



7 Westward Expansion



8 Insects



9 The U.S. Civil War



10 Human Body: Building Blocks & Nutrition



11 Immigration



12 Fighting for a Cause

Grade 2

Knowledge

Domains 7-12

Activity Book

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Knowledge 7

Westward Expansion

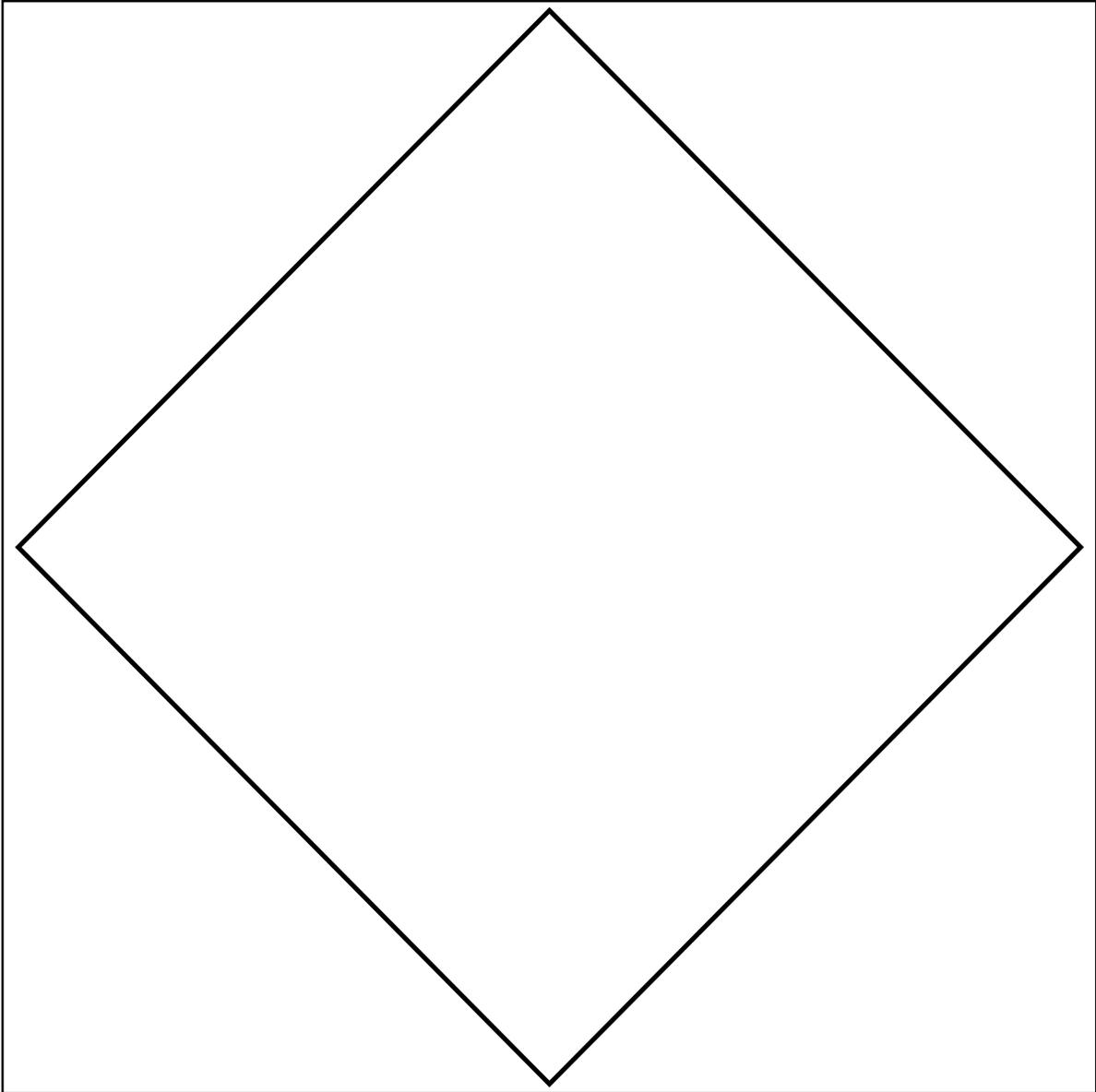
NAME: _____

DATE: _____

1.1

Activity Page

Directions: Draw a picture of a covered wagon in the center diamond to represent the Oregon Trail. Then write a word or short phrase in each corner, sharing facts you learned about the Oregon Trail. Finally, on the back, write three to five sentences explaining the main idea of "Going West." Use one or more of the words you wrote on the front of this page in your explanation.



NAME: _____

DATE: _____

1.2

Take-Home

Dear Caregiver,

During the next several days your student will be learning about the westward expansion of the United States. They will learn about how and why settlers moved west, as well as the many innovations of the 1800s that helped make expansion possible, including the steamboat and the Erie Canal. Your student will also learn how the lives of Native Americans, namely the Cherokee, were adversely affected by this expansion and various innovations. Below are some suggestions for activities that you may do at home to reinforce what your student will be learning about westward expansion.

1. Quilts

Your student will be illustrating quilt squares to demonstrate what they learn about westward expansion. These quilt pieces will eventually be attached together to form a “quilt.” Have your student recreate a favorite quilt piece to show you and ask them to write a sentence describing the information represented by the picture. Show your student any homemade or store-bought quilts you may have at home, and discuss why the settlers made their own quilts rather than buying them in a store. Ask questions to encourage your student to use the vocabulary learned at school.

2. Sayings and Phrases: Back to the Drawing Board

Your student will learn the saying “back to the drawing board” in relation to a man named Sequoyah, who endured many struggles to create a written language for the Cherokee. Make sure your student understands that people use this saying when something they’re doing doesn’t work out, and they feel the need to start over from the beginning. Ask your student how this saying relates to Sequoyah’s life and achievements. You may also wish to ask them how the sequoia tree is connected to this story. Talk with your student about other situations in which one might use the saying “back to the drawing board.”

3. The Trail of Tears

Your student will learn about the forced relocation of the Cherokee from their homes in Georgia, Tennessee, and the Carolinas to what is now the state of Oklahoma. Have your student show you these areas on a U.S. map (assisting them when necessary). Discuss what it must have been like to be forced from your home and made to travel so far without enough food or supplies. Share with your student that sometimes in the study of history they will have to learn about events like the Trail of Tears that are terrible and sad.

Ask your student why it is important to study events like these, and emphasize that it is important to remember the sadder parts of history in order to hopefully prevent them from happening again.

4. The Erie Canal

Your student has listened to the song “The Erie Canal” while learning about this new means of travel. You may wish to find a version of this song and listen to it with your student, encouraging your student to sing the words they remember.

5. Transportation Today

Your student will learn how the transportation of both people and freight during the era of westward expansion included horses and wagons, trains and railroads, steamboats, and canals. Discuss with your student the vehicles we have today that transport people and freight and how these changes have allowed people to live differently than they did in the 1800s.

6. Words to Use

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

- *pioneers*—The pioneers coming from the crowded East were surprised by the vast, open prairie of the West.
- *steamboats*—Steamboats were much faster and more reliable than sailboats because they depended on their steam engines for power rather than the
- weather.
- *Erie Canal*—The Erie Canal, the most famous canal built during the Canal Era, joined the Hudson River in New York to Lake Erie, one of the Great Lakes.
- *encountered*—Native Americans encountered many changes to their ways of life during the westward expansion of the United States.

7. Read Aloud Each Day

It is very important that you read with your student every day. Try to set aside time to read to your student and also time to listen to your student read to you. A list of recommended books is included at the end of this letter.

Be sure to let your student know how much you enjoy hearing about what they learned at school.

NAME: _____

DATE: _____

1.2
CONTINUED

Take-Home

Knowledge 7

Recommended Resources for Westward Expansion

Going West, by Laura Ingalls Wilder and illustrated by Renee Graef (HarperCollins, 1997) ISBN 978-0064406932

Life in the West (A True Book), by Teresa Domnauer (Scholastic Inc., 2010) ISBN 978-0531212462

The Amazing Impossible Erie Canal, by Cheryl Harness (Aladdin Paperbacks, 1999) ISBN 978-0689825842

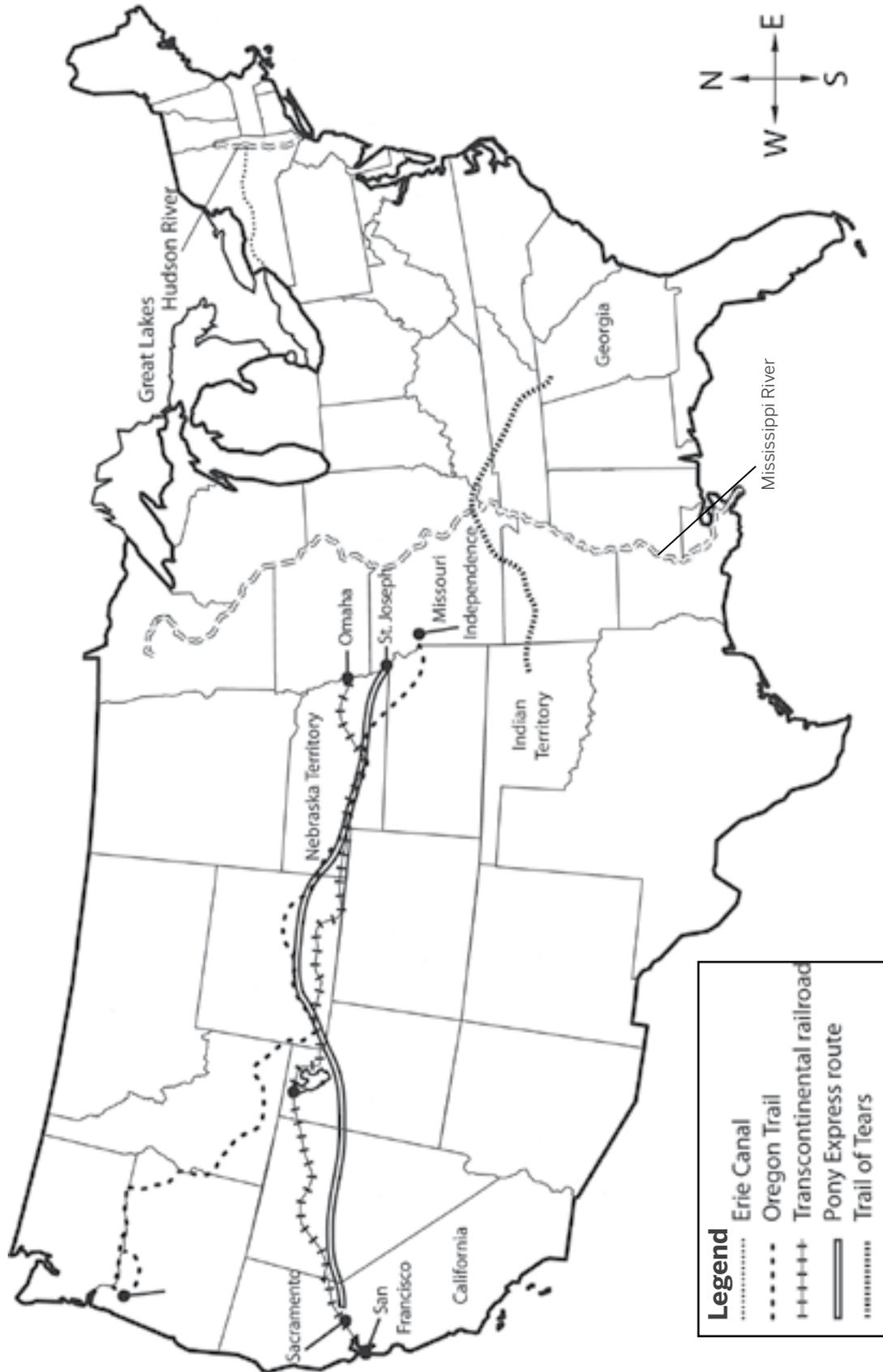
Life on the Oregon Trail (Picture the Past), by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1575723174

Sequoyah: The Cherokee Man Who Gave His People Writing, by James Rumford (Houghton Mifflin Company, 2004) ISBN 978-0618369478

NAME: _____

2.1

DATE: _____



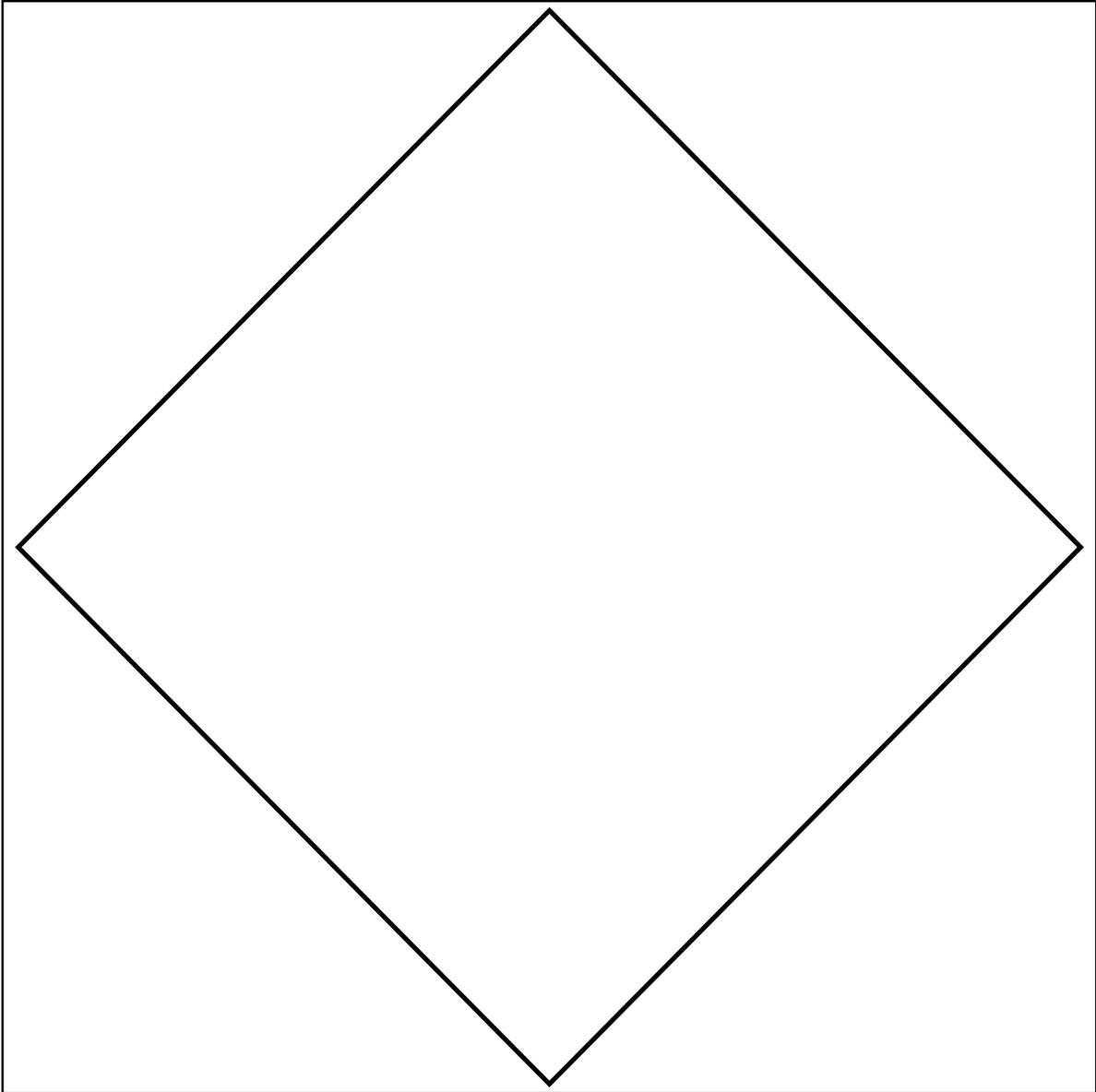
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DATE: _____

2.2

Activity Page

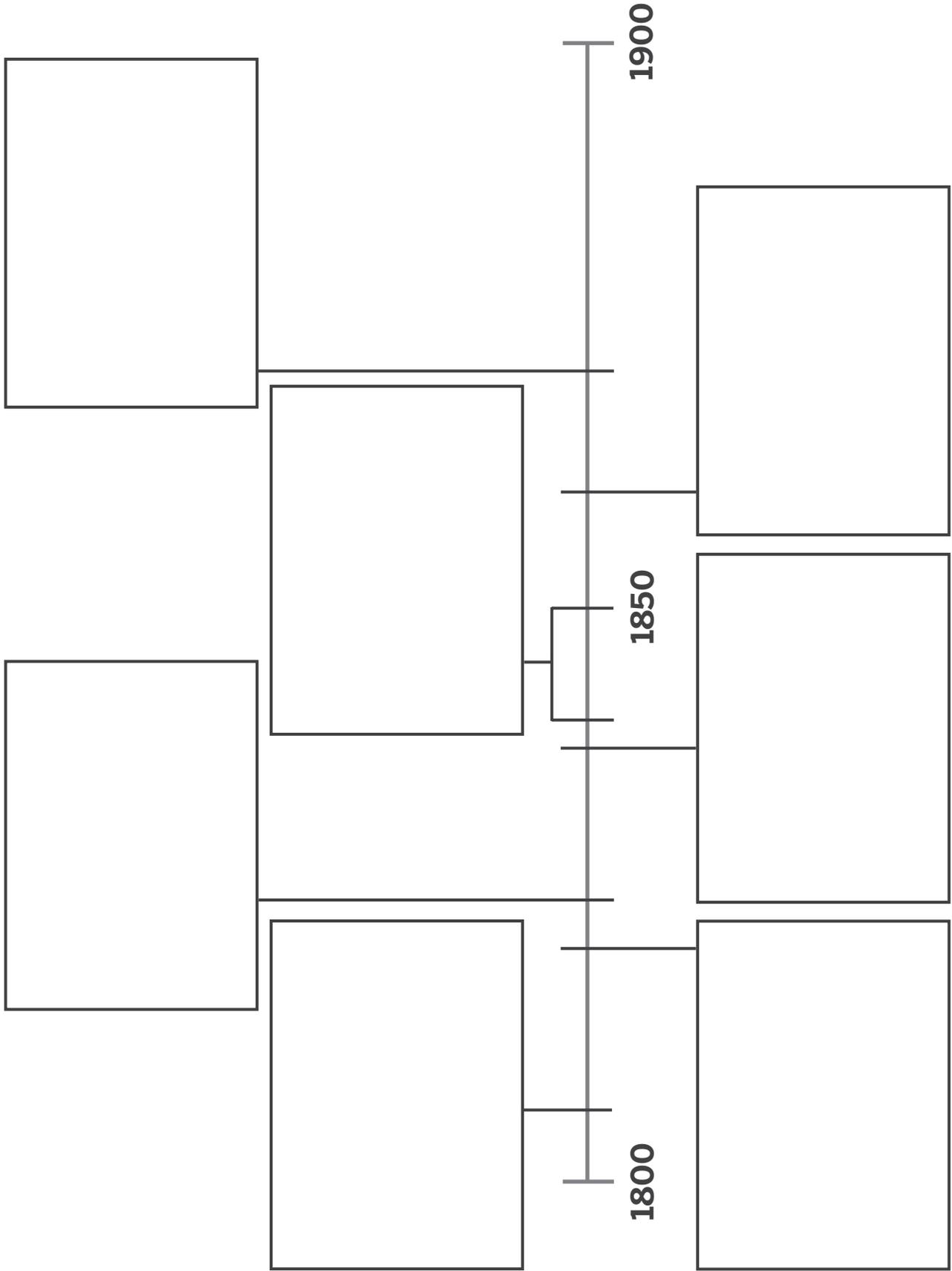
Directions: Draw a picture of a steamboat in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about Robert Fulton's steamboat. Finally, on the back, write three to five sentences explaining how steamboats affected westward expansion. Use one or more of the words you wrote on the front of this page in your explanation.



NAME: _____

DATE: _____

Westward Expansion Timeline



NAME: _____

2.4

DATE: _____



| | | | | | |
|---|---|---|---|---|---|
| D | R | T | S | O | I |
| L | W | S | T | I | J |
| A | G | L | C | Y | P |
| S | O | F | Y | A | J |
| E | W | O | W | W | S |
| F | P | J | F | G | S |
| G | Y | H | K | J | C |
| W | F | F | G | M | Q |
| F | O | H | S | Y | |
| O | L | H | Z | Q | O |
| O | H | 4 | b | + | R |
| C | S | O | C | S | O |
| O | S | S | R | G | B |

NAME: _____

DATE: _____

4.1

Steamboat Travel

| Advantages | Disadvantages |
|-------------------|----------------------|
| | |

NAME: _____

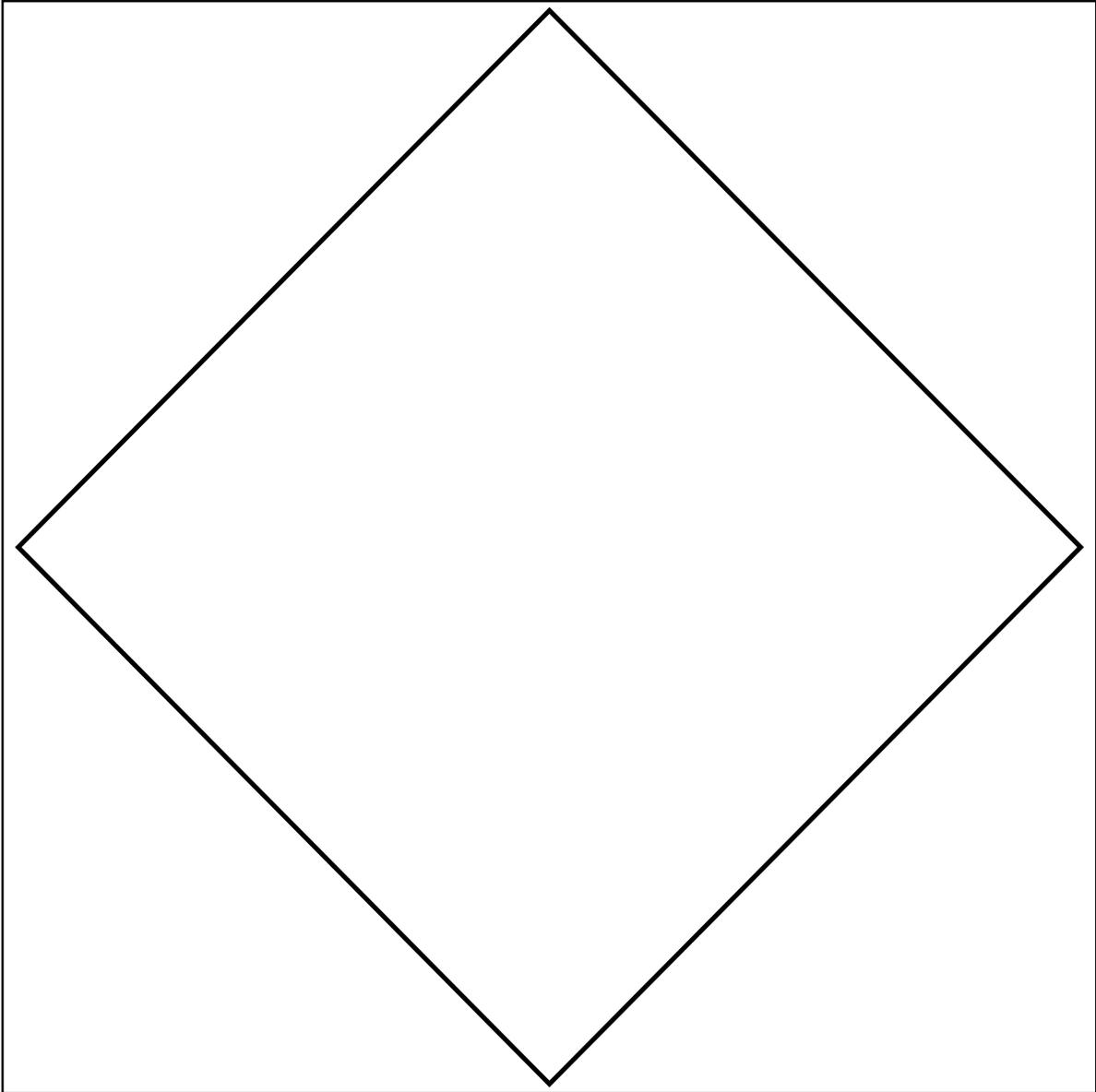
DATE: _____

4.2

Activity Page

Knowledge 7

Directions: Draw a picture of Sequoyah or the Cherokee writing system in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about Sequoyah. Finally, on the back, write three to five sentences explaining the importance of Sequoyah to the Cherokee people. Use one or more of the words you wrote on the front of this page in your explanation.



