the time to feed Coco?

Stop and Jot

What do you think Sofia should do? Why?



What core values/character traits do the characters in each audio scenario have to have in order to do the right thing?

**Core
Values/Character
Traits**

Courage Is a Big Part of Me!

(Sung to the tune of "She'll Be Comin' Around the Mountain")

Courage is a big part of me.
Oh, courage is a big part of me.
I've got courage. I've got courage.
I've got courage. I've got courage.
Courage is a big part of me

I show courage when I'm honest with a friend.
I show courage when I'm honest with a friend.
I show courage. I show courage.
I show courage. I show courage.
I show courage when I'm honest with a friend.



I show courage when I don't give up, I persevere!
I show courage when I don't give up, I persevere!
I show courage. I show courage.
I show courage. I show courage.
I show courage when I don't give up, I persevere!



I show courage when I'm responsible with my chores.
I show courage when I'm responsible with my chores.
I show courage. I show courage.
I show courage. I show courage.
I show courage when I'm responsible with my chores.



Courage is a big part of me.
Oh, courage is a big part of me.
I've got courage. I've got courage.
I've got courage. I've got courage.
Courage is a big part of me.

Directions: write one way you have shown the core values of honest, responsible, and perseverant. Why is it important to have these core values?

Evidence of Core Values /Character Traits

Name _____
Lesson 1 Homework



**I was honest
when...**



**I was responsible
when...**

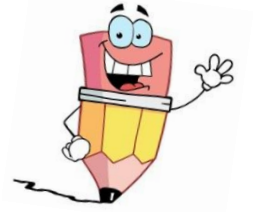


**I was perseverant
when...**



Reading like a Detective

Annotate the Text – *Read with a Pencil!*



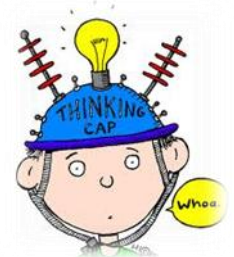
Words That are Confusing/Difficult

Words, Phrases, or Sentences that Seem Important



Questions about the Text
I wonder why...

Comments about the Text
This reminds me of.../I think...





Sentence Starters For Collaborative Conversations

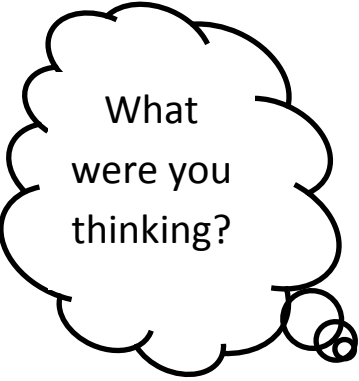
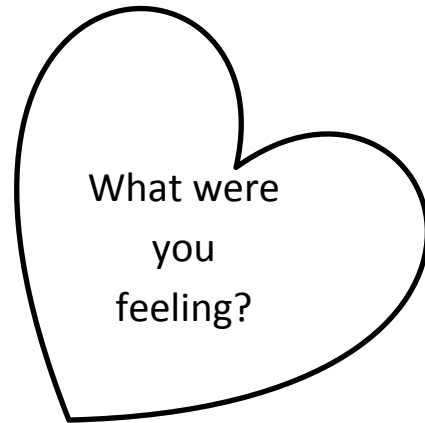
- I was confused by _____.
- I was surprised to read _____.
- I wonder why _____.
- I think _____
- I agree with you and would like to add _____.
- I also learned _____.
- Do you have something to add?
- What do you think?

My Diary Entry as Ping

Name _____

Lesson 2 Day 1

Homework



Lesson 2: Day 2 Homework

Name _____



The title of this story is “The Empty Pot”. Is this a good title for the story? Explain your answer using details from the text.

Draw a picture to support your answer.



Stop & Jot

Jot down two to three questions that you would like to ask Ping.

What is the Character Like?

Character:



Trait/s _____

Homework: Lesson 2 Day 3

Name 2 things that Ping does to reveal his character.

What was the most important event in the story?

The
Empty
Pot

What was the Emperor's opinion of Ping?

What is one thing you will always remember about Ping?

Synonym Sort

snicker	stroll	glare	sprint
chuckle	jump	walk	stare
spring	leap	see	hop
jog	giggle	observe	laugh

Precise Word/Phrase Search

pp. 196-197

pp. 198-199

pp.200-201

pp. 202-203

Precise Word/Phrase Search (page 2)

pp. 204-205

pp.206-207

pp. 208-209

Name _____

Lesson 3 Day 1 Homework

Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

hurry good hate happy dash brilliant despise
delighted race excellent thrilled dislike

Mild	Medium	Strong
Example: big	Example: large	Example: enormous

Choose one word to complete the sentence below.

