

Grade 2

Knowledge 8

Take-Home Pages

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Knowledge 8

Making a Difference: Creating Change

NAME: _____

DATE: _____

1.1

Take-Home

Dear Caregiver,

During the next several days, your student will learn about the significance of people who made a difference by creating change in this country. They will learn about seven important people in American history who worked for civil rights (such as the right to vote and the right to be free from discrimination), human rights, and other important causes. Your student will learn about the way in which the work of these people had a profound impact on the ability of others to exercise their rights. They will also understand the connection between ideas and action, and how ordinary people can have an extraordinary impact on the lives of others.

Over the next several days, your student will become familiar with the following historical figures whose sacrifices and dedication advanced the rights of certain groups and sought to promote the common good:

- Susan B. Anthony
- Eleanor Roosevelt
- Mary McLeod Bethune
- Jackie Robinson

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about working for a cause and making a difference.

1. Draw and Write

Have your student draw and/or write about what they have learned regarding the different causes for which people worked (equal rights, women's rights, human rights) and the contributions made by the historical figures noted above. Some possibilities might include Susan B. Anthony traveling around the country by wagon, carriage, or train, working for women's suffrage; Jackie Robinson being inducted into the Baseball Hall of Fame; or Mary McLeod Bethune establishing a school for girls. Ask questions to help your student use the vocabulary learned at school.

2. Rights and Responsibilities

Talk with your student about some of the rights held by U.S. citizens. Have your student share some of the rights they have learned about in class, and together talk about the responsibilities of citizens to properly exercise those rights. For example, citizens have the right to vote, but they also have a responsibility to learn about the candidates.

3. Sayings and Phrases: Two Heads are Better Than One

Your student may talk about this saying and its meaning in relation to the attitude and work of the people they are hearing about who stood for change. Discuss the meaning of this saying with your student, and together think about some situations in which you can use it. Have your student share with you some specific examples of their accomplishments at times when they worked with someone else to solve a problem.

4. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *achievement*—It is a great achievement to create change by working for a cause that you believe in.
- *ballots*—Susan B. Anthony and several other women cast their ballots for president before it was legal to do so.
- *admirable*—President Lincoln had many admirable qualities.
- *privilege*—Mary McLeod had the privilege of being able to attend school as a young girl, which many other Black girls were not able to do.
- *challenge*—Jackie Robinson had the courage to challenge people's attitudes about professional athletes.

5. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development. The local library has many books on the activists who worked for civil rights and human rights.

Celebrate times when your student shares what they have learned at school.

NAME: _____

DATE: _____

5.1

Take-Home

Dear Caregiver,

Your student has been learning about some famous people who helped to bring about changes in our country. Over the next several days, your student will become familiar with the following historical figures who sought to promote the common good. The sacrifice and dedication of these individuals also advanced the rights of certain groups. They are

- Rosa Parks
- Martin Luther King Jr.
- Cesar Chavez
- Faith Florez
- Kelvin Doe
- Mikaila Ulmer
- Sydney Etzel and Lauren Anderson

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about creating change and the civil rights movement.

1. Compare and Contrast

Throughout this domain, your student has learned about the contributions and dedication of various leaders for different causes. Talk with your student about the similarities among these leaders as well as their individual differences. Have your student share with you what they found inspiring about these leaders, including how their work made a difference in the lives of others.

2. Twenty Questions

Play Twenty Questions with your student (taking turns being the clue-giver) based on the activists they have been hearing about and the achievements of those activists. For example, ask questions about Rosa Parks refusing to give up her bus seat, Martin Luther King Jr. giving his “I Have a Dream” speech, or Cesar Chavez working to improve the lives of migrant farmworkers. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *boycott*—Rosa Parks's actions on the bus helped start the Montgomery bus boycott.
- *extraordinary*—Eleanor Roosevelt was an extraordinary woman who accomplished many things in her life.
- *plight*—The drought was a major factor in bringing about the plight of farmers.
- *obstacles*—All individuals who work for a cause have to overcome at least some obstacles.
- *descent*—Faith Florez, who is of Mexican descent, worked to improve the safety of farm workers.
- *inspiration*—Kelvin Doe got inspiration from all the different things he found in the trash to create inventions to help others.
- *cope*—To help Mikaila cope with her fear of bees, her parents suggested that she do some research, which led to her becoming an advocate for honeybees.

4. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development. At a local library, you can look for books and other resources related to those who worked for civil rights and human rights.

Celebrate times when your student shares what they have been learning at school.

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