NAME: _____

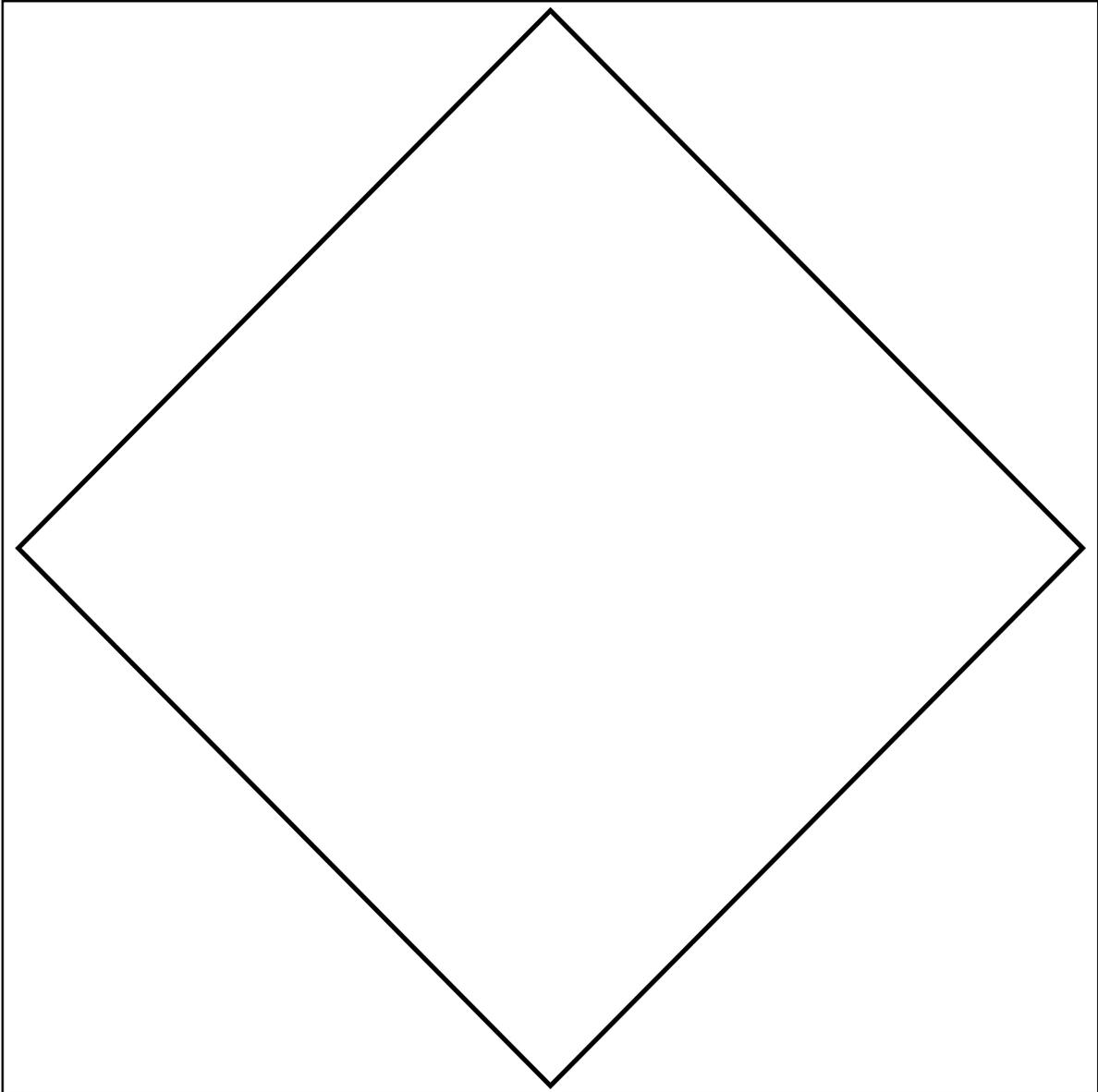
DATE: _____

5.1

Activity Page

Knowledge 7

Directions: Draw a picture representing the Trail of Tears in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about the Trail of Tears. Finally, write three to five sentences on the back, using one or more of the words you wrote on the front of this page.



NAME: _____

DATE: _____

Dear Caregiver,

For the past several days, your student has been learning about the westward expansion of the United States. Over the next few days they will continue to learn about how and why pioneers moved west, as well as the many innovations of the time that helped make expansion possible and more convenient, including the Pony Express, the Oregon Trail, and the transcontinental railroad. Your student will also learn how the lives of the buffalo and the Plains Native Americans, namely the Lakota Sioux, were adversely affected by this expansion and various innovation.

Below are some suggestions for activities that you may do at home to reinforce what your student will be learning about westward expansion.

1. Quilts

Your student will continue illustrating quilt squares to add to their “quilt” to demonstrate what they learn about westward expansion. Have your student recreate a favorite quilt piece to show you and ask them to write a sentence describing the information represented by the picture. Ask questions to encourage your student to use the vocabulary learned at school.

2. The Oregon Trail

Your student has heard about the Oregon Trail, a path through the wilderness that settlers followed that began in Missouri and ended in the Oregon Territory. Show your student these states on a U.S. map, and discuss how these areas have changed since the 1800s. Ask your student to share with you what they remember about the story of one wagon train’s difficulties on the Oregon Trail. Ask questions to encourage your student to use the vocabulary learned at school.

3. Mail Today

Your student will learn how the transportation of mail and news in the 1800s, from the East Coast to the West Coast, evolved from mail delivery by ship, to the Pony Express, to the telegraph. Discuss with your student the vehicles and ways we now send mail and hear news and how these changes have allowed people to live differently today than they did in the 1800s.

4. I've Been Working on the Railroad

Your student will be listening to the song “I've Been Working on the Railroad” while learning about the transcontinental railroad. You may wish to find a version of this song and listen to it with your student, encouraging your student to sing the words they remember.

5. Words to Use

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

- *ruts*—The wagon wheels often became stuck in the deep ruts made by the many wagon trains that had already traveled the Oregon Trail.
- *venture*—The Pony Express was a risky venture for both the investors and the riders.
- *bison*—Bison, or buffalo, faced extinction during the time of westward expansion, because many people hunted them without preservation and the future in mind.
- “*iron horse*”—Nicknamed “the iron horse,” the locomotive train forever changed the way people traveled and transported freight.

6. Read Aloud Each Day

It is very important that you read with your student every day. Try to set aside time to read to your student and also time to listen to your student read to you. Remember to use the recommended trade book list contained in the first caregiver letter.

Be sure to let your student know how much you enjoy hearing about what they learned at school.

NAME: _____

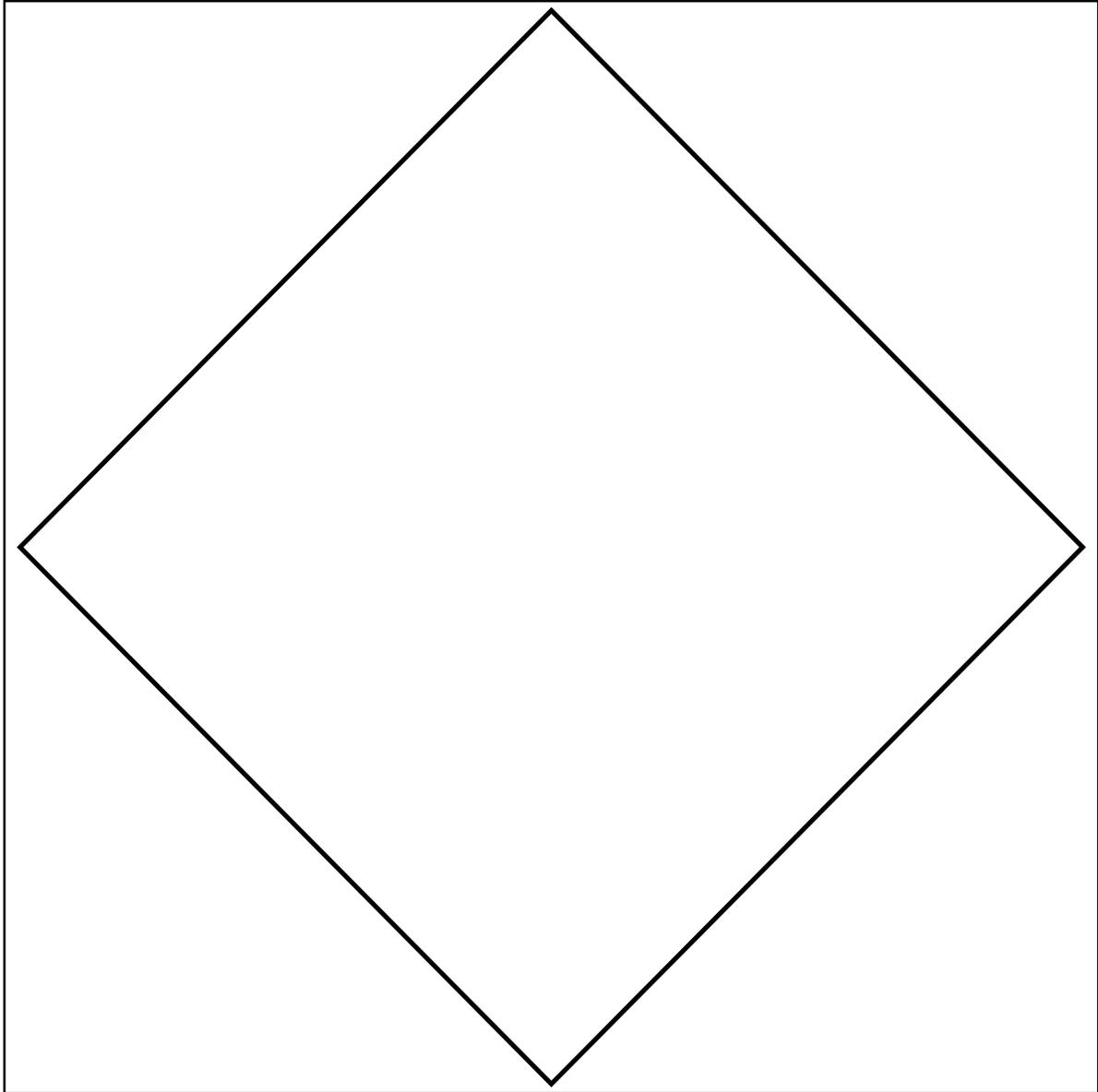
DATE: _____

8.1

Activity Page

Knowledge 7

Directions: Draw a picture of a locomotive train and/or railroad tracks in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about the transcontinental railroad. Finally, write three to five sentences on the back, using one or more of the words you wrote on the front of the page.



NAME: _____

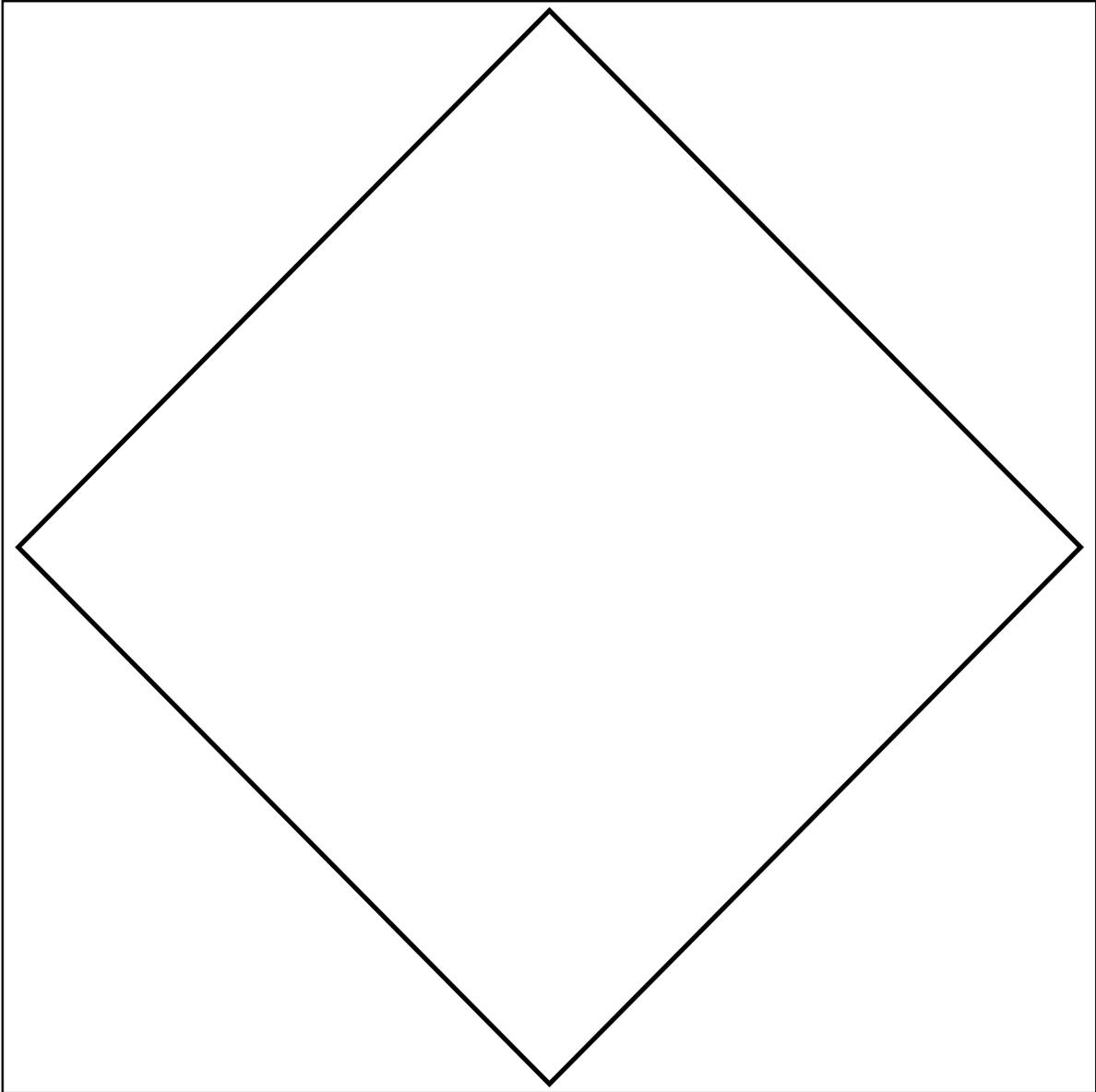
DATE: _____

9.1

Activity Page

Knowledge 7

Directions: Draw a picture of a bison (or buffalo) in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about the bison. Finally, write three to five sentences on the back, explaining how westward expansion in the U.S. affected the bison. Use one or more of the words you wrote on the front of this page in your explanation.



NAME: _____

PP.1

DATE: _____

1.



2.



3.



4.



5.



6.



Directions: Listen to your teacher's instructions.

NAME: _____

PP.2

Activity Page

DATE: _____

Directions: Think about what you heard in the read-aloud and then fill in the chart using words or sentences.

| | |
|-----------------|--|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

NAME: _____

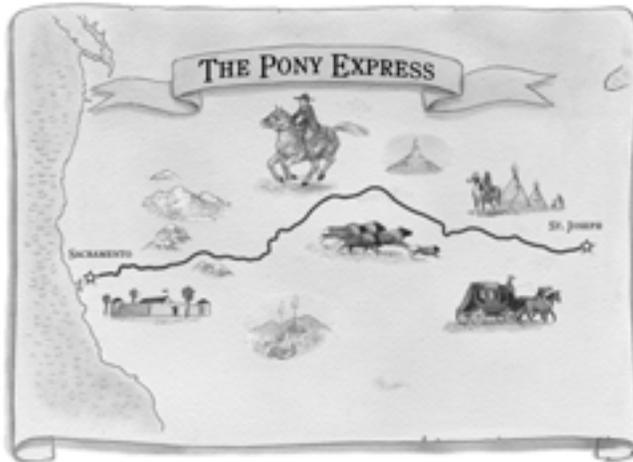
DR.1

Activity Page

DATE: _____







Directions: Put a number next to the picture that corresponds with each sentence.

NAME: _____

DATE: _____









NAME: _____

DR.2

DATE: _____



Directions: Study the map and then use it to answer the questions.

1. What waterway was built to connect the Hudson River and the Great Lakes?

2. Where did the Oregon Trail begin?

3. In 1869, what method of travel connected Omaha, Nebraska, and San Francisco, California?

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

- | | | | |
|-----|------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|
| 11. |  | |  |
| 12. |  | |  |
| 13. |  | |  |
| 14. |  | |  |
| 15. |  | |  |

NAME: _____

DA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to your teacher's instructions.

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Read each question. Think about the answer for each question. Write at least one complete sentence to answer each question.

1. Why did many pioneer families choose to move to the West in the 1800s?

2. Why were the development of steamboats, the Erie Canal, and the transcontinental railroad important during the time of westward expansion?

3. What problems did westward expansion cause for Native Americans?

4. Why is the Pony Express no longer an important means of communication?

5. What was Sequoyah's significant invention?

Knowledge 8

Insects

NAME: _____

DATE: _____

Dear Caregiver,

Over the next few days, your student will be learning about the largest group of animals on Earth, insects. Below are some suggestions for activities you can do at home to reinforce your student's learning about insects.

1. Insect Hunt

Talk about where you may find insects at home and on outings together. Look for them together; it may be fun to go out after dark with a flashlight when some insects come out to feed. Use a field guide or the Internet to identify the insects you observe.

2. Examining Insects Closely

If possible, find informational videos about insects. Watch them with your student and discover interesting facts about insects together.

3. Words to Use

Below is a list of some words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *Social*—Olivia's birthday party was the biggest social event of the week.
- *Solitary*—Reading to oneself is a fun way to spend solitary time.
- *Cooperate*—Please cooperate by helping to fold the laundry before we go for a walk.
- *Microscopic*—The germs that cause a virus like the common cold are microscopic.

4. Draw an Insect Colony

Have your student draw a picture of an ant or bee colony and then tell you about it. Ask your student to identify the different members of the colony and tell you how they cooperate through performing different roles.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on insects, and a list of books and other resources relevant to this topic can be found below.

Recommended Resources

Bugs are Insects, by Anne Rockwell and illustrated by Steve Jenkins (HarperCollins Publishers, 2001)
ISBN 978-0064452038

The Life and Times of the Honeybee, by Charles Micucci (HMH Books, 1997) ISBN 978-0395861394

Monarch Butterfly, by Gail Gibbons (Holiday House, 1991) ISBN 978-0823409099

The Dragonfly Door, by John Adams and illustrated by Barbara L. Gibson (Feather Rock Books, Inc., 2013) ISBN 978-1934066164

Online Resources

San Diego Zoo Insect Page

<http://www.animals.sandiegozoo.org/content/arthropods>

National Geographic Insect Page

<http://animals.nationalgeographic.com/animals/bugs/>

NAME: _____

DATE: _____

5.1

Directions: Write the type of insect you have chosen to write your informational narrative about on the first blank in the "Character(s)" box. Write your insect's name on the first blank. In the "Character(s)" box, write any words or phrases you can use to describe your insect. Use the other boxes to describe the setting(s) and the plot.

Title

Character(s)

Insect: _____

Name: _____



Setting(s)



| | |
|-------------|------------------|
| Plot | Beginning |
| | Middle |
| | End |

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student is enjoying learning about the fascinating world of insects. Over the next few days they will learn more about how insects communicate with one another, as well as ways in which insects are both helpful and harmful to our planet. Below are some suggestions for activities that you can do at home to reinforce your student's learning about insects.

1. What's a Bug?

Your student will learn that "all bugs are insects, but not all insects are bugs." Ask them to explain why. Then, try to use the word *insect* instead of *bug* when talking to your student about common household creepy-crawlers.

2. Examining Insects Closely

If possible, search for or rent videos/DVDs about insects. Watch them with your student and discover interesting facts together.

3. Words to Use

Below is a list of some of the words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *Communicate*—Honeybees do a waggle dance to communicate with each other.
- *Destructive*—Some hurricanes can be very destructive.
- *Entomologist*—An entomologist is a person who studies insects.

4. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources, sent home with the previous caregiver letter, recommending resources related to insects.

NAME: _____

PP.1

Assessment

DATE: _____

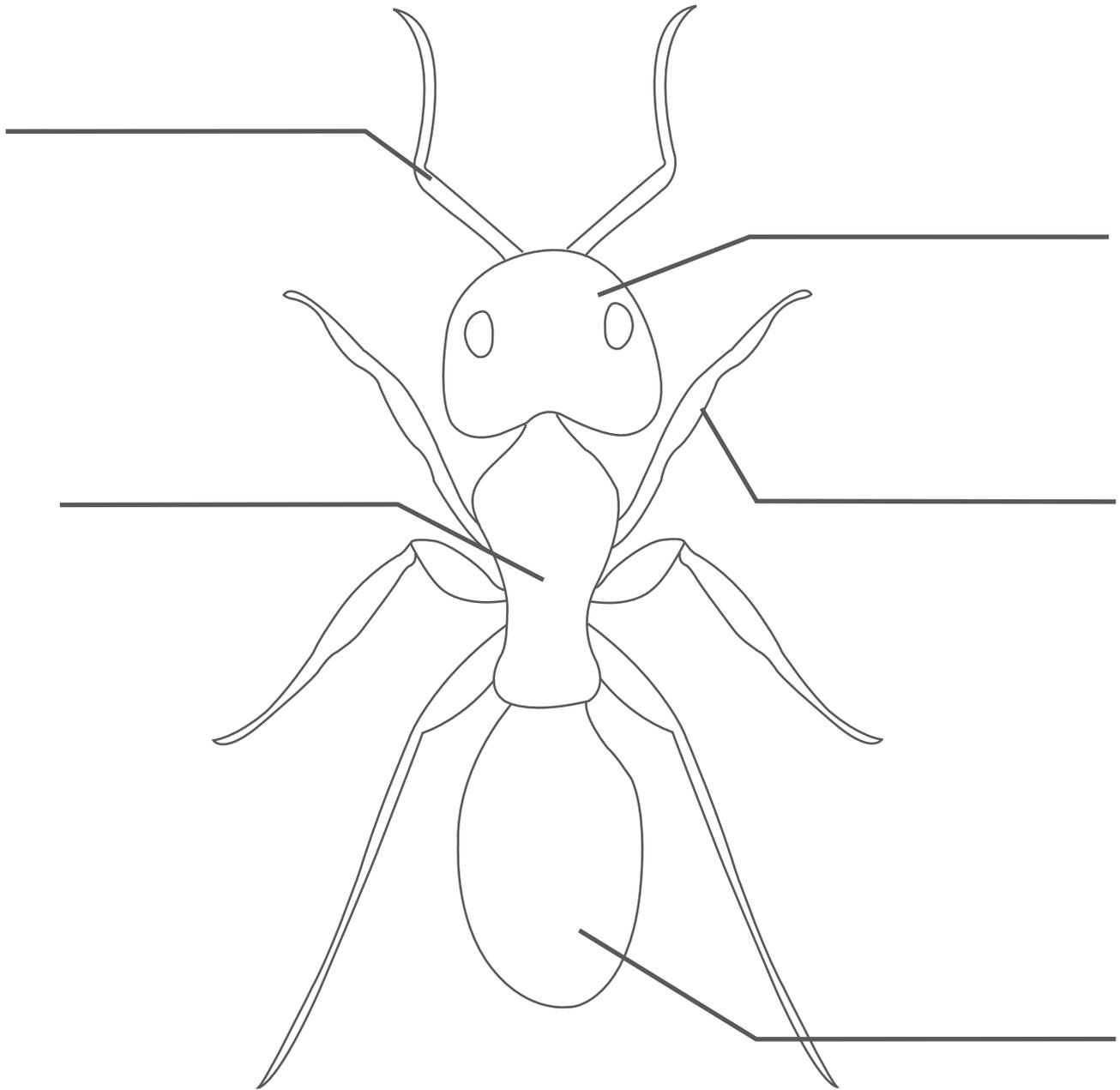
Abdomen

Antenna

Head

Leg

Thorax



Directions: Label the parts of this ant using the word bank provided.