I think _____ is a stronger word because _____

_____.

Name _____

Lesson 3 Day 2 Homework

Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

naughty yell cross worst speak bad scream
mad mischievous worse wicked furious




Mild	Medium	Strong
Example: big	Example: large	Example: enormous

Choose one word to complete the sentence below.

I think _____ is a stronger word because _____

_____.

“My Thinking Notes”

- Draw a Star  next to the phrases/sentences that you think are important.
- Write an Exclamation Mark  next to the phrases/sentences that you think are surprising.
- Write a Question Mark  next to the phrases/sentences that are confusing or you don't understand.





Sentence Starters For Collaborative Conversations

- I was confused by _____.
- I was surprised to read _____.
- I wonder why _____.
- I think _____
- I agree with you and would like to add _____.
- I also learned _____.
- Do you have something to add?
- What do you think?

Cesar Chavez



Cesar Chavez was a Mexican-American labor leader. He used non-violent ways to fight for the rights of migrant farm workers. A migrant farm worker is a person who works in the fields and moves from farm to farm. They often lived in horrible conditions. Their work was dangerous because farm workers had to breathe in poisonous sprays. These sprays were used on crops to keep insects away.

Early Life

Cesar was born on March 31, 1927 near Yuma, Arizona. His parents owned a farm and a store. His family lost their farm when Cesar was 10 years old. They moved to California and became migrant workers. Cesar and his siblings went to school and then worked in the fields until dark. When Cesar graduated from eighth grade, his father got hurt and could not work. Cesar dropped out of school and began working full time to help support his family.

When Cesar was 15, he went to a movie theatre and sat in the “White” section. When they asked him to sit in the “Mexican” section, he refused. They made him leave.

Career and Family

Cesar Chavez was a soldier in the U.S. Navy during World War II. Even after the war Cesar continued to work as a farm worker because he could not find another job. He was often treated badly because of the color of his skin. Cesar married Helen Fabela in 1948. They had 8 children.

Accomplishments

Cesar dedicated his life to helping farm workers that were mistreated. In 1962 Cesar Chavez and Dolores Huerta started the National Farm Workers Association. They planned a Grape Boycott. They asked American people to stop buying grapes. They also asked the grape pickers to go on strike and stop picking. These actions forced grape growers to give farm workers better wages. Cesar Chavez lived by his motto “Si Se Puede!” or “Yes It Can Be Done!” He died in 1993.





Homework

The same text "A Day for Veterans" can be used for days 1-3.

Day #1:

- Unencumbered read of "A Day For Veterans"
- Write a one paragraph summary of the passage
 - ✓ Begin with a topic sentence telling the main idea
 - ✓ Include three more sentences that include details that support your main idea
 - ✓ Write a concluding sentence.

Day #2:

- Reread "A Day For Veterans"
- Answer questions one through four using complete sentences.

Day #3

- Reread "A Day for Veterans"
- Write a "Thank you" letter to a veteran. Be sure to mention why you want to thank them.

Day #4

- Complete the Cesar Chavez Diary Entry

A Day for Veterans

Our Country's Heroes Get ready for Veterans Day.

Thank our veterans! They are people who have served in the armed forces. The armed forces keep our country safe. They serve in times of war and peace.



Five main groups make up the armed forces. They are the Army, Navy, Air Force, Marine Corps (pronounced "Kohr"), and Coast Guard. Many kids have parents or other loved ones who are veterans. About 23 million veterans live in the United States. Two million of those veterans are women.

November 11 is Veterans Day. Each year on that day, people honor our veterans. Many cities have parades. Some people give speeches. A large parade is held in New York City. Thousands of people take part in the event. Veterans march in the parade. Some people ride on floats. Marching bands play music. Some of the songs are patriotic. Something that is patriotic shows love for your country.



Name: _____ Date: _____

Directions:

Answer the following four questions based on the information in the passage.

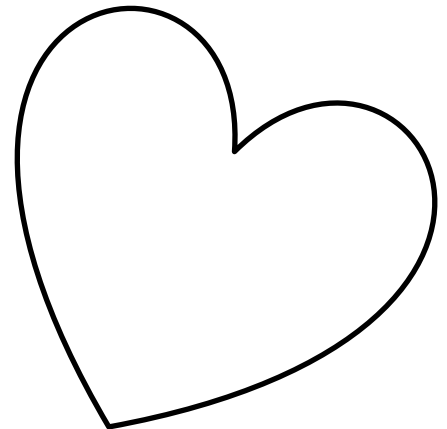
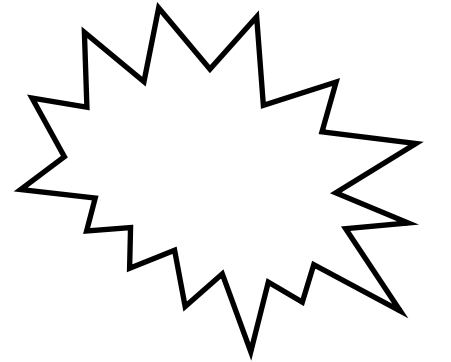
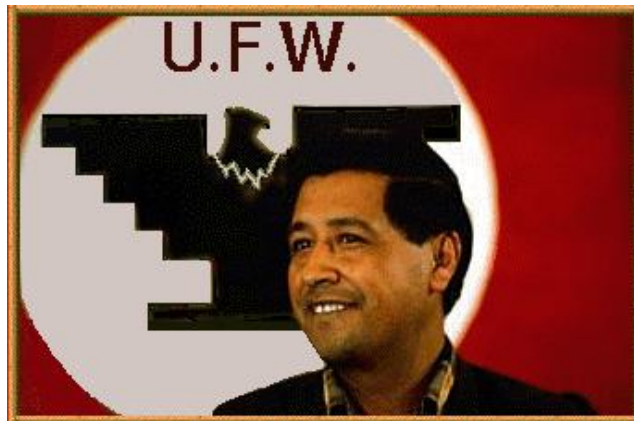
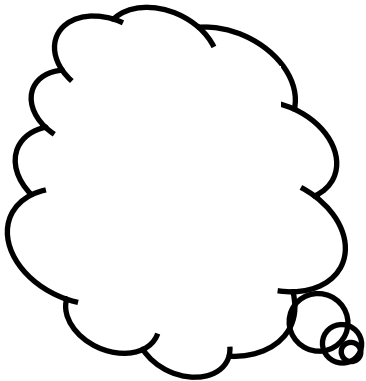
1. Name one character trait that you could use to describe a veteran. Cite evidence from the passage to support your opinion.

2. According to the passage, what is a veteran?

3. The passage states that "many kids have parents or other loved ones who are veterans." Why might having a parent who has served in the military be hard for a kid?

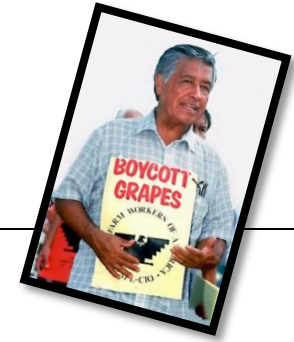
4. How do people honor our veterans? Cite evidence

My Diary Entry as Cesar Chavez





Cesar Chavez Video Note Taking Guide



Interesting Facts	Text Dependent Questions	Answers
	What are some ways that people have remembered Cesar Chavez?	●
	Who was Cesar Chavez fighting for? Why was he fighting for them?	●
	What did Dr. King mean by the quote, "Our separate struggles are really one."	●
	What made Cesar Chavez a hero? Cite evidence from the video or audio recording.	●

FLEE Map folding lines



Helen Keller

Helen Keller was a remarkable person who went blind and deaf at a very young age. Even with these disabilities, she was able to learn to become a writer and travel the world. She fought for human rights for those with disabilities.

Early Life

On June 27, 1880, Helen was born healthy, in Tuscumbia, Alabama, USA. When she was only one and a half years old, she became sick and developed a very high fever that caused her to lose her eyesight and hearing. Because she could not talk or hear others, she became a wild child who was unable to communicate with her family.

Education

In 1887, Anne Sullivan came to teach Helen. Helen soon learned sign language, which Anne pressed into her hand. Helen's first word she signed was "water." Soon after, she learned to read, write, and later, speak. With Anne's friendship and instruction, Helen learned about the world. She was so smart, that she went to college where Anne helped her in each class, by signing what the teacher was saying.

In 1904, Helen graduated from Radcliffe College.