NAME: _____

DATE: _____

6.1

Directions: Write the introductory sentence for your story in the first rectangle. Write the three middle sentences in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.

| |
|--|
| |
| |
| |
| |
| |

NAME: _____

DATE: _____

8.1



. ? !

T he cat ran.



Directions: Listen to your teacher's directions about this checklist.

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

| | | | |
|-----|------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|
| 11. |  | |  |
| 12. |  | |  |
| 13. |  | |  |
| 14. |  | |  |
| 15. |  | |  |

NAME: _____

DA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

Knowledge 9

The U.S. Civil War

NAME: _____

DATE: _____

1.1

Slavery

Freedom

NAME: _____

DATE: _____

1.2

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about what life was like in the North and the South shortly before the U.S. Civil War. They will learn about slavery and its controversy, the differences between the North and the South, and how the U.S. Civil War began. They will also learn about some geographic locations, as well as some important people involved in the Civil War, including Harriet Tubman and Abraham Lincoln. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this time leading up to the U.S. Civil War.

1. Song: “Follow the Drinking Gourd”

Acquire a recording of the song “Follow the Drinking Gourd” and listen to it with your student. Discuss why this song was associated with the South. Point out the Big Dipper (also known as the Drinking Gourd) in the sky, and help your student find the North Star. Discuss why this star was so important to enslaved people.

2. Using a Map

Help your student locate the areas of the North and the South on a map of the United States. Have your student tell you some of the differences between the two at the time of the U.S. Civil War.

3. Harriet Tubman

Your student will learn about the harsh conditions of an enslaved person’s life by hearing about Harriet Tubman’s childhood. Ask your student why they think Harriet Tubman chose to escape as an adult and why she returned to the South many times after her escape. Ask your student to tell you about the Underground Railroad.

4. Abraham Lincoln

Talk with your student about this important historical figure. Point out his image on a penny or five-dollar bill. Discuss the contributions that he made. Ask your student what role Abraham Lincoln had in the U.S. Civil War and what monument was built in his honor.

5. Words to Use

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

- *plantations*—The South was home to many cotton plantations during the time of the U.S. Civil War.
- *slavery*—Slavery in the United States finally ended after the U.S. Civil War.
- *Underground Railroad*—The Underground Railroad was a secret route used by enslaved people to escape to the North.
- *rebellious*—Because enslaved people wanted their freedom, they were considered rebellious.
- *economy*—The economy of the North was largely dependent on factories, whereas the economy of the South was largely dependent on plantations.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. Recommended trade books related to the U.S. Civil War are listed below.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources

Abe Lincoln Goes to Washington, by Cheryl Harness (National Geographic, 2008)
ISBN 978-1426304361

Aunt Harriet's Underground Railroad in the Sky, by Faith Ringgold (Dragonfly Books, 1995)
ISBN 978-0517885437

Clara Barton, by Wil Mara (Children's Press, 2003) ISBN 978-0516273396

Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address, by Jean Fritz and illustrated by Charles Robinson (Penguin, 1993) ISBN 978-0448401706

NAME: _____

DATE: _____

2.1

Activity Page

“Follow the Drinking Gourd”

Chorus:

*Follow the drinking gourd
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
Follow the drinking gourd*

Verses:

*When the sun comes up
And the first Quail calls
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
Follow the drinking gourd*

*The riverbank will make a mighty good road
The dead trees show you the way
Left foot, peg foot travelin’ on
Following the drinking gourd*

*The river ends between two hills
Follow the drinking gourd
There’s another river on the other side
Follow the drinking gourd*

NAME: _____

DATE: _____

2.2

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

3.1

the North

the South

Directions: Follow the teacher's instructions to show what you learned about the North and the South by drawing or writing in each column.

NAME: _____

DATE: _____

3.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

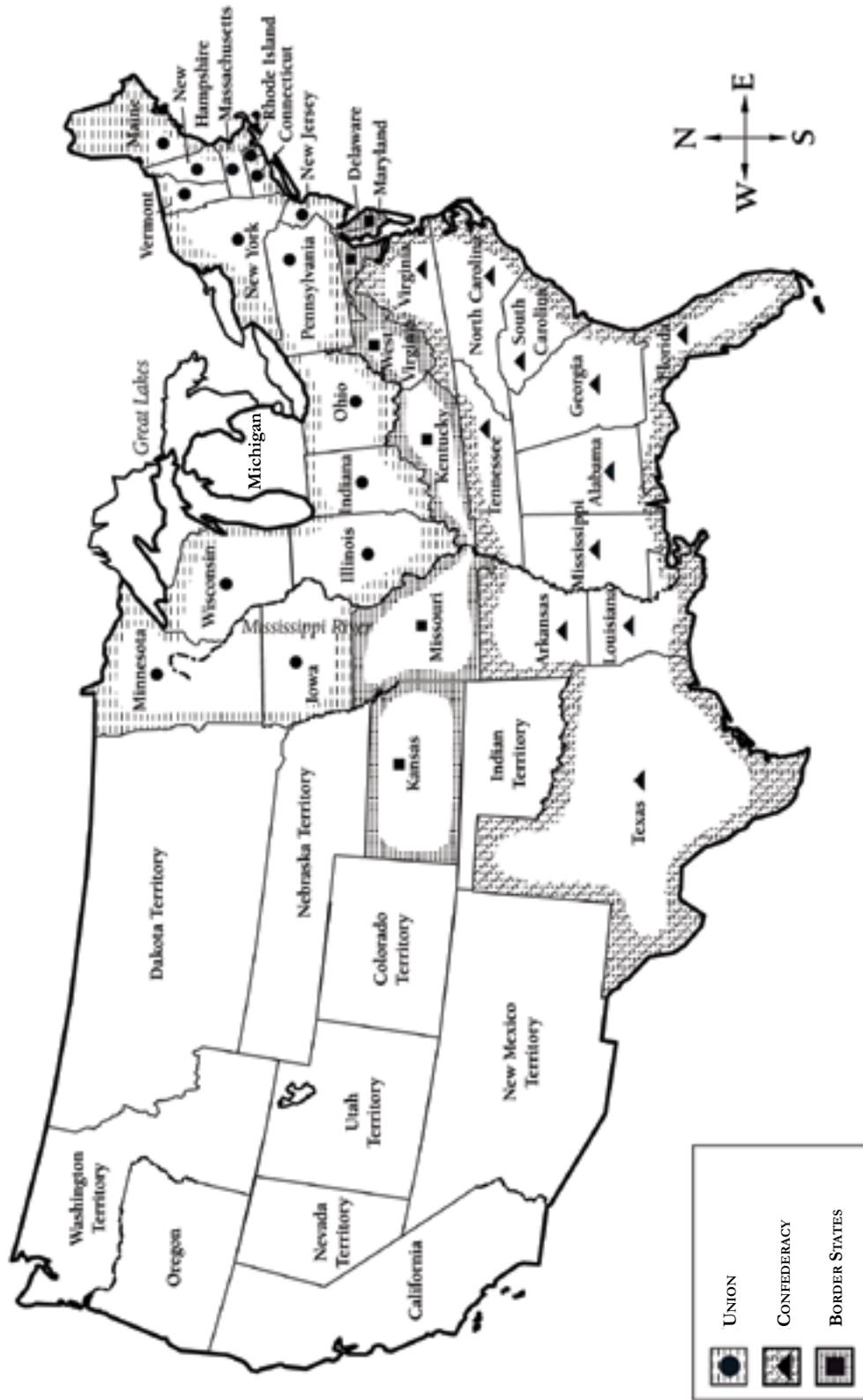
4.1

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

Directions: Look at the map of the United States at the beginning of the Civil War. Use the map key to locate and then color the states of the Union blue, the states of the Confederacy gray, and the border states green.



NAME: _____

DATE: _____

5.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

| | | |
|-----------------------------|------------------|-----------------------------|
| Confederacy | Union | slavery |
| plantation | conductor | Abraham Lincoln |
| Underground Railroad | | Mason-Dixon Line |
| The Drinking Gourd | | Harriet Tubman/Minty |

Directions: Match the words in the block with the sentences below. Write the word that the sentence describes.

1. I took care of my mistress's baby when I was young and escaped from slavery on the Underground Railroad when I was older. Who am I?

2. I am a very large farm where large amounts of crops are grown. What am I called?

3. I am the secret way enslaved Africans escaped to freedom in the North. What am I called?

4. My job was to help lead enslaved Africans, called passengers, to freedom on the Underground Railroad. What am I called?

5. I am an imaginary line between the states of Pennsylvania and Maryland, and I separate where slavery was allowed and where it was not. What am I called?

6. I was the group of northern states that thought it was wrong for the South to secede from the United States. What am I?

7. I was the group of southern states that seceded from the United States. What am I?

NAME: _____

DATE: _____

PP.1

Assessment

8. I am one of the main issues that caused the U.S. Civil War. What am I?

9. I was elected president because people in the North believed I would not allow slavery to expand. Who am I?

10. I am a group of stars that helped guide enslaved Africans to freedom. What am I?

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed learning about what life was like in the North and the South before the U.S. Civil War. Over the next several days, they will learn about the armies of the Union and the Confederacy as the battles began, as well as the generals who led those armies. They will also learn about several other important events and people, including the Emancipation Proclamation, Clara Barton, and the conclusion of the Civil War, which began an important annual holiday—Juneteenth. Below are some suggestions for activities you may do at home to reinforce what your student is learning about the U.S. Civil War.

1. Ulysses S. Grant and Robert E. Lee

Have your student talk about the important jobs of these two generals. Talk about how Grant and Lee were similar and how they were different.

2. Clara Barton

Ask your student to tell you about the important work of Clara Barton and how she helped care for soldiers during the Civil War. Discuss with your student what it means to be compassionate. Talk about ways for your student to be helpful to those around them, even when it isn't easy. Whenever there is mention in the news of the work of the Red Cross, ask your student who founded the American Red Cross.

3. Sayings and Phrases: Easier Said Than Done

Your student has learned the saying “easier said than done.” Talk with your student about its meaning. Share something that you have accomplished that was much harder to do than you had originally thought. Find opportunities to use this saying again and again.

4. Words to Use

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

- *civilians*—We are so thankful to have firefighters and police officers working to protect civilians.
- *general*—Robert E. Lee was a very experienced general.
- *abolished*—It took many years for slavery to finally be abolished.
- *emancipation*—The Emancipation Proclamation stated that slavery would not be allowed to expand.
- *monument*—Have you ever seen the Washington Monument?

5. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. Remember to use the recommended trade book list sent with the first caregiver letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

7.1

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

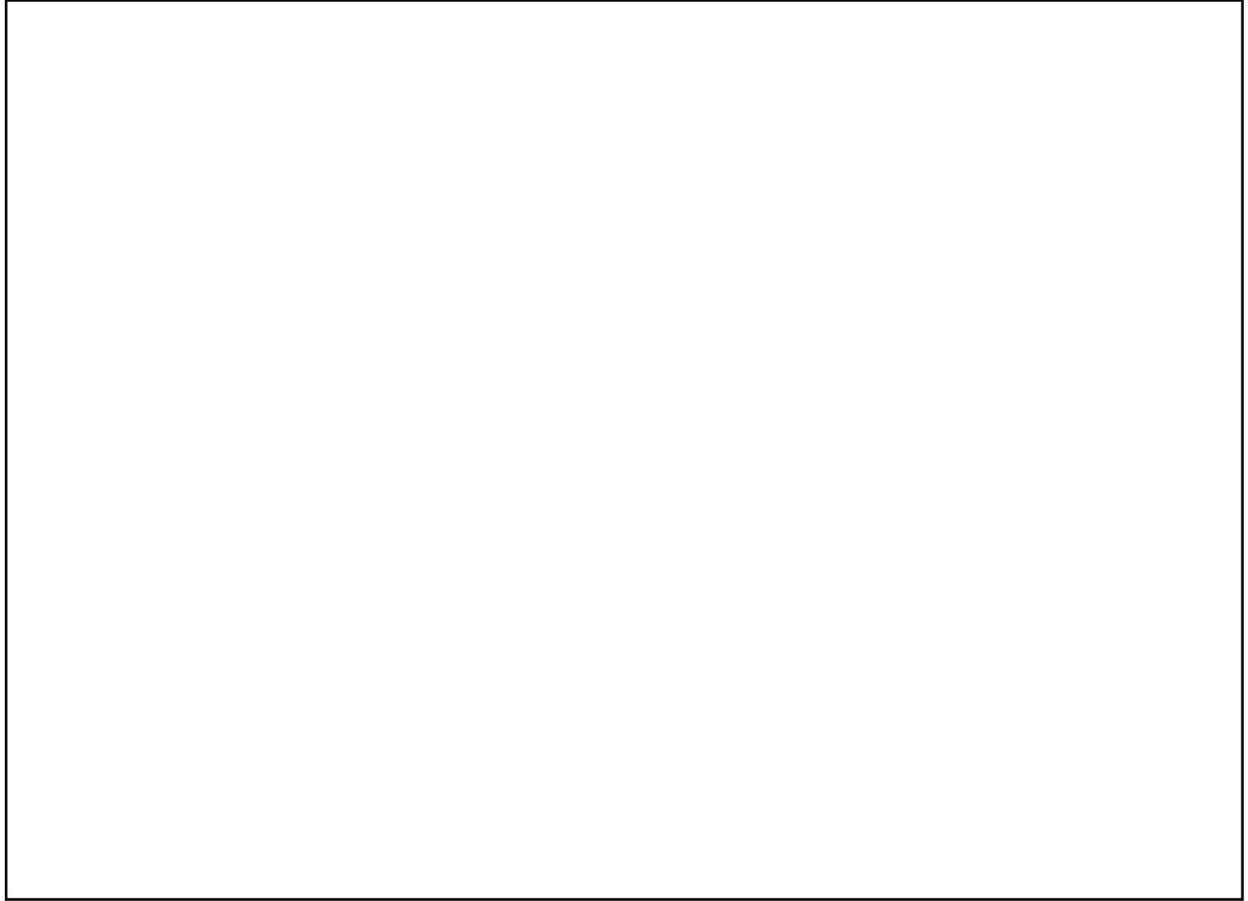
| | |
|-----------------|--|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

NAME: _____

DATE: _____

7.2

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

8.1

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

9.1

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

DATE: _____

10.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

11.1

DATE: _____

Directions: Look at the map. Use the key to answer the questions. Make sure to write a complete sentence to answer each question.



1. In which states were there major Civil War battles?

2. Which state had the most major battles?

3. Where and when did General Lee surrender to General Grant?

NAME: _____

DATE: _____

11.2

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

NAME: _____

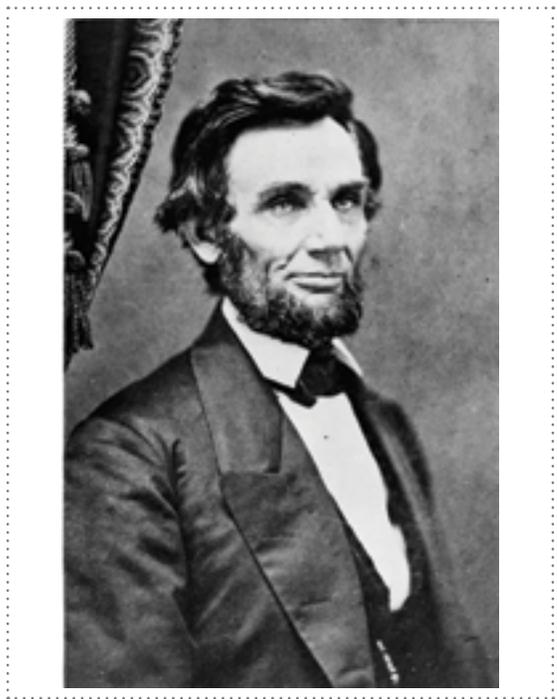
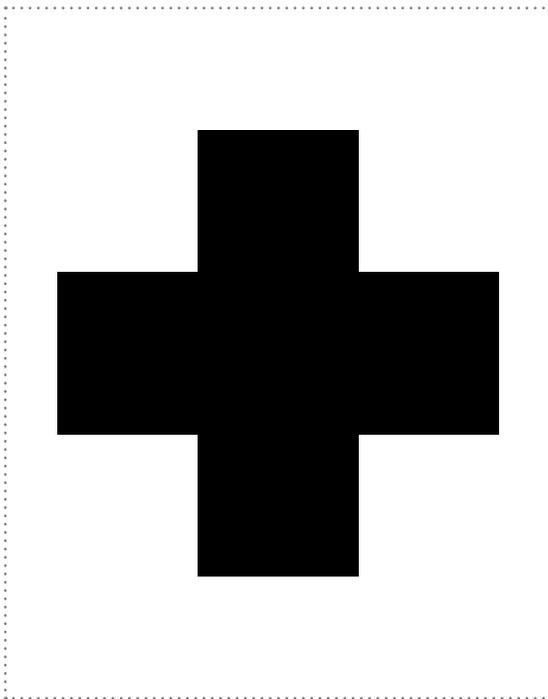
DR.1

Activity Page

DATE: _____



Directions: These pictures show some important people, symbols, and events from the Civil War. Cut out the pictures. Think about the order in which things happened that involved these people, symbols, and events. When you are sure you have them in the correct order, glue or tape the pictures onto a separate piece of paper.



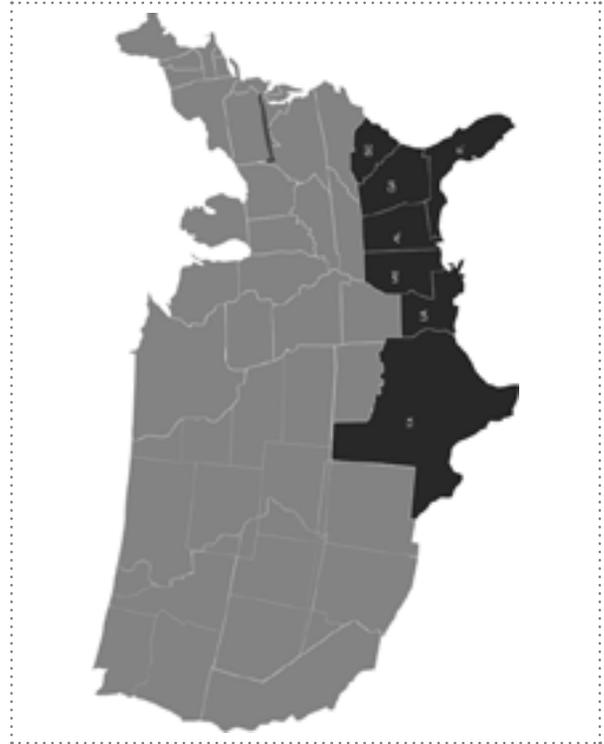
Knowledge 9

NAME: _____

DR.1

Activity Page

DATE: _____



Knowledge 9

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

- | | | | |
|-----|------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|
| 11. |  | |  |
| 12. |  | |  |
| 13. |  | |  |
| 14. |  | |  |
| 15. |  | |  |

NAME: _____

DA.2

Assessment

DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Barton Lincoln Grant

2. Lee Grant Tubman

3. Barton Tubman Lincoln

4. Lincoln Grant Lee

5. Lincoln Lincoln Barton

6. Lincoln Grant Lee

7. Barton Tubman Grant

8. Lincoln Tubman Lee

9. Barton Tubman Lincoln

10. Lincoln Barton Tubman

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

1. How was the song “Follow the Drinking Gourd” important during the time of the U.S. Civil War?

2. What was the Underground Railroad?

3. What caused the U.S. Civil War?

4. List two ways that the North and the South were different.

5. Why did some southern states secede, or break away from, the United States?

6. What did the end of the U.S. Civil War mean for the North and the South and for enslaved Africans?

7. What was the most interesting thing you learned about the U.S. Civil War?

Knowledge 10

The Human Body: Building Blocks and Nutrition

NAME: _____

DATE: _____

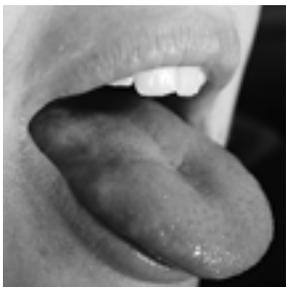
1.1











NAME: _____

DATE: _____

Dear Caregiver,

Over the next few days, your student will be learning about the human body systems and their important parts—organs, tissues, and cells. They will learn about the discovery of human cells. Below are some suggestions for home activities to reinforce your student’s own observations and discoveries.

1. Sense Organs

Reinforce your student’s previous knowledge of the five senses by talking about the organs responsible for each one: eyes, nose, tongue, ears, and skin. Ask your student to tell you which organ is the largest body organ (skin).

2. Examining Objects Closely

If possible, provide your student with a magnifying glass. Encourage them to examine, draw, and label common objects in the environment.

3. Words to Use

Below is a list of some of the words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *Nutrition*—Reading nutrition labels can help you select the right foods to eat.
- *Magnify*—Microscopes magnify, or enlarge, microscopic organisms.
- *Stomach*—When the digestive system is upset, your stomach may ache.
- *Vaccinations*—Vaccinations prevent many children from getting once-common diseases.