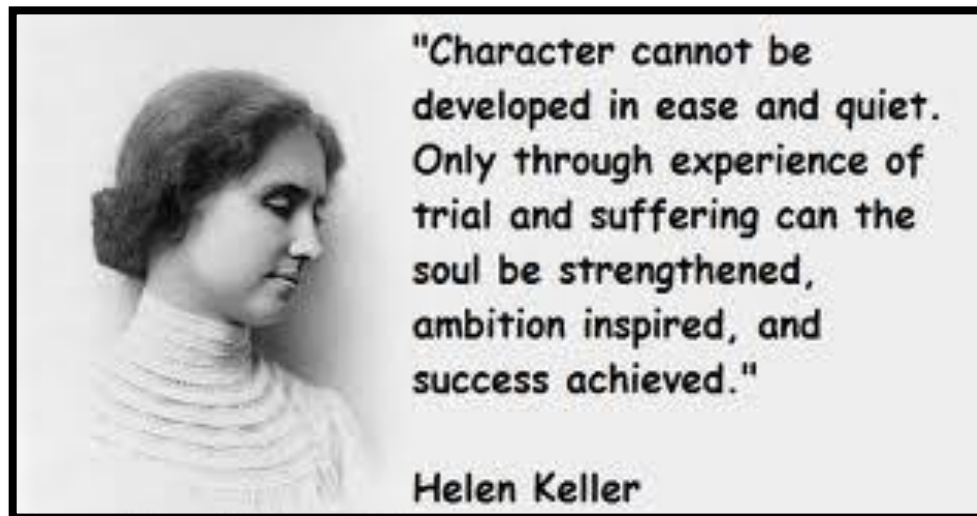
Career

She wrote many books and gave lectures around the world. She spoke for blind people to get equal rights.

Accomplishments

Helen worked to improve conditions for the blind and deaf. Many books and movies have been made about this remarkable woman; check your library for stories about Helen.

Helen died at age 87. She affected the lives of millions of people. She showed how courage and hard work can help you overcome anything and you can still lead an amazing life.





Helen Keller Video Note Taking Guide

Interesting Facts	Text Dependent Questions	Answers
	To whom did Helen Keller dedicate her life?	•
	What caused Helen Keller to lose her eyesight and hearing?	•
	Why was Anne Sullivan considered to be the most important person in Helen's life?	•
	Name two reasons why Helen pursued her education at Radcliffe College?	•



Helen Keller Video Note Taking Guide (p.2)

Interesting Facts	Text Dependent Questions	Answers
	How does she use her senses to gather information? Which sense did she use the most? Cite evidence.	•
	Name at least two ways Helen uses her hand to get information?	•
	Why do you think it is difficult for Helen to speak?	•

Rosa Parks



1913 - 2005

Rosa Parks

Rosa Parks protested segregation laws in the United States. Her actions led to major changes, including the Supreme Court ruling against segregation.

Early Life and Education

Rosa Parks was born in Tuskegee, Alabama on February 4, 1913. Her father was a carpenter and her mother was a teacher. Rosa grew up on her grandparents' farm. She lived there with her mother and brother. Rosa was home schooled by her mother. She began attending public schools when she was 11 years old. Rosa had to drop out of high school to care for her sick grandmother and mother. She finally earned her high school diploma in 1933 with the help of her husband.

Career and Family

Rosa married Raymond Parks in 1932. She worked as a seamstress in a department store. A seamstress is a person who sews clothes. Rosa eventually lost her job for being arrested in the bus protest. Her husband also lost his job as a result of Rosa's peaceful protest. Rosa and her husband did not have children.

Accomplishments

On December 1, 1955, Rosa boarded a bus. Some people say that she sat in the front. Others say that she sat in the middle of the bus behind the White people. The bus driver ordered Mrs. Parks to give up her seat to a white man. When she refused, she was arrested. This incident led to a city-wide bus boycott organized by Dr. Martin Luther King, Jr. Rosa's case made it all the way to the Supreme Court. The Court ruled that segregation on busses was illegal. Rosa Parks helped change the unfair laws. She was an important leader in the civil rights movement.

Rosa Parks worked with Dr. King even after the bus boycott. Together they continued to fight for equal rights for all people of color. Rosa was awarded many honors throughout her lifetime. She is remembered as the mother of the Civil Rights movement. Rosa died in 2005 at the age of 92 years old.