4. Finding Everyday Lenses

Talk about the everyday use of lenses, and look for different kinds of lenses together: eyeglasses, contact lenses, telescopes, microscopes, binoculars, cell phone/cameras, digital cameras, and car headlights.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has numerous books on the human body and nutrition that you may share with your student. A list of books and other relevant resources is included in this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources

The Brain, Our Nervous System, by Seymour Simon (HarperCollins, 2006) ISBN 978-0060877194

The Digestive System, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531207314

Good Enough to Eat: A Kid's Guide to Food and Nutrition, by Lizzy Rockwell (HarperCollins, 2009)
ISBN 978-0064451741

Gurgles and Growls: Learning About Your Stomach, by Pamela Hill Nettleton (Picture Window Books, 2004) ISBN 978-1404805040

The Magic School Bus: Inside the Human Body, by Joanna Cole, illustrated by Bruce Degen (Scholastic Audio Books, 2011) ISBN 978-0545240833

NAME: _____

DATE: _____



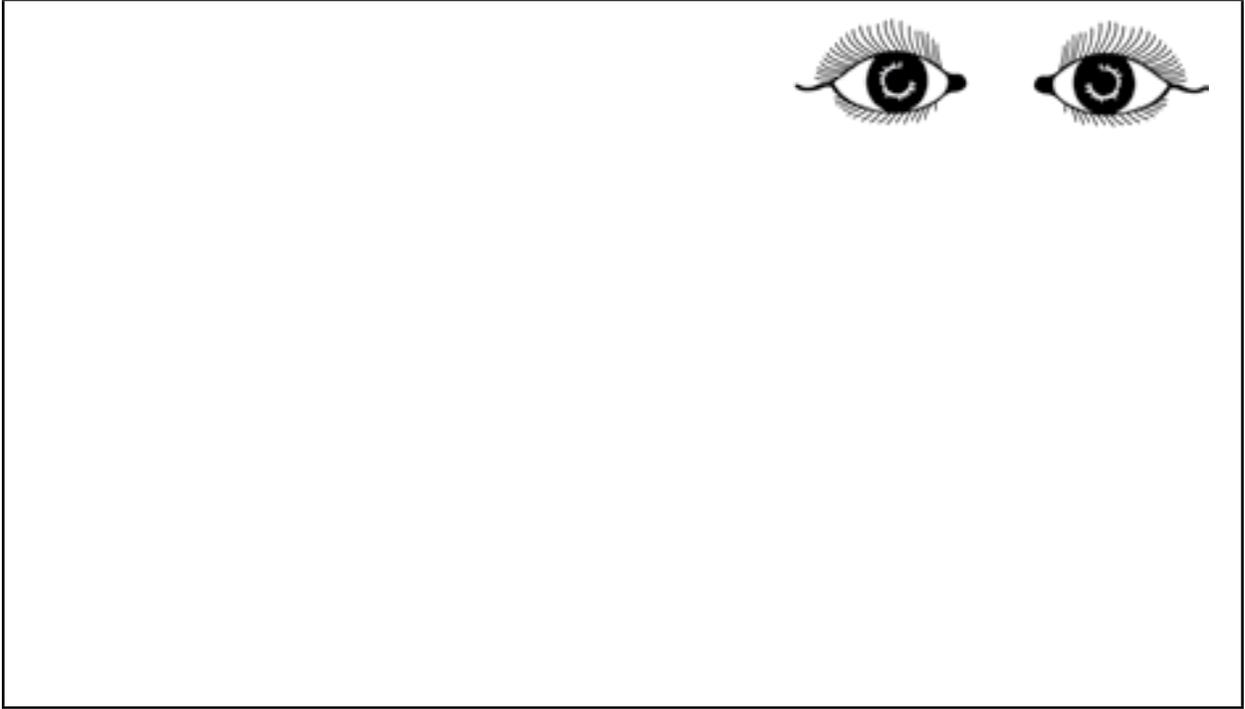
Anton van Leeuwenhoek _____

NAME: _____

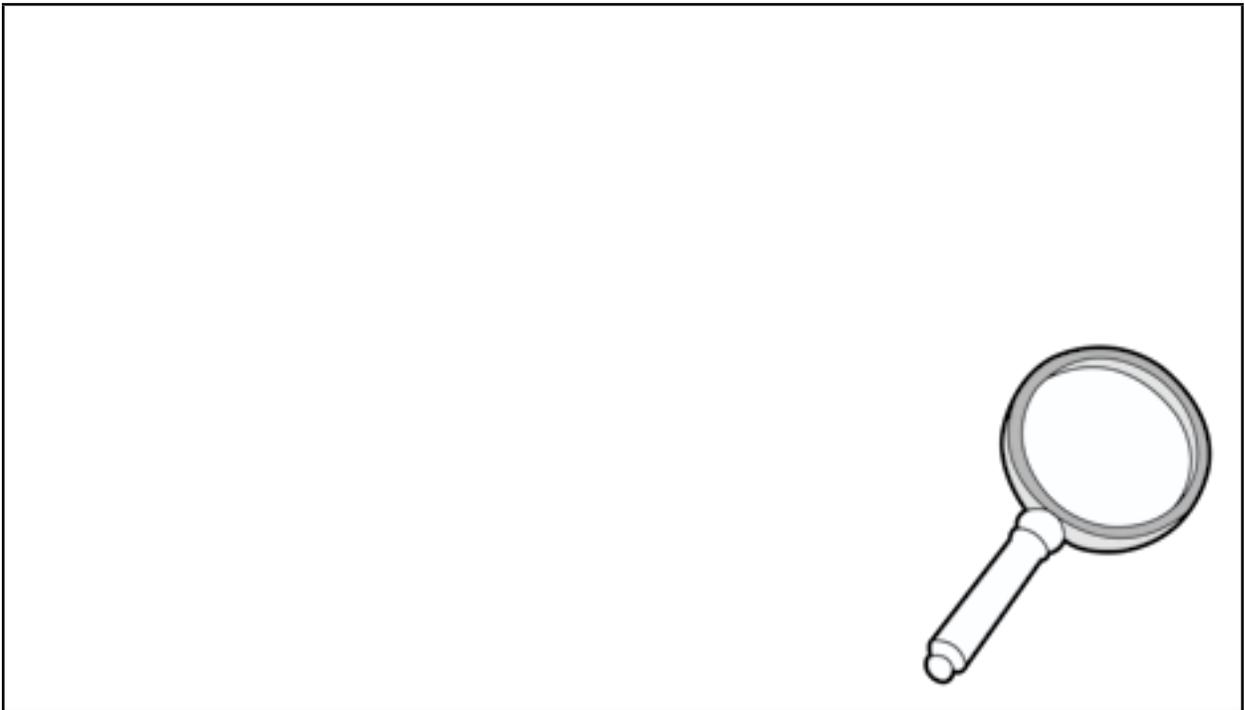
DATE: _____

Using a Magnifying Glass

What I See With My Eyes Alone



What I See Through the Magnifying Glass



Directions: Look at the fabric swatch you have been given without using the magnifying glass. Draw what you see under the heading "What I See With My Eyes Alone." Then, look at the fabric swatch using the magnifying glass, and draw what you see under the heading "What I See Through the Magnifying Glass."

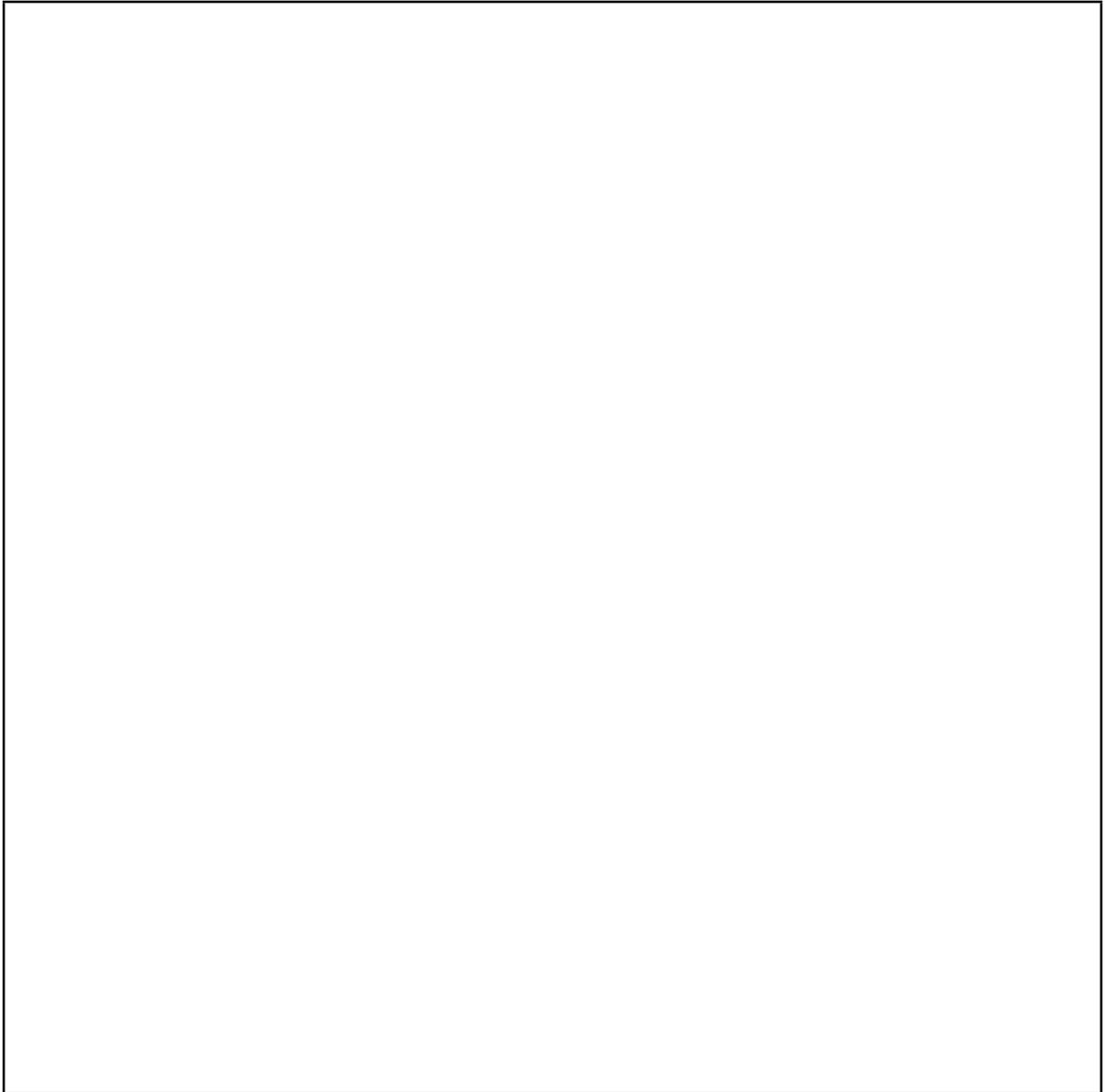
NAME: _____

DATE: _____

3.1

Activity Page

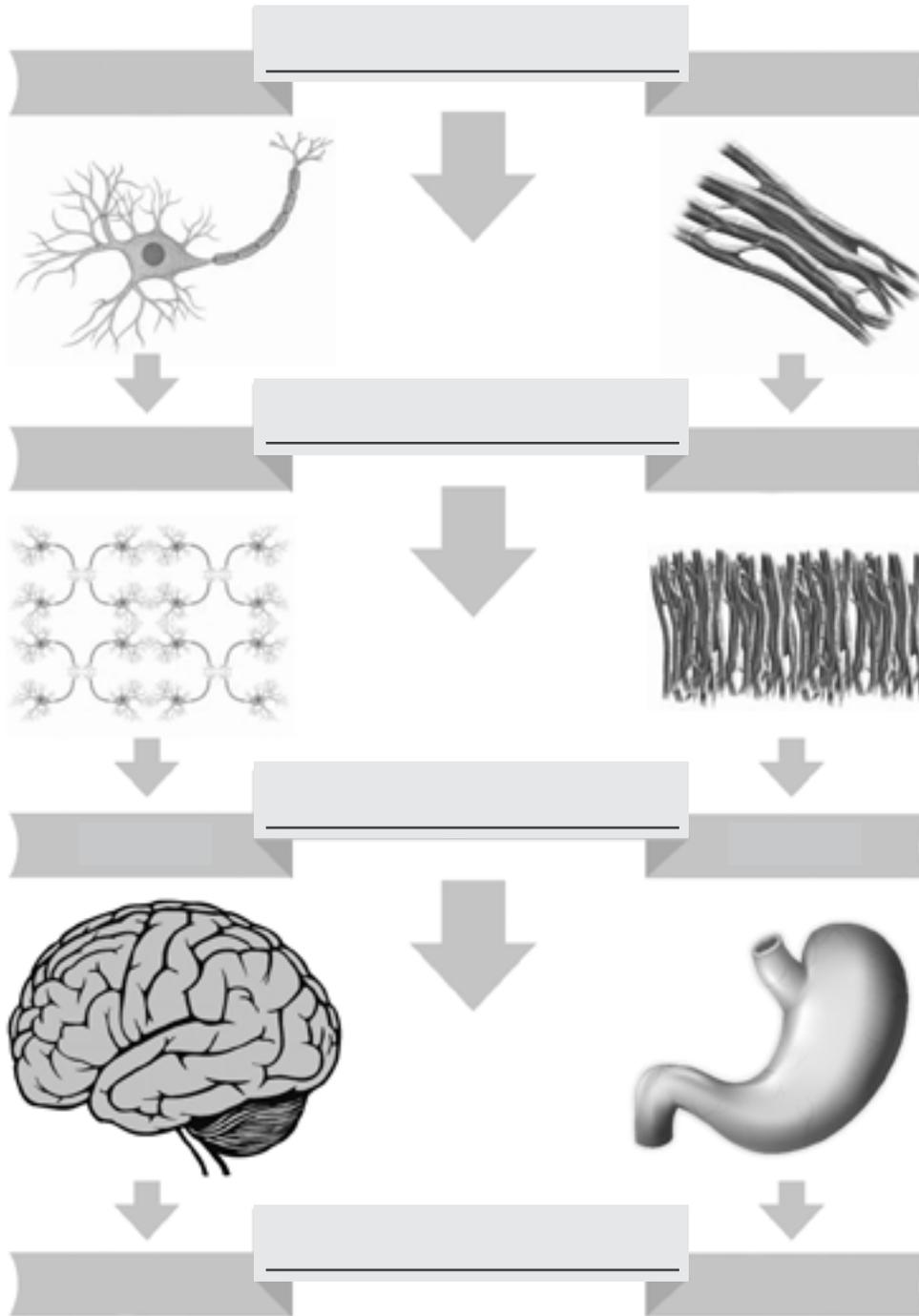
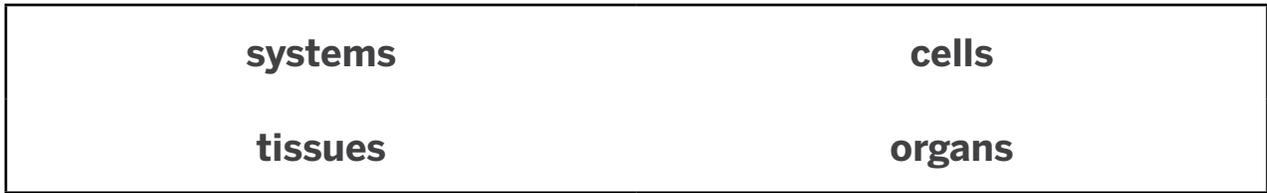
Cells and Tissue



NAME: _____

DATE: _____

What's the Connection?



Directions: Choose the correct word from the word bank to write in each blank, starting with the smallest unit and building up to the largest.

NAME: _____

DATE: _____

PP.1

Assessment

Part I:
Anton van Leeuwenhoek



- _____ He invented the microscope.
- _____ He wrote a book called *Micrographia*.
- _____ He was the first person to describe bacteria.
- _____ He made cloth from tiny animal hairs.

Directions: Read the statements below and put an X beside the statement that best describes Anton's contribution to the world.

Directions: Choose the word from the word bank that goes with the sentence, and write it in the blank. Not all words in the word bank are used; some are used more than once.

Part II: Cells, Tissues, Organs, Systems

| | | | | |
|-----------------|-------------------|---------------|-------------------|----------------|
| cells | tissues | organs | systems | |
| function | connective | muscle | epithelial | nervous |

1. The smallest units of human life are called _____.
2. Tissues are made up of similar _____.
3. Organs are made up of _____.
4. Your heart is one of your most important _____.
5. The tissue that forms protective barriers is called _____ tissue.
6. Blood, bone, and fat are all _____ tissues.

NAME: _____

DATE: _____

7. Body systems are made up of different _____.
8. Every organ in the body has a special job, or _____.
9. The digestive and excretory _____ process your food and waste.

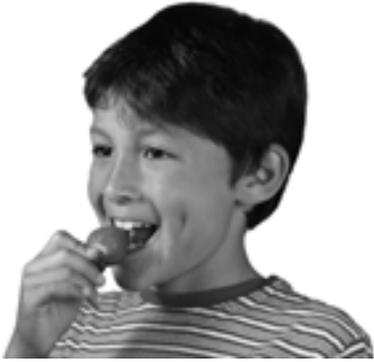
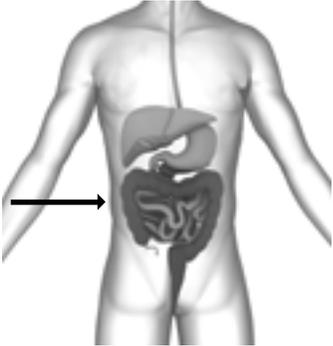
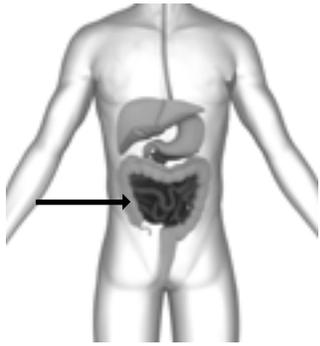
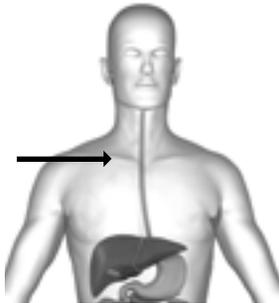
NAME: _____

5.1

Activity Page

DATE: _____

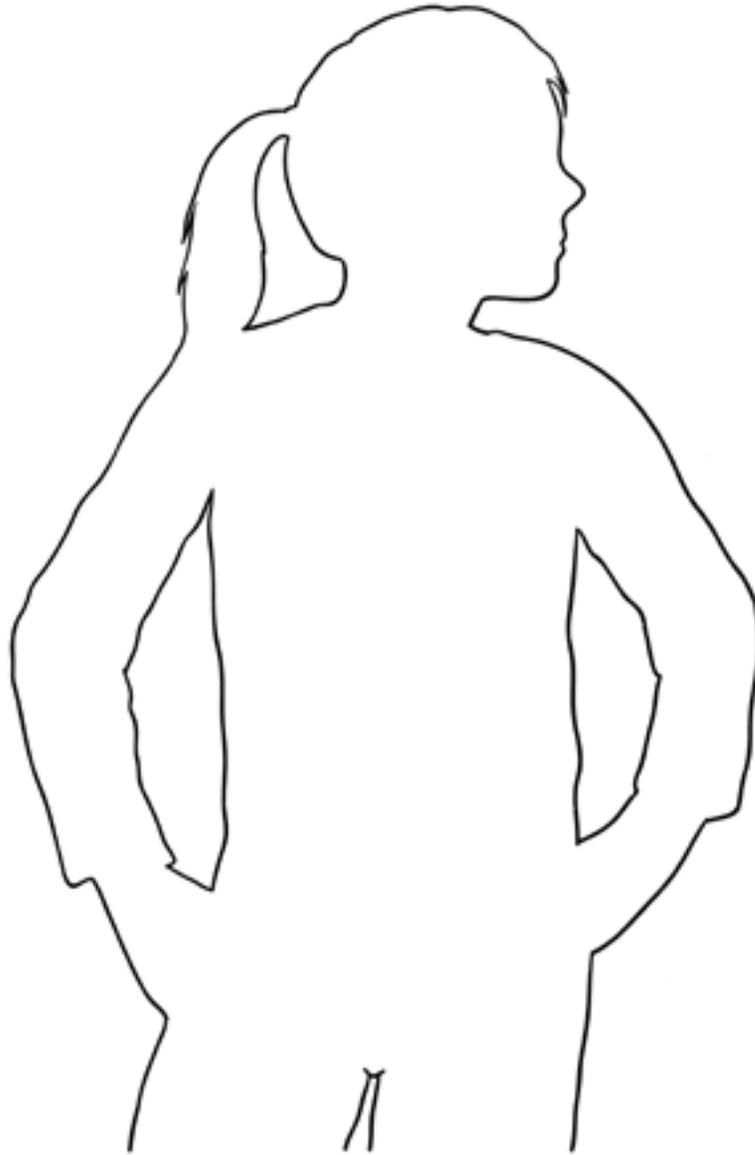
Directions: The following pictures show the different steps in the process of digestion. Number each one in the correct order from 1-6, following food through the digestive system.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <input type="checkbox"/> Teeth crush the food, and saliva softens it into a mashed up lump of food. |  <input type="checkbox"/> Feces, or waste, is stored in the rectum until it is ready to be passed out of the body. |
|  <input type="checkbox"/> Food enters the large intestine, where water is absorbed from the waste and passed into the blood-stream. |  <input type="checkbox"/> Food enters the small intestine, where millions of tiny villi absorb its nutrients. |
|  <input type="checkbox"/> Food enters the stomach, where it is broken down by gastric juices into a paste-like substance. |  <input type="checkbox"/> The lump of food travels down a stretchy tube called the esophagus. |

NAME: _____

DATE: _____

The Digestive System



NAME: _____

DATE: _____

Dear Caregiver,

Your student is learning about the digestive system and the excretory system, the two body systems that process our food and help us get rid of wastes. Over the next few days they will learn the importance of keeping bodies healthy by eating nutritional foods. Below are some suggestions for activities that you can do at home to reinforce your student’s learning about these important systems and the foods that supply our bodies with the most nutrients.

1. How Long Are My Intestines?

The large and small intestines combined are about 25 feet long. Using a tape measure, help your student find objects or measure distances that are of a similar length. This will reinforce an incredible fact about this lengthy digestive organ!

2. A Fact-Finding Trip to the Grocery Store

Spend additional time in the produce section during a regular visit to the grocery store. Ask your student to find a fruit or vegetable that is unfamiliar to them. Identify the item, and, if it is not too expensive, buy one to try. Find out more about its origins and nutritional value by looking it up in a book or online. Another fun and informative grocery store activity for you and your student is to read package labels, making healthy meal selections based on good nutritional content—those foods that are low in sodium, sugars, and fats.

3. Words to Use

Your student has learned technical terms for discussing the body. Try to use these words as they come up in everyday speech with your student.

- *Excrete*—One way our bodies excrete, or get rid of, waste is through our skin.
- *Digest*—It is important to eat slowly in order to digest our food well.
- *Perspire/perspiration*—I perspire, or sweat, on a hot day.
- *Urine/urination*—Urine is made up largely of water.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has numerous books on nutrition that you may share with your student. A list of books and other relevant resources is included in the previous letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

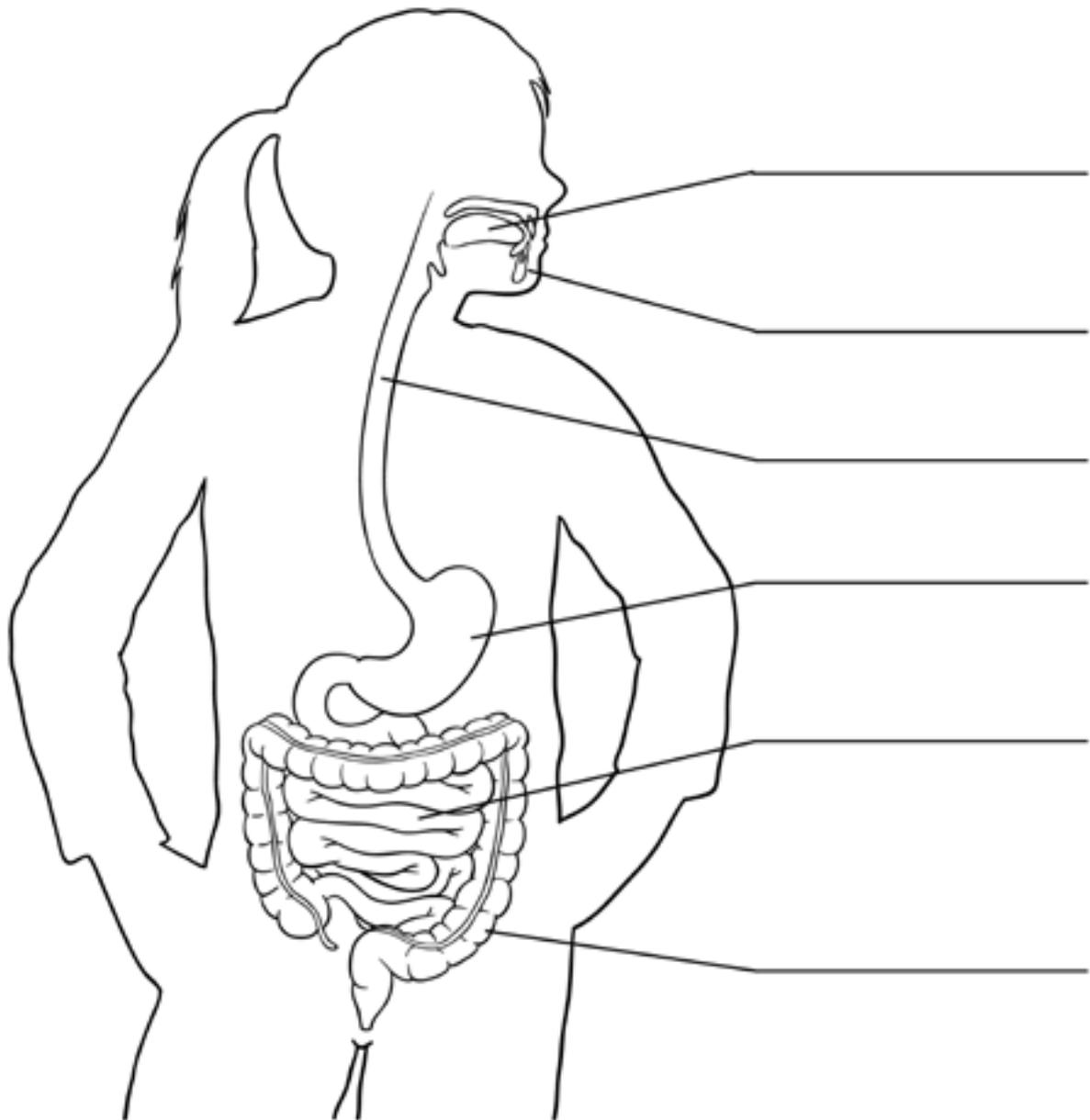
NAME: _____

DATE: _____

Digestive System Matchup

| | | |
|---------|-----------------|-----------|
| stomach | large intestine | esophagus |
| tongue | small intestine | teeth |

Directions: Label the parts of the digestive system using the terms provided in the word bank.

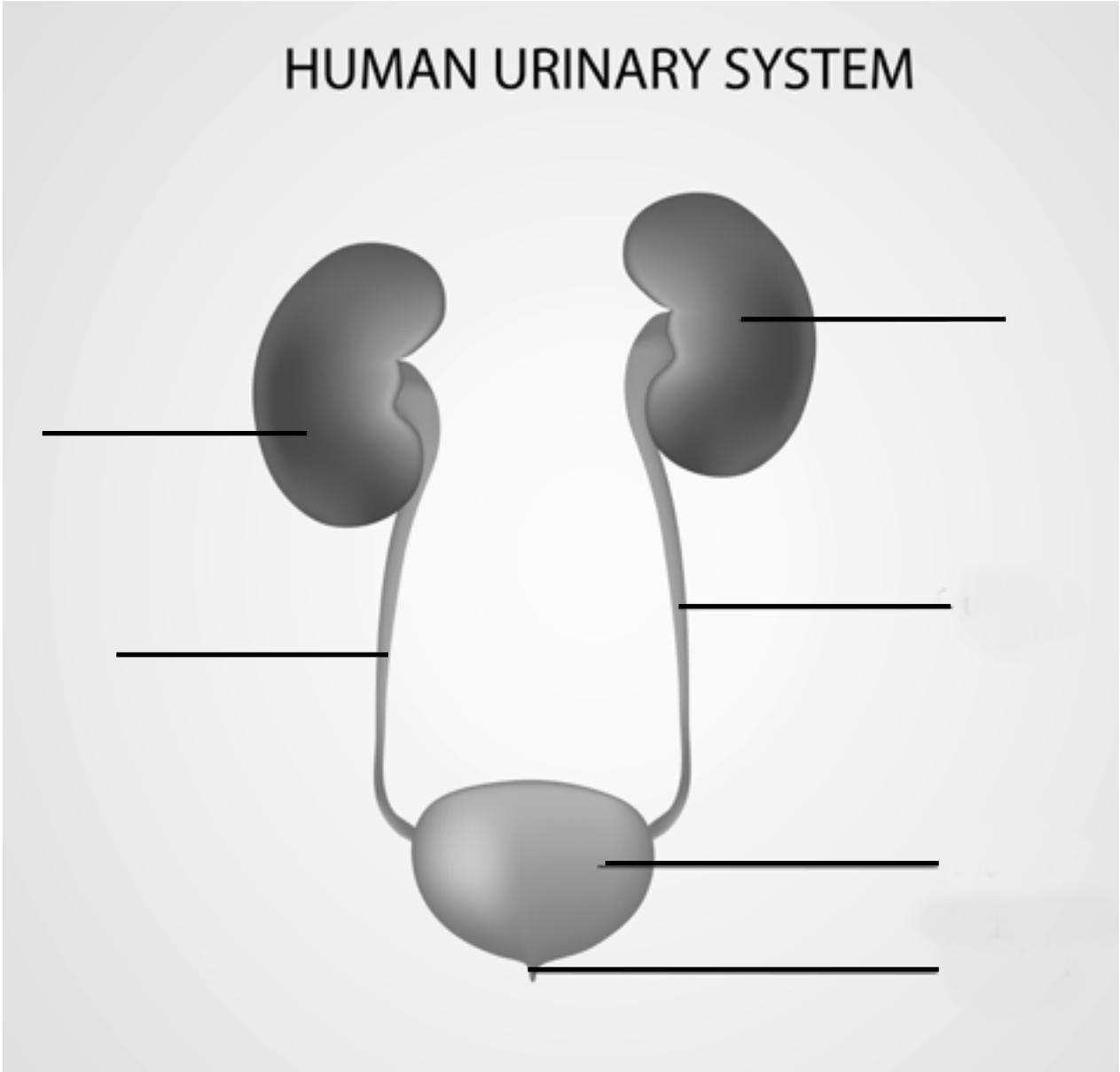


NAME: _____

DATE: _____

Excretory System Matchup

Directions: Use the words at the bottom of the page to label each part correctly. The words kidney and ureter are each used twice.

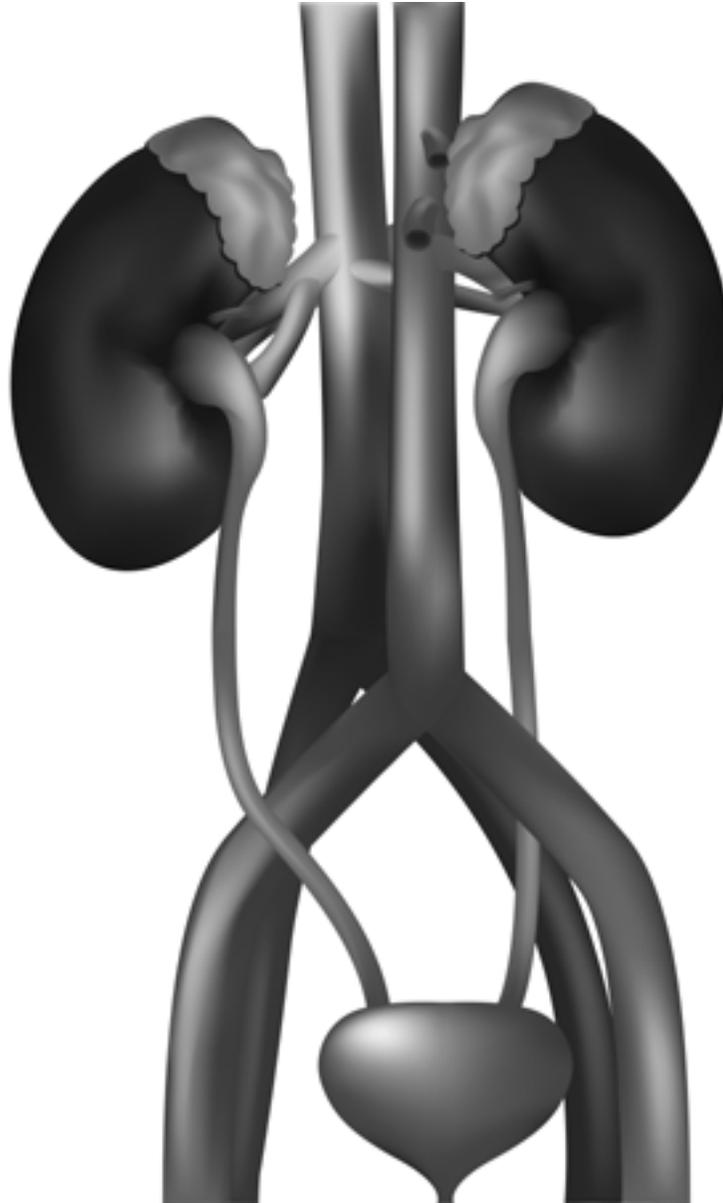


- | | |
|---------------|----------------|
| ureter | bladder |
| kidney | urethra |

NAME: _____

DATE: _____

The Excretory System



NAME: _____

DATE: _____

7.1

| | |
|-----------------------------|------------------------|
| <p>water</p> | <p>proteins</p> |
| <p>carbohydrates</p> | <p>fats</p> |
| <hr/> <hr/> <hr/> <hr/> | |

NAME: _____

DATE: _____

Directions: Place a checkmark next to the picture of each healthy habit you practice. Then write a sentence next to each picture you checked describing what you do to practice that healthy habit.







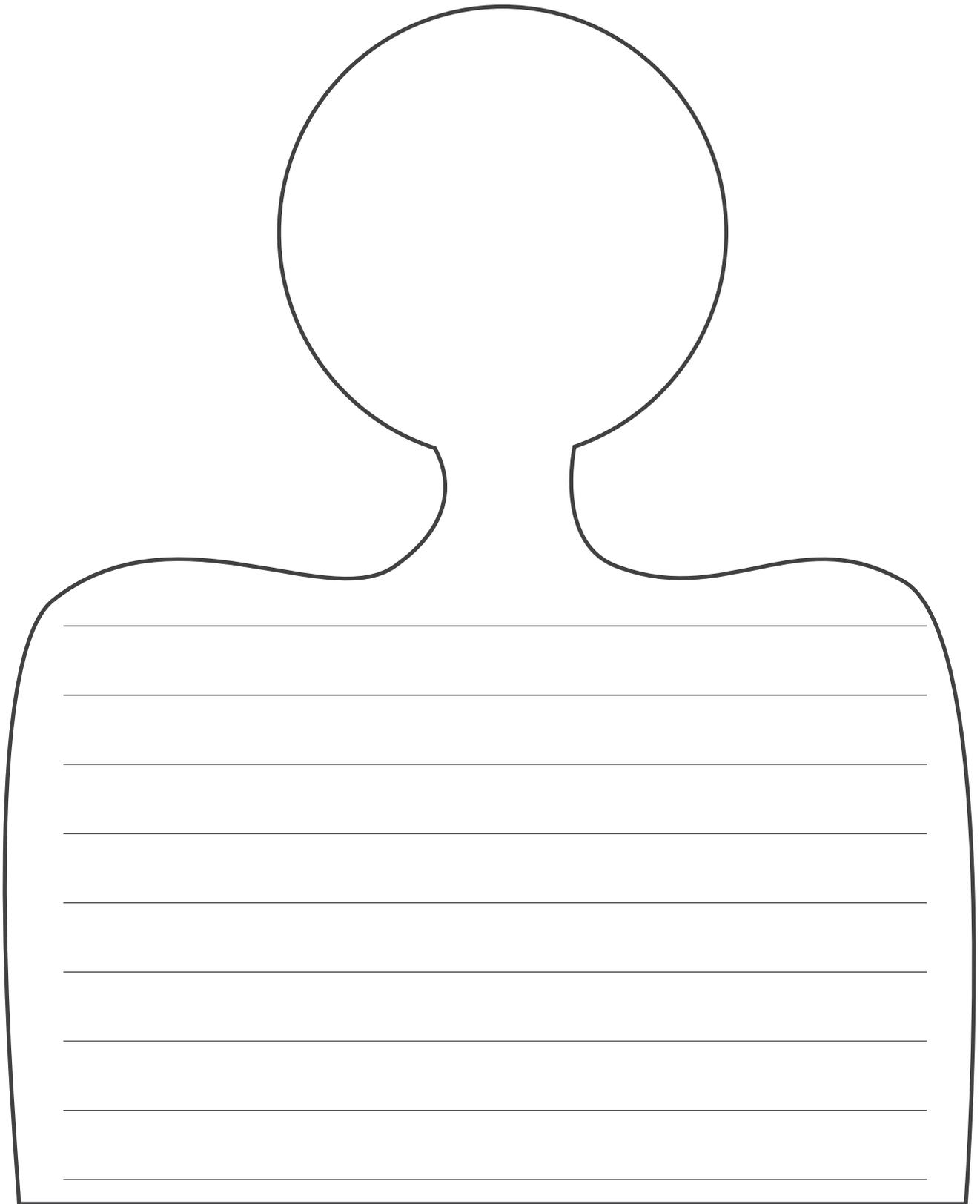


NAME: _____

DATE: _____

9.2

Activity Page



Knowledge 10

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

| | | |
|-----|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 11. |  |  |
| 12. |  |  |
| 13. |  |  |
| 14. |  |  |
| 15. |  |  |

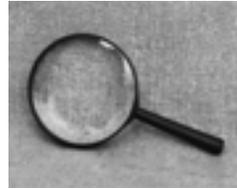
NAME: _____

DA.2

Assessment

DATE: _____

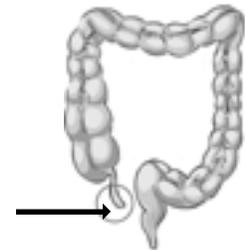
1.



2.



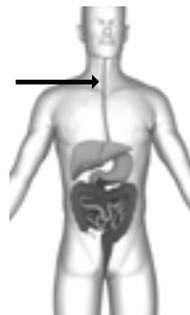
3.



4.



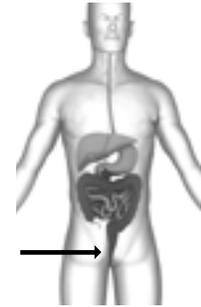
5.



Directions: Listen to your teacher's instructions.

Knowledge 10

6.



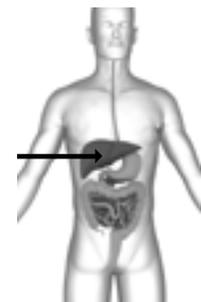
7.



8.



9.



10.



NAME: _____

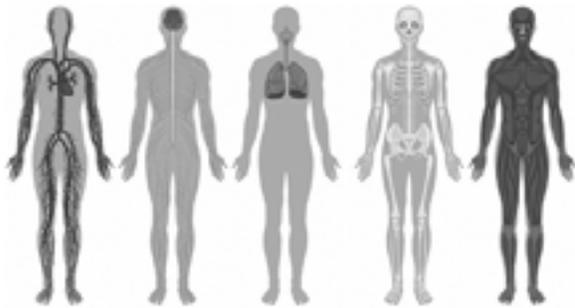
DA.3

Assessment

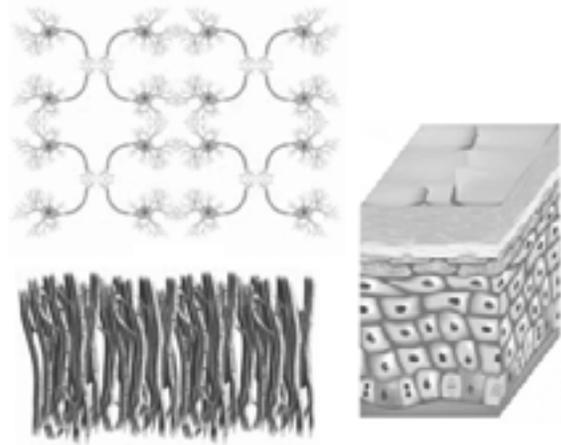
DATE: _____

cells
organs

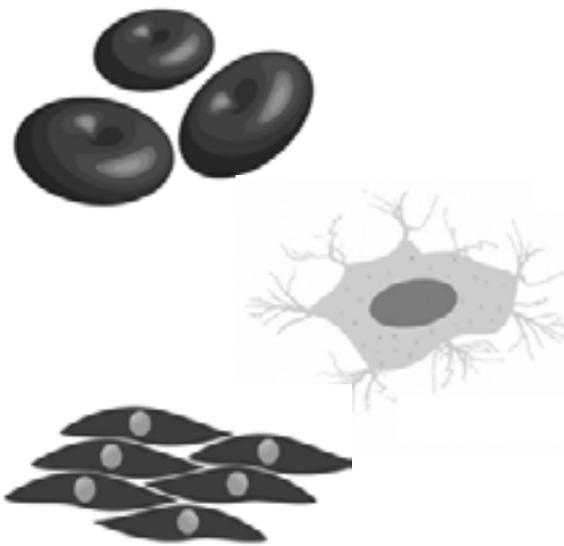
tissues
systems



1. These are _____.



2. These are _____.



3. These are _____.



4. These are _____.

Directions: Choose the correct term from the word bank below that describes what the images are, and write the term in the blank provided for each set of images.

NAME: _____

DA.4

Assessment

DATE: _____

1. Explain what the digestive system does, and what some of the organs in the digestive system do.

2. Explain what the excretory system does, and what some of the organs in the excretory system do.

Directions: Listen to your teacher's instructions.

3. What should you eat to keep a well-balanced diet?

4. What are some things you can do to stay healthy?

Knowledge 11

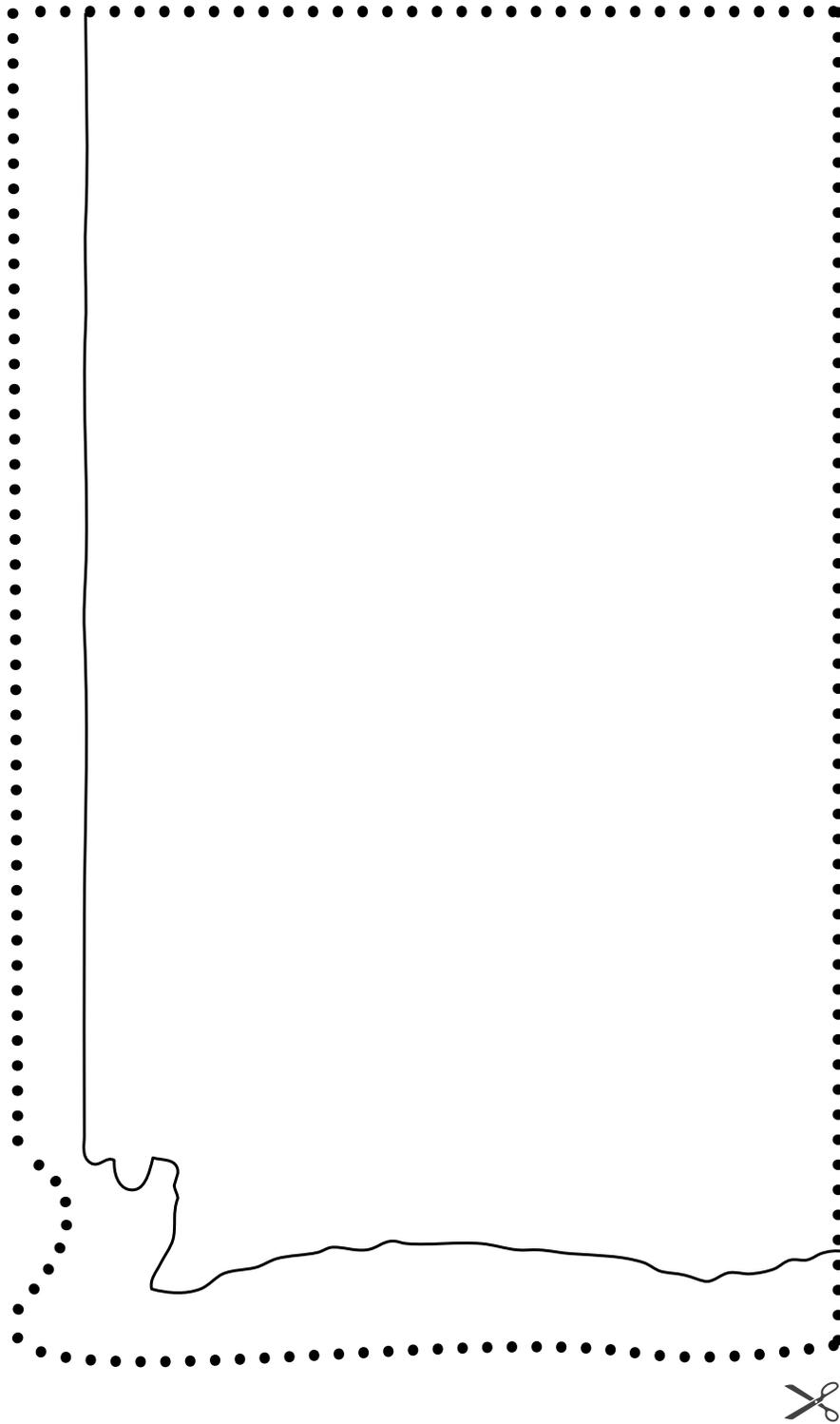
Immigration

NAME: _____

DATE: _____

1.1

Directions: Write a few sentences, sharing facts learned about immigration.



NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will begin learning about some of the pivotal years in U.S. immigration history, the mid-1800s to the early 1900s. They will learn about some of the groups that immigrated to America during that time, some of the reasons why people immigrate to other countries, and why people immigrate to the United States in particular. They will also learn about the national motto, *e pluribus unum* (out of many, one), why many immigrants chose to settle in cities, and what life was like for those immigrants.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about U.S. immigration in the late nineteenth century.

1. Statue of Liberty

Talk with your student about this famous statue. Discuss the history of the Statue of Liberty and any personal experiences you have with it. You may also wish to have your student draw and/or write about the Statue of Liberty. Ask questions to encourage your student to use the vocabulary learned at school as they draw or write.

2. Song: “This Land Is Your Land”

Listen to the song “This Land Is Your Land” with your student. Discuss what this song means and how it can relate to immigration.

3. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. A list of recommended books and other relevant resources is included at the end of this letter.