Rosa Parks Biography_ 2nd – 3rd Grade



Rosa Parks Video Note Taking Guide



Interesting Facts	Text Dependent Questions	Answers
	What is a civil right?	●
	What character trait can you use to describe Rosa when she tried to vote? Cite evidence from the video to support your opinion.	●
	In the video, it says that Rosa sat in the middle section of the bus. Why was this O.K.?	●
	What does it mean to boycott? What other example of a boycott have we learned about in this unit?	●

Interesting Facts	Text Dependent Questions	Answers
	When people boycotted busses, how did they get to work?	●
	What change occurred as a result of the 13 month-long boycott?	●

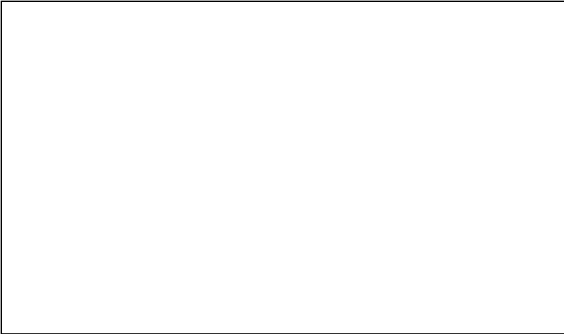


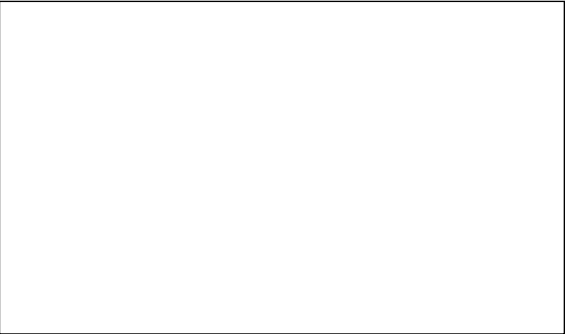
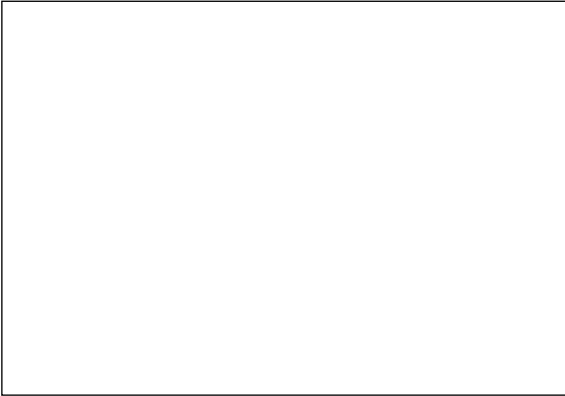
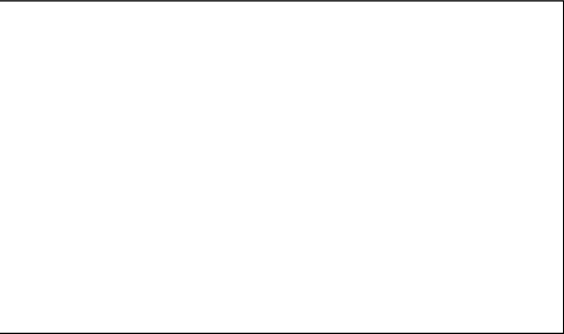


Rosa Parks:

“I was arrested on December 1st, 1955 for refusing to stand up on the orders of the bus driver, after the white seats had been occupied in the front. And of course, I was not in the front of the bus as many people have written and spoken that I was -- that I got on the bus and took the front seat, but I did not. I took a seat that was just back of where the white people were sitting, in fact, the last seat. A man was next to the window, and I took an aisle seat and there were two women across. We went on undisturbed until about the second or third stop when some white people boarded the bus and left one man standing. And when the driver noticed him standing, he told us to stand up and let him have those seats. He referred to them as front seats. And when the other three people -- after some hesitancy -- stood up, he wanted to know if I was going to stand up, and I told him I was not. And he told me he would have me arrested. And I told him he may do that. And of course, he did.”



Evaluating Sources Sort



Homework

The same text "The Right to Vote" can be used for three days.

Day #1:

- Unencumbered read of "The Right to Vote"
- Write a one paragraph summary of the passage
 - ✓ Begin with a topic sentence telling the main idea
 - ✓ Include three more sentences that include details that support your main idea
 - ✓ Write a concluding sentence.