Recommended Resources

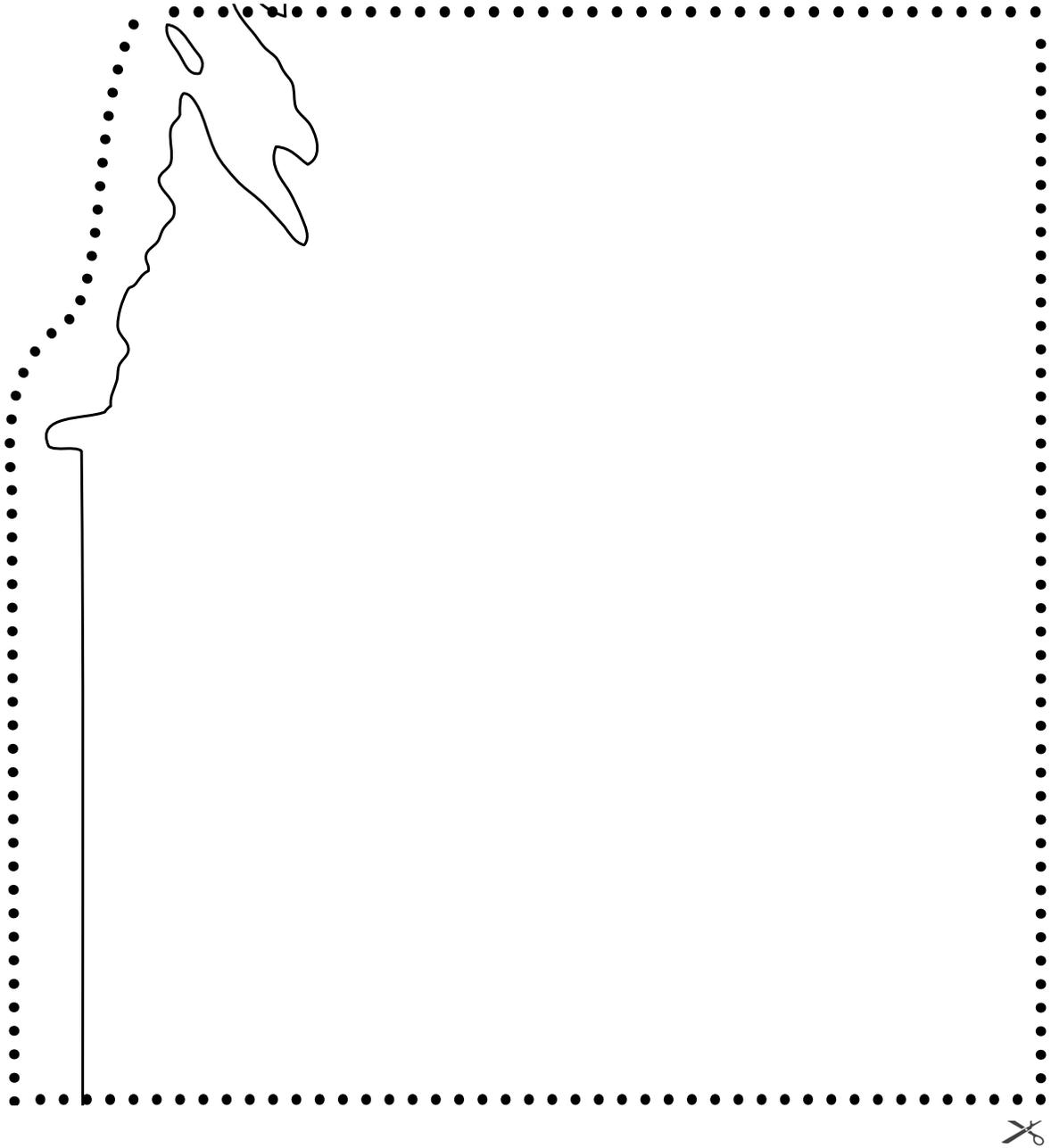
- Everybody Cooks Rice*, by Norah Dooley (Lerner Publishing Company, 1991) ISBN 978-0876144121
- One Green Apple*, by Eve Bunting (Clarion Books, 2006) ISBN 978-0618434770
- The Statue of Liberty*, by Lucile Recht Penner (Random House, 1995) ISBN 978-0679869283
- This Land Is Your Land*, words and music by Woody Guthrie (Little Brown, 2008) ISBN 978-0316042727

NAME: _____

DATE: _____

2.1

Directions: Write a few sentences sharing facts learned about immigration.



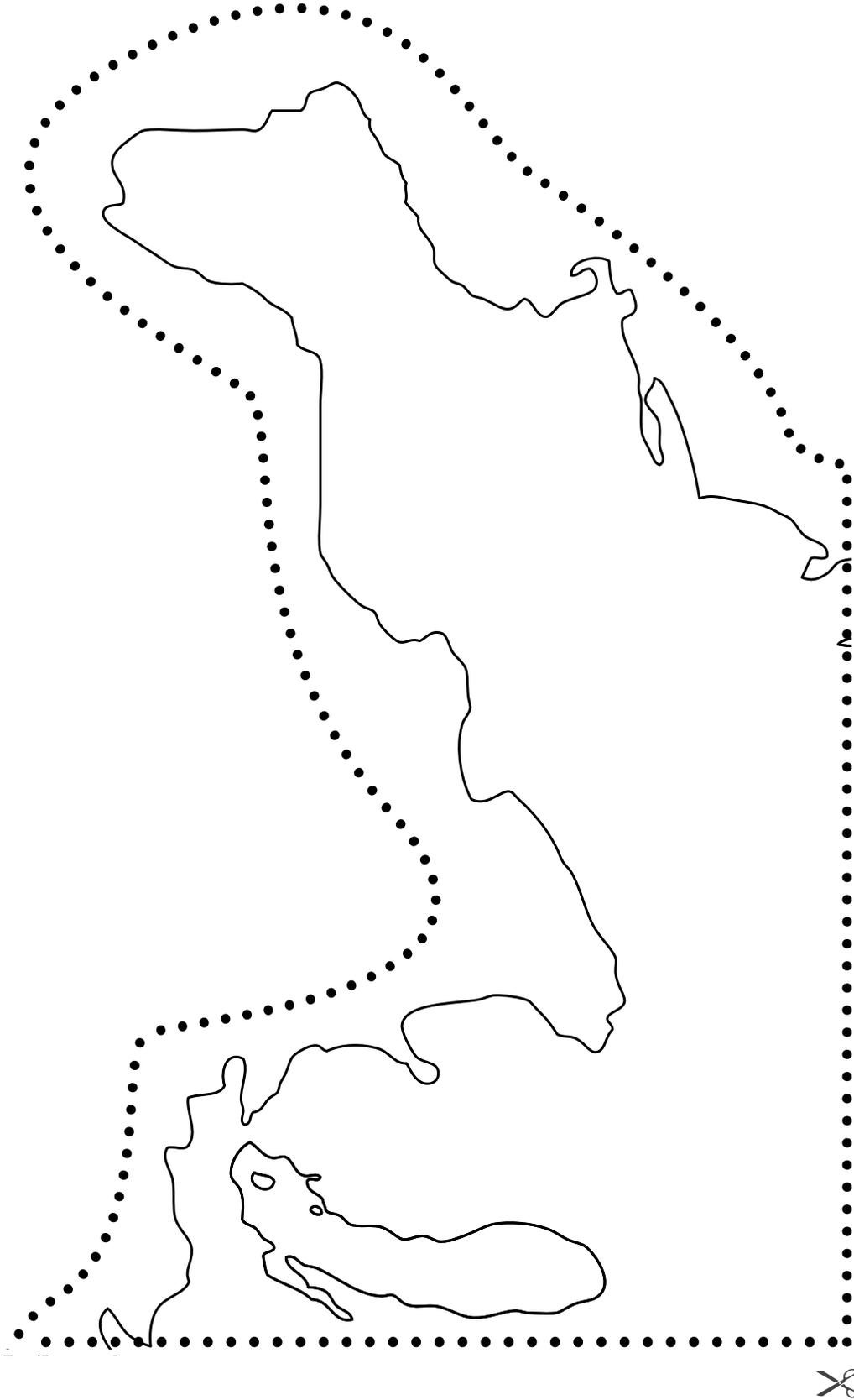
NAME: _____

DATE: _____

3.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.

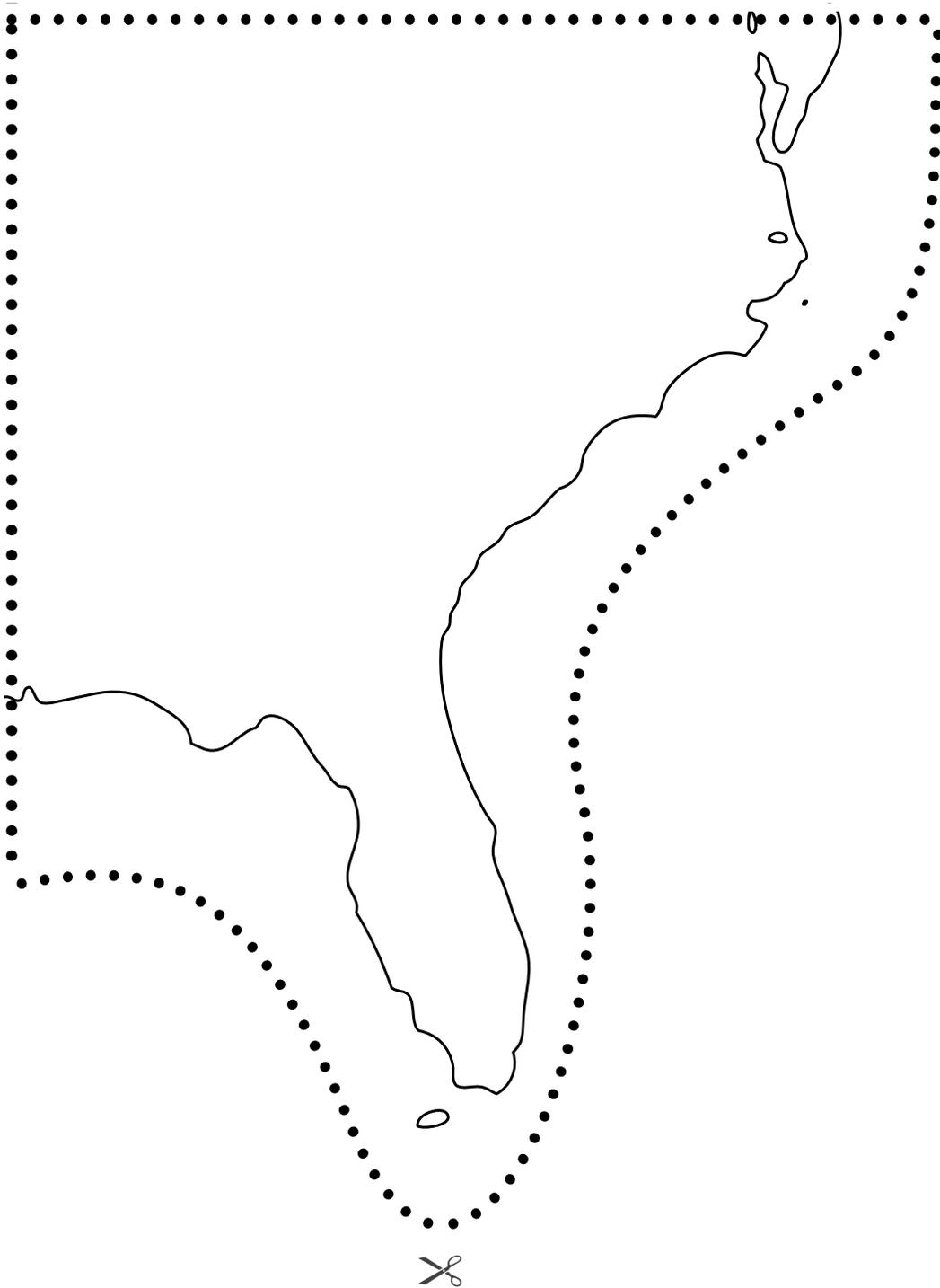


NAME: _____

DATE: _____

4.1

Directions: Write a few sentences sharing facts learned about immigration.



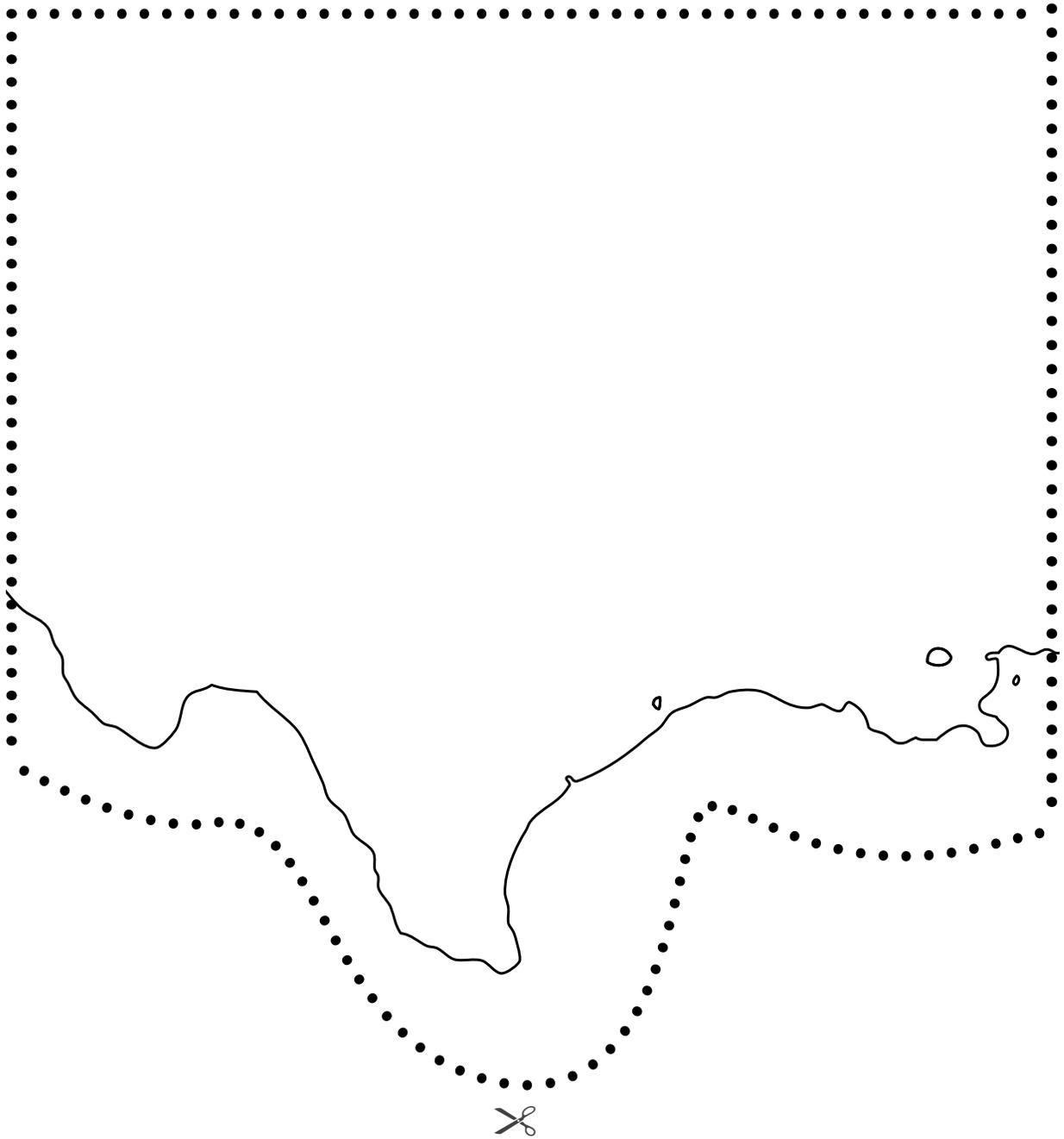
NAME: _____

DATE: _____

5.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.



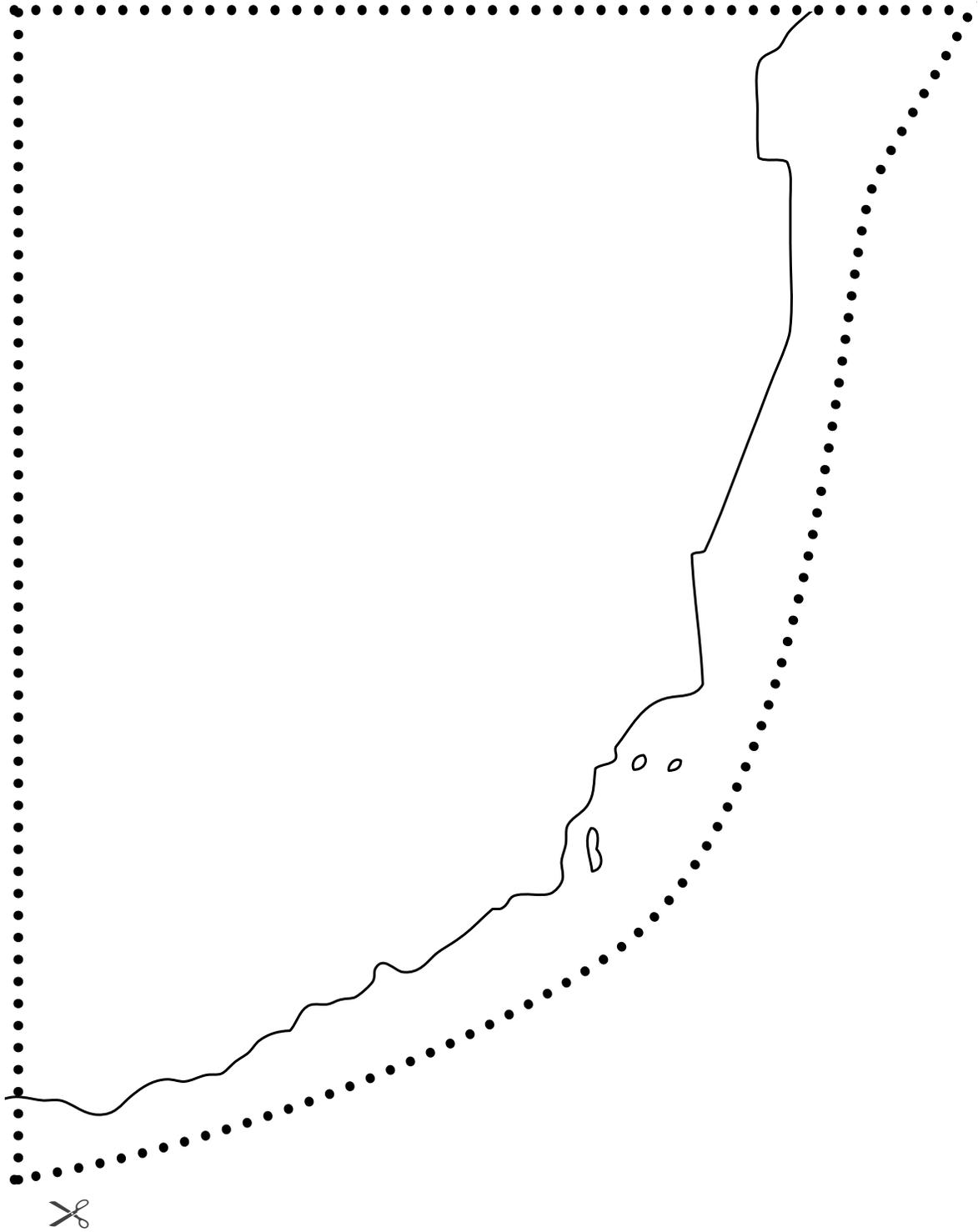
NAME: _____

DATE: _____

6.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.



NAME: _____

DATE: _____

Directions: Cut out the factor strips on this page. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

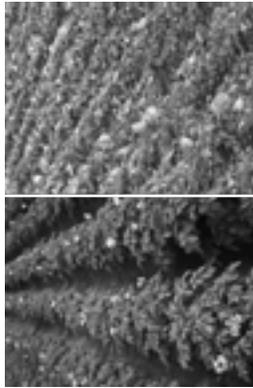
Marie's parents and others found jobs in America.



Lars and Karin could own land in America so they could farm.



People were hungry due to the potato blight in Ireland.



Charles Steinmetz was afraid to speak about his ideas in Germany.



The Pilgrims were not free to practice their religion in their own way in England.



Chinese immigrants hoped for gold and wealth in America.



NAME: _____

DATE: _____

Push Factors

Directions: Cut out the factor strips on Activity Page PP.1. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

| |
|--|
| |
| |
| |
| |

NAME: _____

DATE: _____

Directions: Cut out the factor strips on Activity Page PP.1. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

Pull Factors

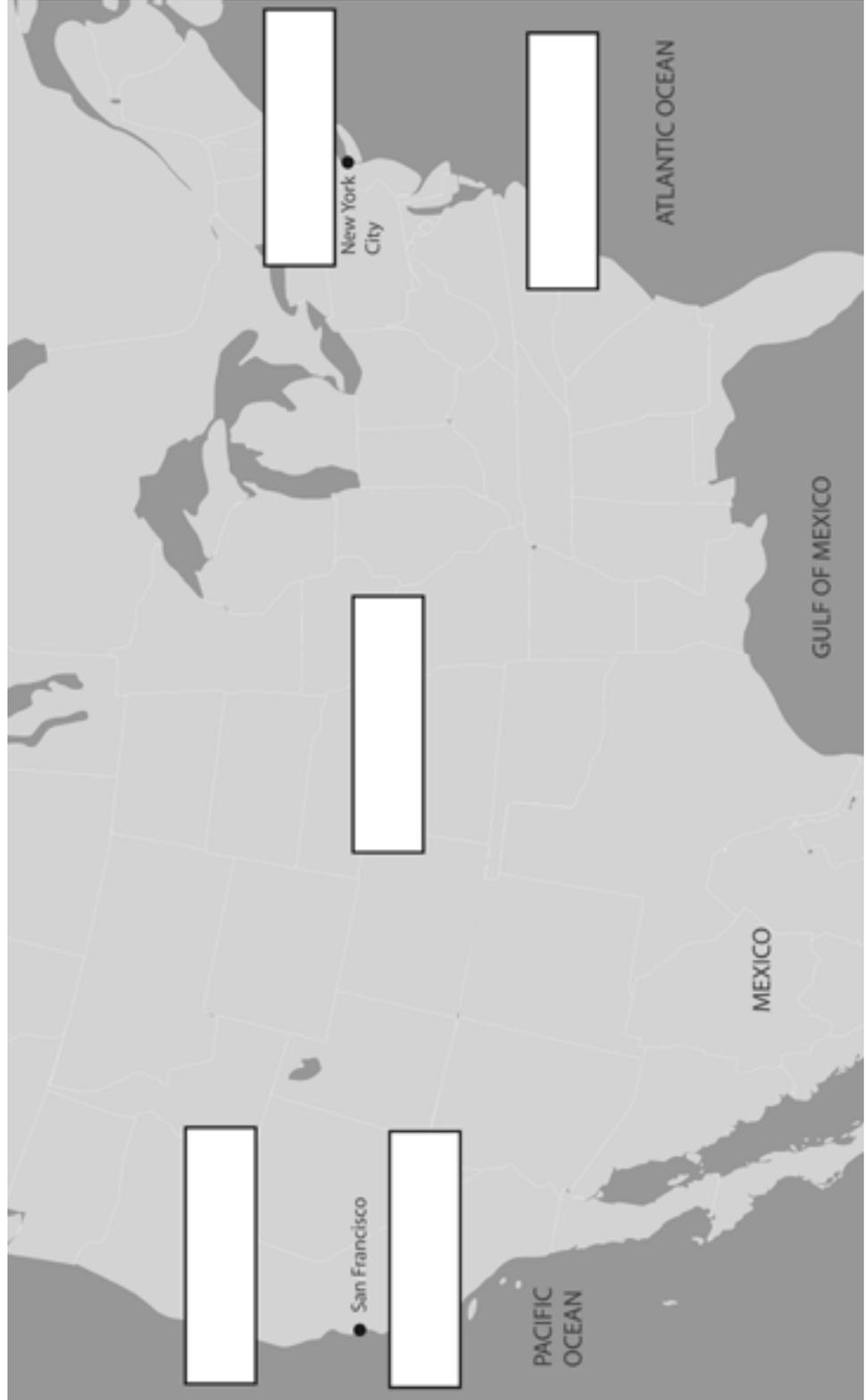
| |
|--|
| |
| |
| |
| |

NAME: _____

DATE: _____

Directions: Write these labels in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

| | | |
|---------------------|---------------------|-------------------|
| East Coast | Angel Island | Midwest |
| Ellis Island | | West Coast |



NAME: _____

PP.5

DATE: _____

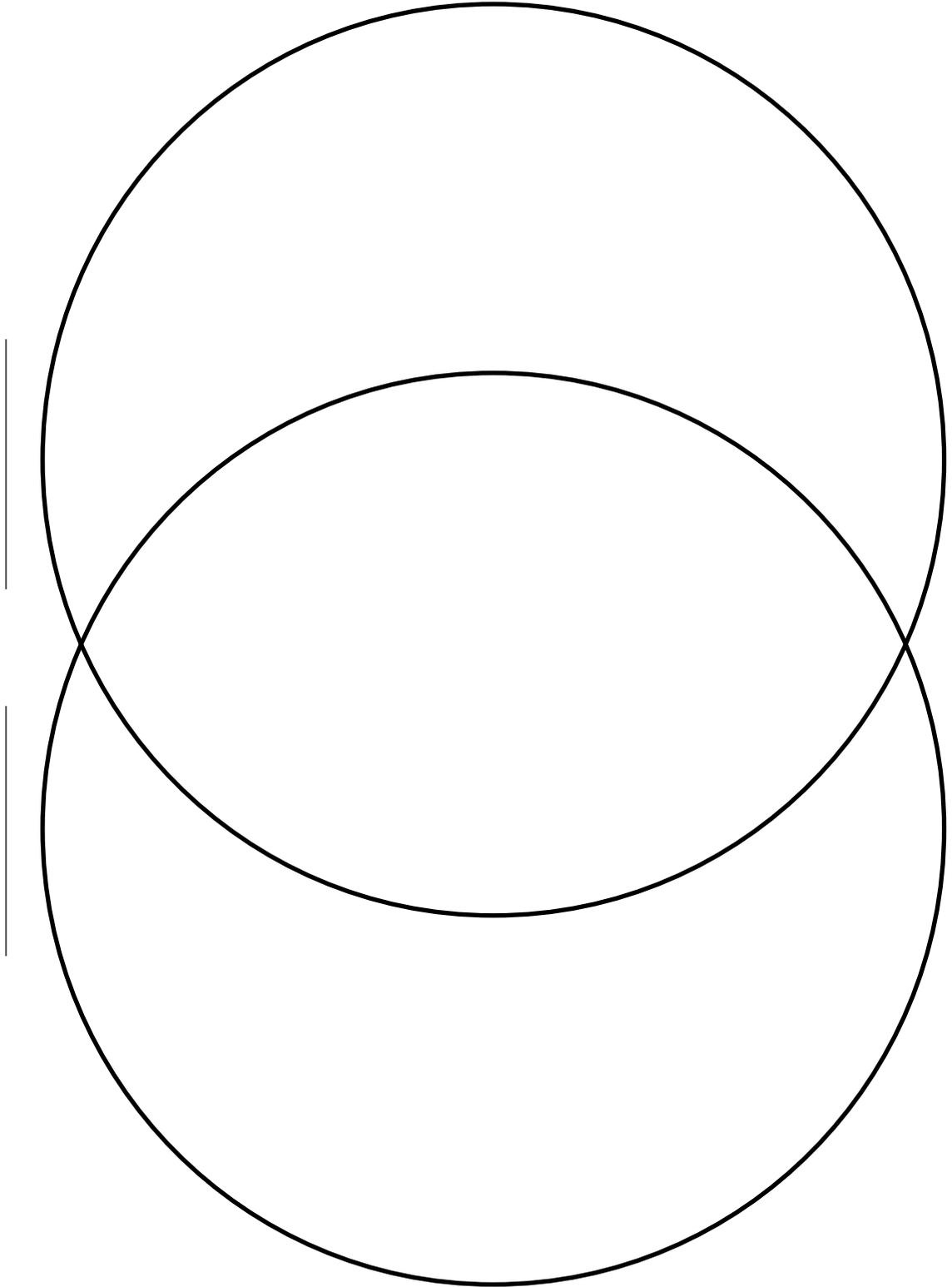
Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

| | |
|-----------------|--|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

NAME: _____

DATE: _____

Directions: On the line over each circle, write the name of each of the two things being compared and contrasted. Write how the two things you are comparing are alike in the overlapping part of the Venn diagram. Write how the two things you are contrasting are different in the non-overlapping part of each circle.