Day #2:

- Reread "The Right to Vote"
- Answer questions one through four using complete sentences.

Day #3

- Reread "The Right to Vote"
- Make a list of all the past tense verbs. Find synonyms for five of the verbs on your list.

Day #4

- Complete the Helen Keller Diary Entry

The Right to Vote

readingworks.org

Winning the Vote

Take a look back at how women won the right to vote.

Would it be fair if men could vote and women could not? That was the law for a long time.

In 1776, the United States was a new country. Men made all the rules. Women were not given the right to vote until 1920. Women worked hard to win the right to vote. They held marches and spoke out about the unfair laws. Hundreds of those women were arrested and put in jail.

Read the time line to learn more about how women won the right to vote.

1848



A women's rights meeting is held in New York. About 300 women and men attend. For years to come, many other meetings are held.



1851

Elizabeth Cady Stanton and Susan B. Anthony meet each other. They help lead the fight for women's right to vote.

1872

Anthony and other women try to vote in the election for U.S. President. They are arrested.

1913



A women's **suffrage** parade is held in Washington, D.C. More than 5,000 women march. Suffrage is the right to vote.



1920

Women get the right to vote! The U.S. Constitution is amended, or changed. The Constitution is a set of laws for our country. The 19th Amendment gives women the right

Name _____



The Right to Vote

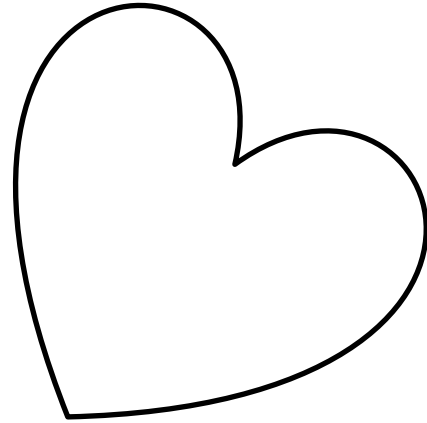
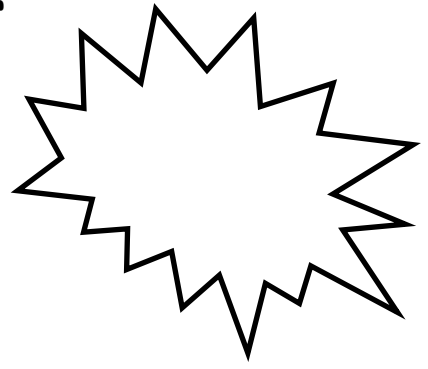
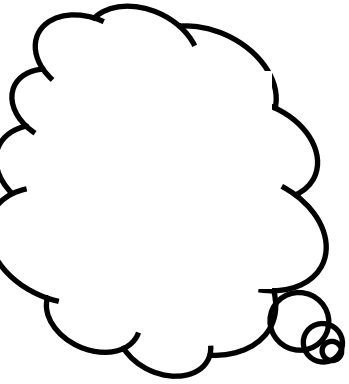
1. Name one character trait of these women who fought for the right to vote, Cite evidence to support your opinion.

2. Which two women mentioned in the passage, helped to lead the fight for women's right to vote?

3. Why were Elizabeth Cady Stanton and Susan B. Anthony arrested for trying to vote in 1872?

4. The main idea of this passage is than women had to fight hard over many years to win the right to vote like men. Write two details from the passage that support this main idea.

My Diary Entry as Helen Keller



A large rectangular box containing six horizontal lines for writing a diary entry.