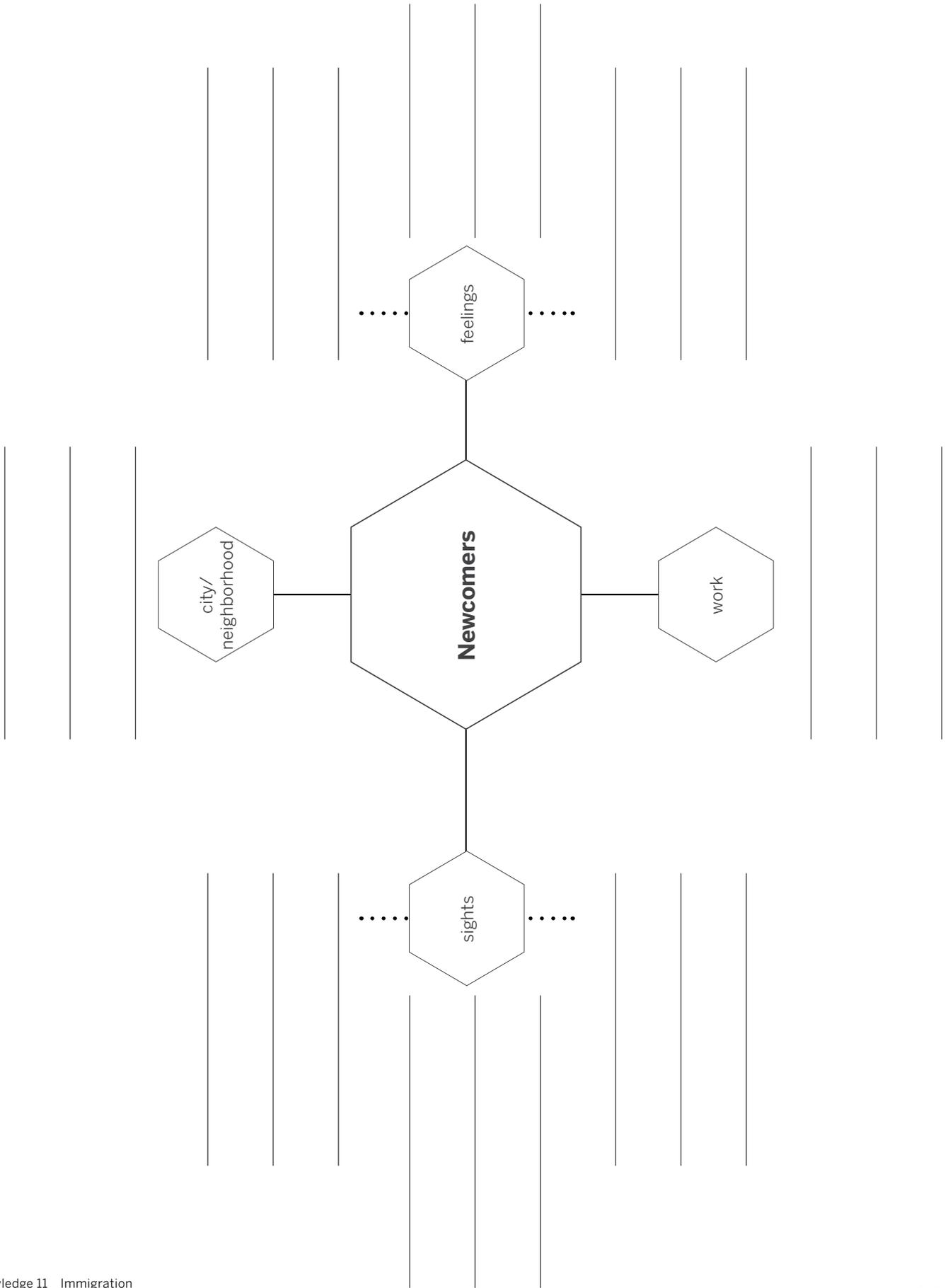


NAME: _____

DATE: _____

7.1

Directions: Listen to the questions posed by the teacher to brainstorm what life might be like as an immigrant in a U.S. city.



NAME: _____

DATE: _____

8.1

Month

Day

Year

1. Date

_____ , _____

2. Salutation

Dear _____,

3. Body

4. Closing

Your Friend,

5. Signature

Directions: Pretend you are an immigrant in the United States. Write a friendly letter to your friends and/or family in your homeland. Remember to include the five parts of a friendly letter.

NAME: _____

DATE: _____

Dear Caregiver,

Today your student learned how an immigrant can become a naturalized citizen. This read-aloud is the first of three read-alouds that discuss citizenship in the United States and what it means to be a citizen. They will learn some basic facts about the Constitution and the Bill of Rights, some basic functions of the government, and about the “Father of the Constitution,” James Madison. They will also learn about the rights the Constitution gives U.S. citizens and the responsibilities that come with those rights. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about U.S. citizenship.

1. The Constitution and the Bill of Rights

Have your student share with you what they have learned about the Constitution, the highest law of the United States, and the Bill of Rights. Have your student tell you why these documents are so important to the United States. You may wish to discuss with your student what the United States might be like if these documents did not exist.

2. James Madison

Talk with your student about this important historical figure. Ask your student what role Madison had in creating the Constitution and the Bill of Rights. Have your student share what other roles James Madison played in the U.S. government.

3. Song: “The Star-Spangled Banner”

Listen to the song “The Star-Spangled Banner” with your student. Discuss why this song is the national anthem of the United States. Together, share what you both know about the meaning and history of this song. You may also want to share with your student any memorable experiences you have had singing or listening to “The Star-Spangled Banner.”

4. Words to Use

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

- *responsibilities*—Responsibilities are things a person is in charge of doing and depended on to carry out.
- *amendments*—Americans have added amendments, or additions, to the Constitution.
- *consent*—In return for the power to change the government, the people agree to live according to the laws. This is called “the consent of the governed.”

5. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you. Use the recommended trade book list sent with the previous caregiver letter.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

NAME: _____

DR.1

Activity Page

DATE: _____

Immigration Fill-In

| | | |
|---------------------|--------------------|--------------------------|
| immigrants | opportunity | Angel Island |
| Ellis Island | | Statue of Liberty |

1. Many people in foreign lands see the United States as the “land of _____.”
2. People who come to the United States from other countries are called _____.
3. People coming from Asia arrived at _____.
4. People coming from Europe arrived at _____.
5. To many immigrants, the most welcoming symbol of freedom standing in New York Harbor was the _____.

Directions: Use the words in the box to complete the sentences.

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



Directions: Listen to your teacher's instructions.

10.  

11.  

12.  

13.  

14.  

NAME: _____

DA.2

Assessment

DATE: _____

Directions: Your teacher is going to ask several questions. After each question, look at the pictures in the row and circle the picture that shows the right answer.

1.



2.



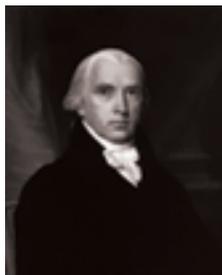
3.



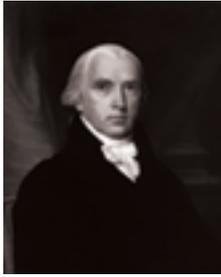
4.



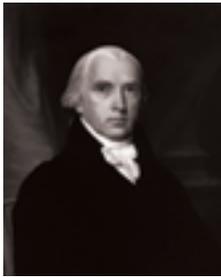
5.



6.



7.



8.



9.



10.



NAME: _____

DA.3

Assessment

DATE: _____

1. What is an immigrant?

2. Why do some people leave their home countries and immigrate to another country?

3. Why did many immigrants settle in large cities?

Directions: Listen to your teacher's instructions.

4. What does it mean to be a citizen of the United States of America?

5. Name one right and one responsibility held by U.S. citizens.

NAME: _____

DATE: _____

We the People

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

peace

create

united

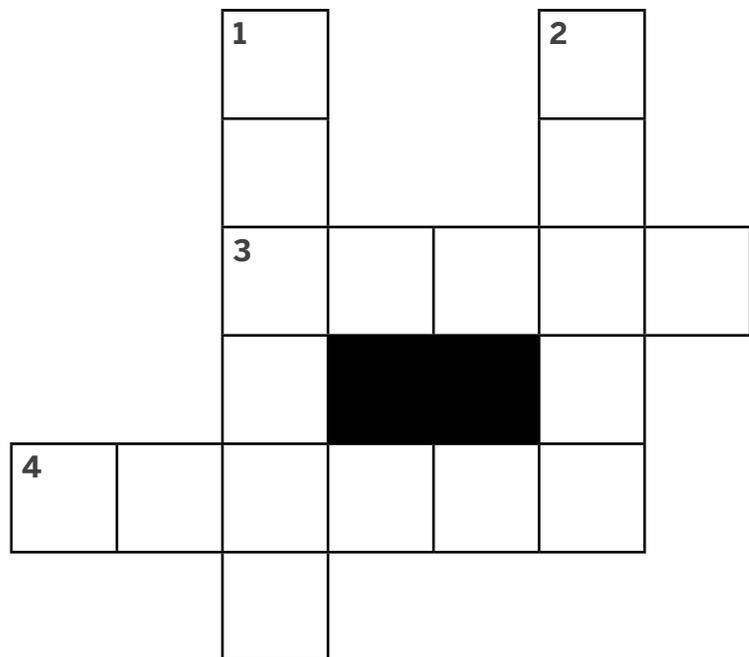
ideal

Down

- 1. an antonym for **divided**
- 2. a synonym for **tranquility**

Across

- 3. a synonym for **perfect**
- 4. a synonym for **to form**



Directions: Read and discuss the Preamble with your teacher. Then, match each puzzle clue to a word in the box. Write the matching word in the puzzle.

Knowledge 12

Fighting for a Cause

NAME: _____

1.1

Take-Home

DATE: _____

Dear Caregiver,

During the next several days, your student will learn about the significance of the phrase *fighting for a cause*. They will learn about seven important people in American history who fought for civil rights—such as the right to vote and the right to be free from discrimination—and human rights. 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 fighting for a cause.

1. Draw and Write

Have your student draw and/or write about what they have learned regarding the different causes for which people fought (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, fighting 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 a specific example of things they have accomplished 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.

- *courage*—It often takes a great deal of courage to stand up for what is right.
- *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.
- *proud*—Juanita was proud when she learned to play the piano.
- *challenge*—Jackie Robinson had the courage to challenge people's attitudes about professional athletes.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on the activists who fought for civil rights and human rights, and a list of books and other resources relevant to this topic is included in this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

1.1
CONTINUED

Take-Home

Recommended Resources

Freedom on the Menu: The Greensboro Sit-Ins, by Carole Boston Weatherford and illustrated by Jerome Lagarrigue (Puffin, 2007) ISBN 978-0142408940

Heroes for Civil Rights, by David A. Adler and illustrated by Bill Farnsworth (Holiday House, 2007) ISBN 978-0823420087

The Story of Ruby Bridges, by Robert Coles and illustrated by George Ford (Scholastic Paperbacks, 2010) ISBN 978-0439472265

My Brother Martin: A Sister Remembers—Growing Up with the Rev. Dr. Martin Luther King Jr., by Christine King Farris and illustrated by Chris Soentpiet (Aladdin, 2006) ISBN 978-0689843884

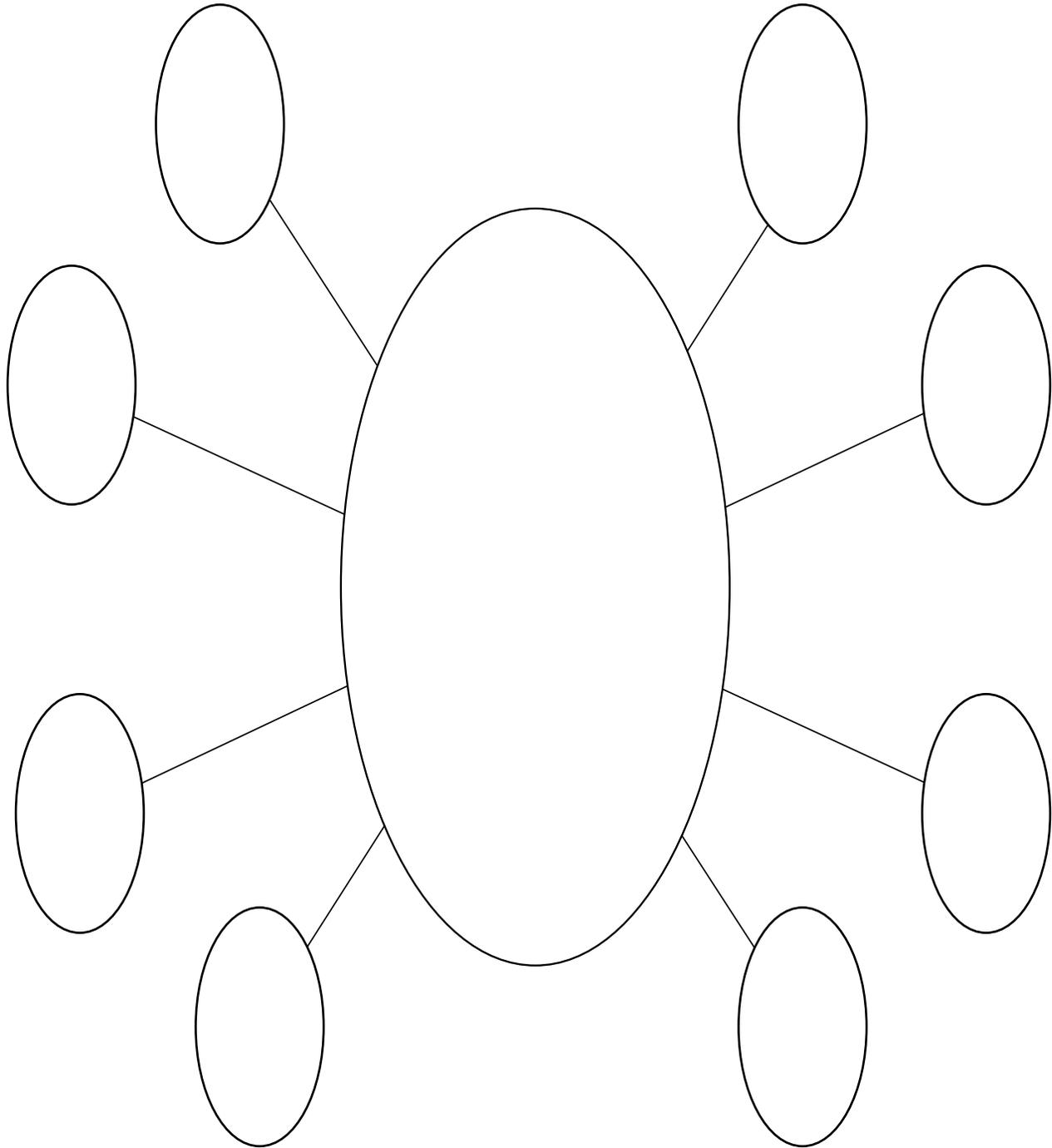
Who Was Eleanor Roosevelt? by Gare Thompson and illustrated by Nancy Harrison (Grosset and Dunlap, 2004) ISBN 978-0448435091

NAME: _____

DATE: _____

2.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

2.2



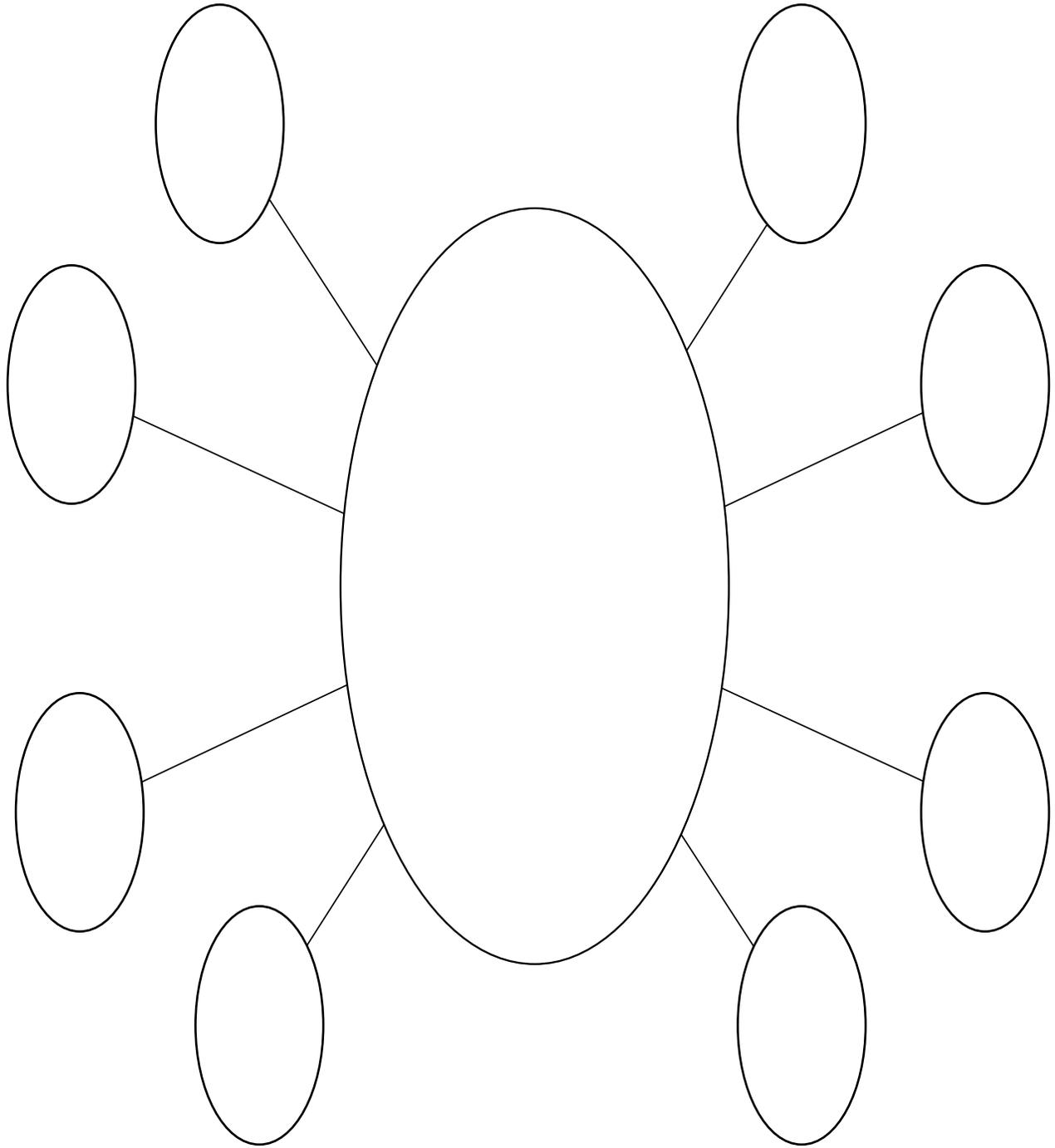
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