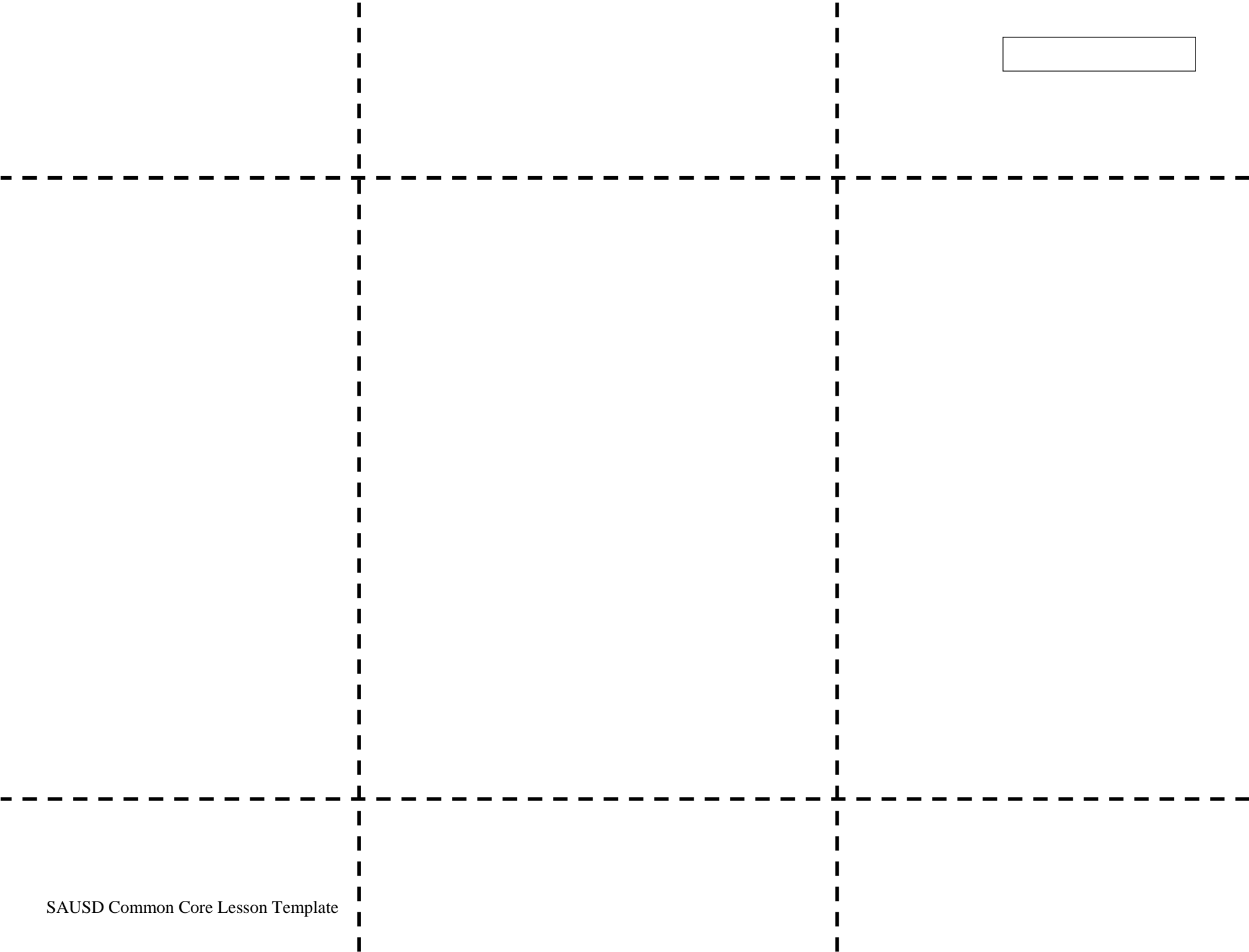
Rosa Parks Video Note Taking Guide







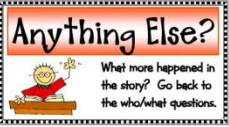
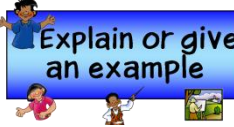





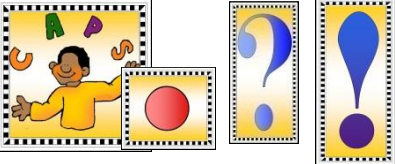


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Interesting Facts	Text Dependent Questions	Answers
	When people boycotted busses, how did they get to work?	●
	What change occurred as a result of the 13 month-long boycott?	●





My 2nd Grade Rubric: Opinion

 <p>Give your Opinion</p>	<p>I have one sentence that states the name of my nominee plus my opinion about their character trait.</p>	
 <p>Evidence</p>	<p>I have written 3 traits or evidence that support my opinion.</p>	
 <p>Anything Else? What more happened in the story? Go back to the who/what questions.</p>  <p>Explain or give an example</p>	<p>I give more evidence by explaining or giving examples.</p>	
	<p>I have a closing sentence where I strongly restate my nomination.</p>	
 <p>Star Words</p>	<p>I spelled words correctly.</p>	
	<p>I used capital letters and correct punctuation</p>	
 <p>Transitions</p>	<p>I used connecting words and transitions</p>	