3.1

Activity Page



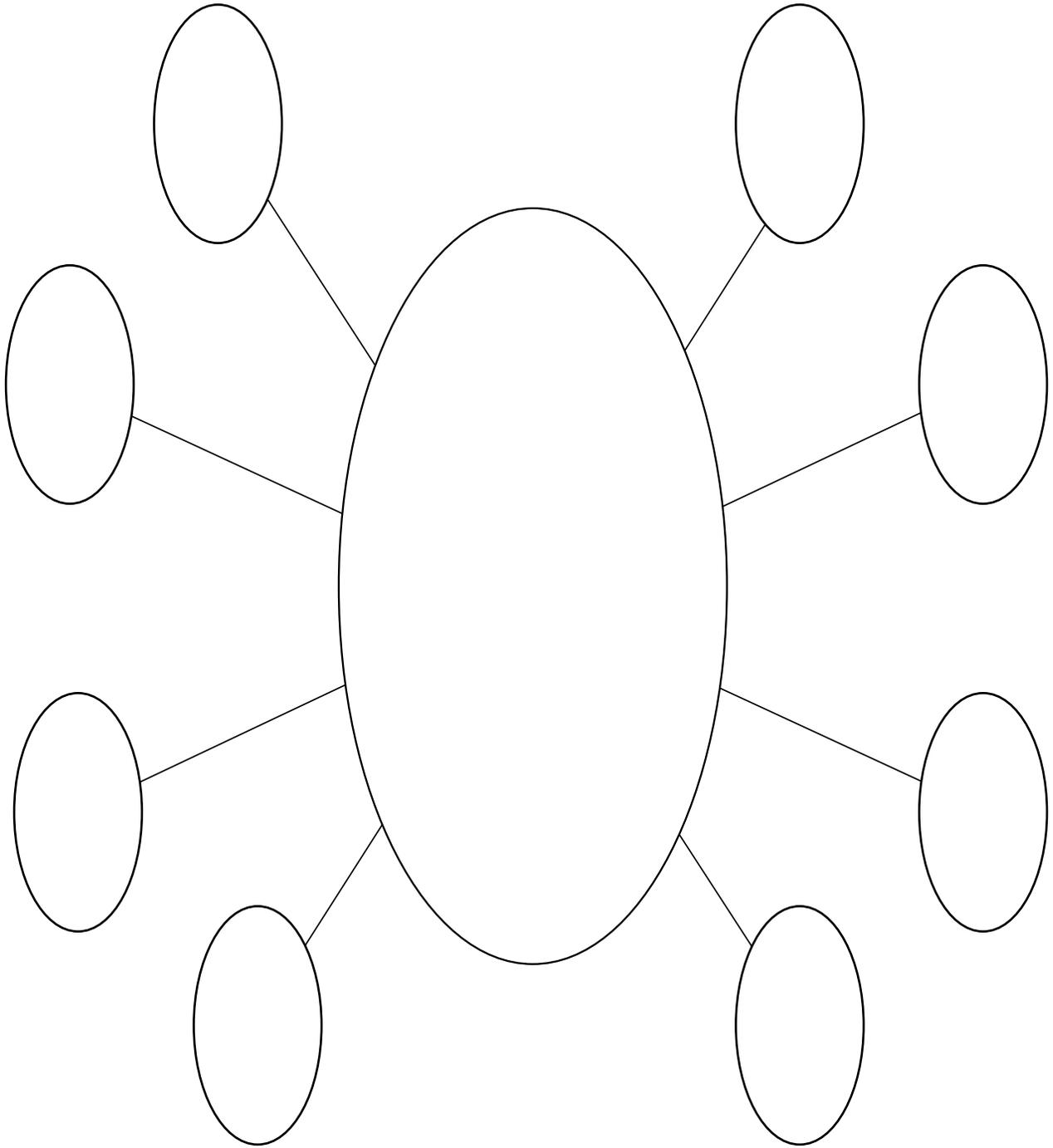
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

4.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

4.2



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

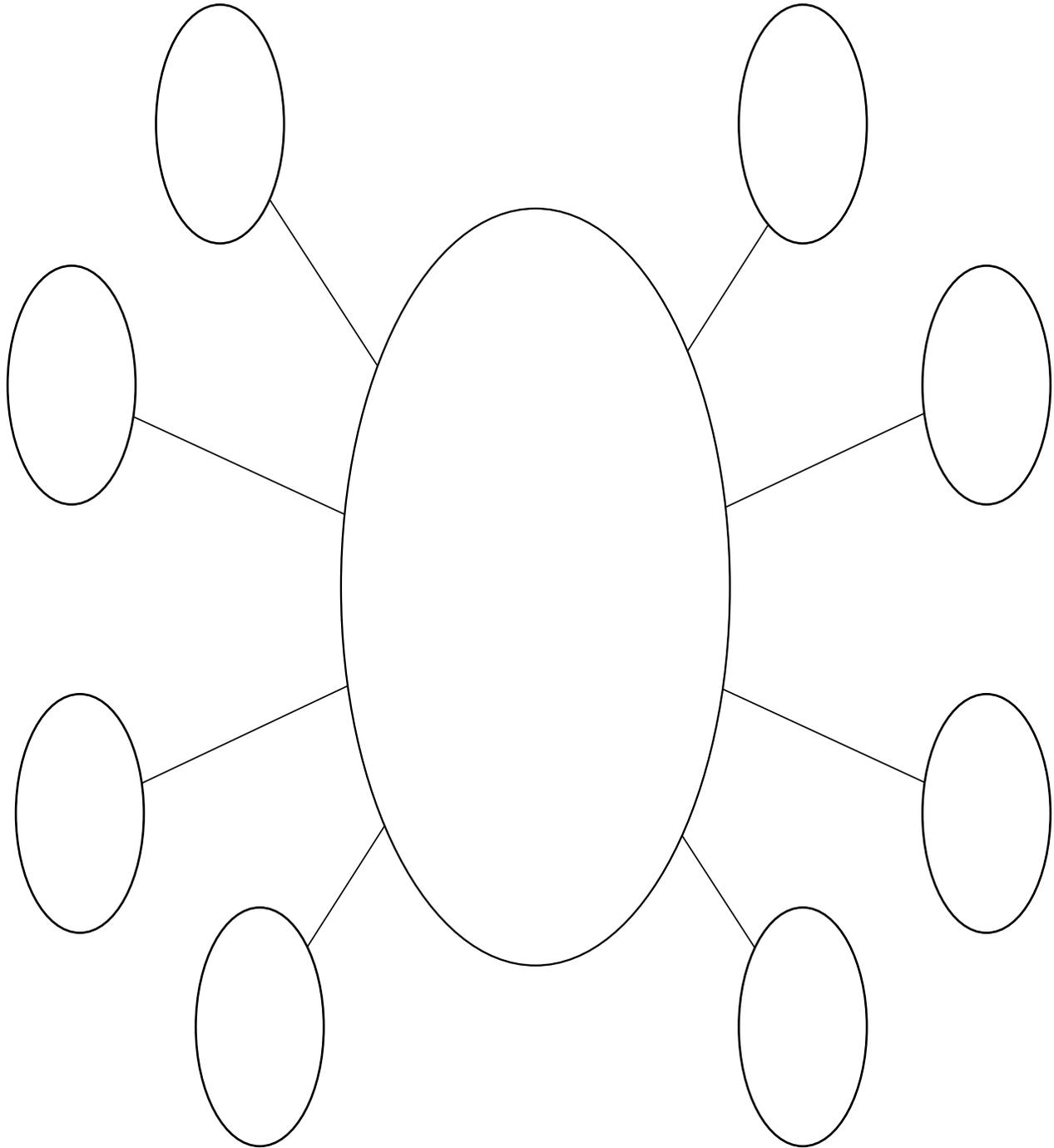
5.1

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

| | |
|-----------------|--|
| Somebody | |
| Wanted | |
| But | |
| So | |
| Then | |

NAME: _____

DATE: _____



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Dear Caregiver,

Your student has been learning about some famous people who fought for a cause and 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

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

1. Compare and Contrast

Throughout this domain, your student has learned about the contributions and dedication of various leaders in their fights 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 fighting 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 fight for a cause have to overcome at least some obstacles.

4. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources included in the previous caregiver letter, recommending resources related to those who fought for civil rights and human rights.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

PP.1

Assessment

DATE: _____

Directions: Listen to your teacher read the names of some people who fought for a cause. You will see these names in the word box at the top of the page. Write the name of each person on the line under the image of that person. Then your teacher will read four descriptions of things these people did. Draw a line from the person to the thing for which they are remembered on the right side of the page.

Eleanor Roosevelt

Mary McLeod Bethune

Jackie Robinson

Susan B. Anthony



I was a professional baseball player who fought for African American athletes to play professional sports on teams with white athletes.



I was the “eyes and ears” for my husband who had polio, and, while serving at the United Nations, I helped write a document arguing for human rights for everyone.



I started a school for African American girls, a hospital, and a library. I also served on the Black Cabinet.



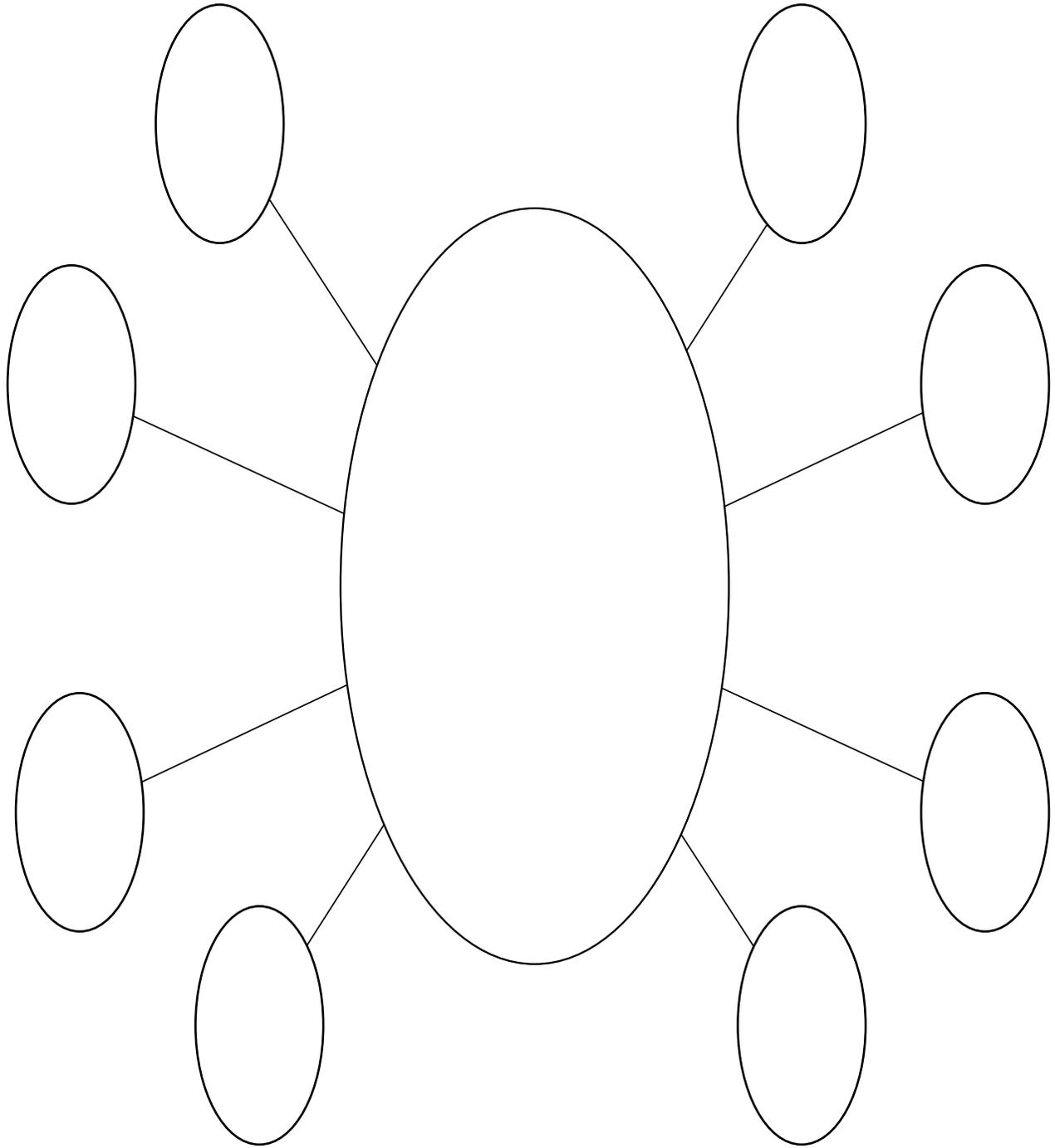
I fought to end slavery and for women to have the right to vote.

NAME: _____

DATE: _____

6.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____



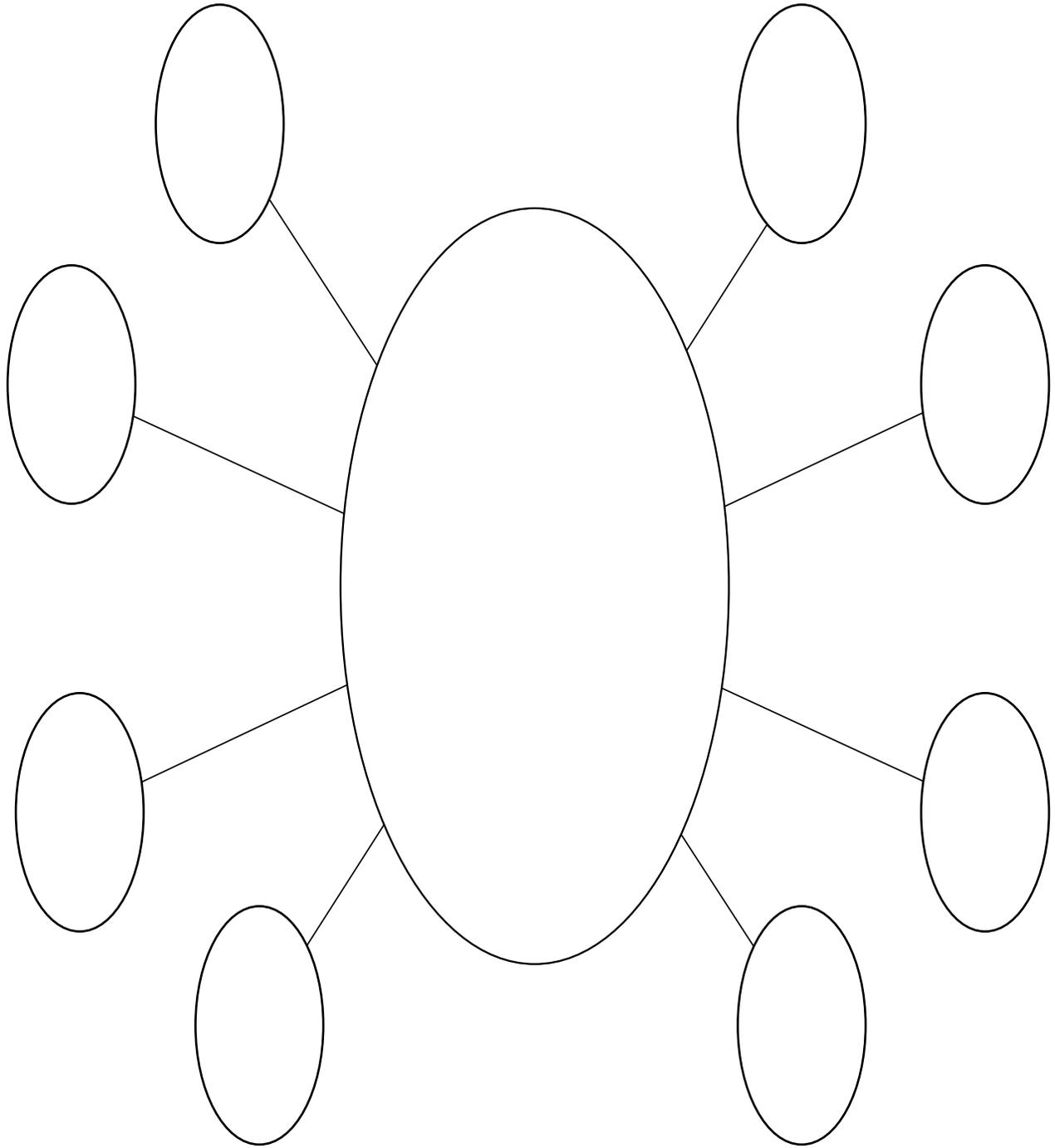
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

7.1

Activity Page



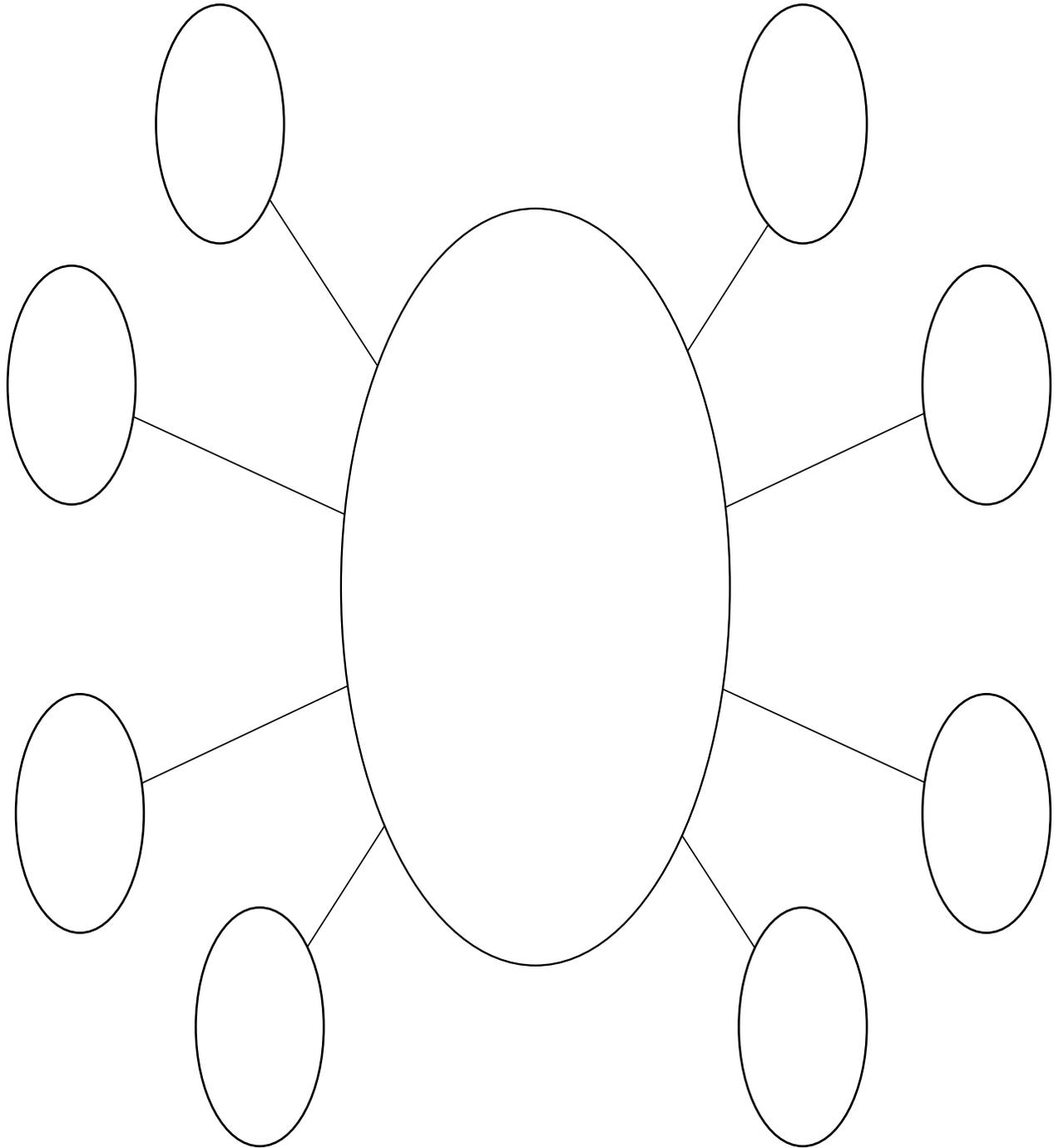
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

8.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

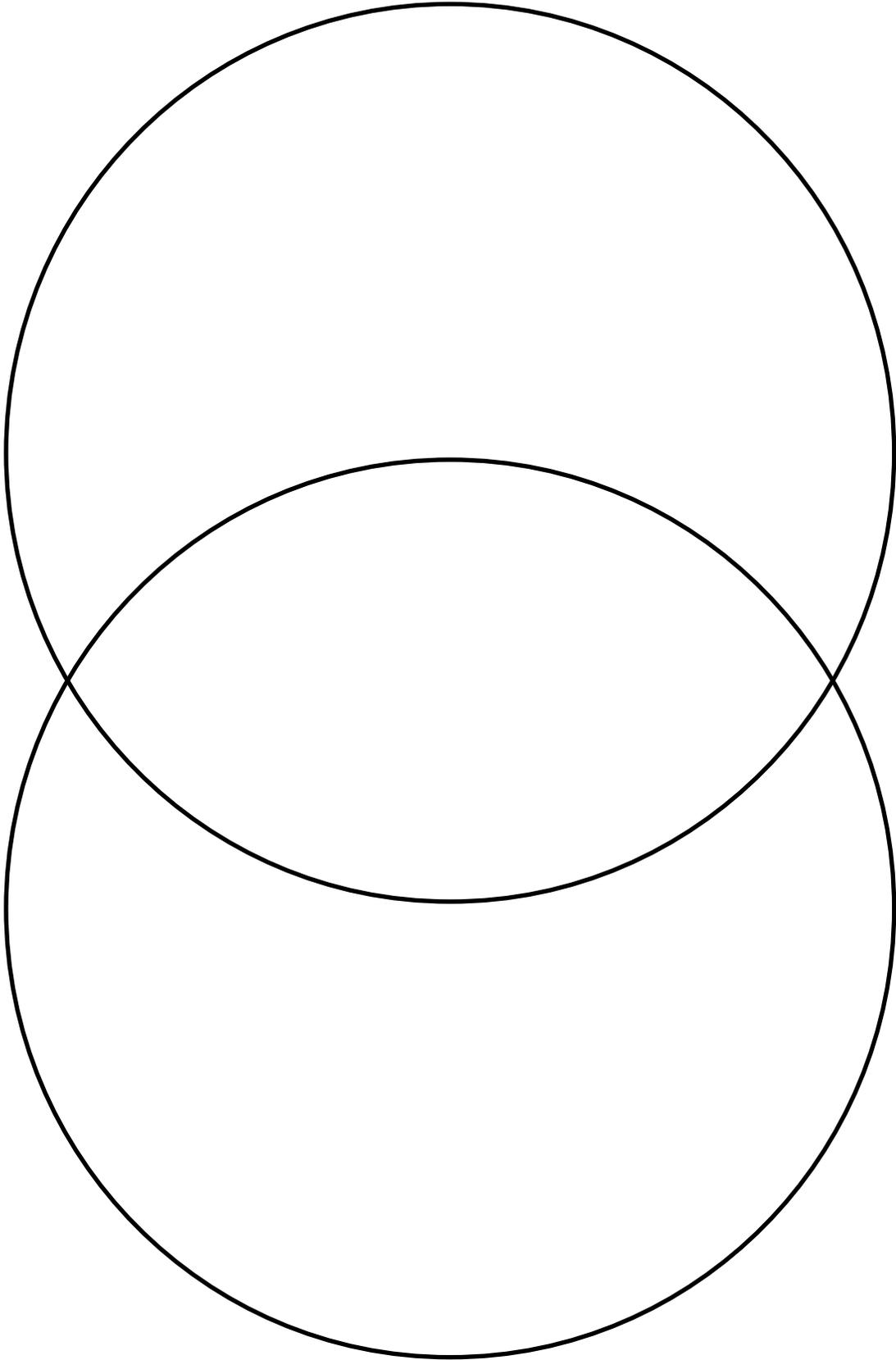
DR.1

Activity Page

Directions: Write how the two leaders—Martin Luther King Jr., and Cesar Chavez—are alike in the overlapping part of the Venn diagram. Write how the leaders are different in the circle for each leader.

Martin Luther King Jr.

Cesar Chavez



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

| | | | |
|-----|------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|
| 11. |  | |  |
| 12. |  | |  |
| 13. |  | |  |
| 14. |  | |  |
| 15. |  | |  |

NAME: _____

DA.2

Assessment

DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Susan B. Anthony Rosa Parks Mary Bethune

2. Martin Luther King Jr. Jackie Robinson Cesar Chavez

3. Mary Bethune Rosa Parks Eleanor Roosevelt

4. Eleanor Roosevelt Susan B. Anthony Rosa Parks

5. Rosa Parks Mary Bethune Susan B. Anthony

6. Eleanor Roosevelt Susan B. Anthony Mary Bethune

7. Cesar Chavez Martin Luther King Jr. Jackie Robinson

8. Mary Bethune Eleanor Roosevelt Rosa Parks

9. Jackie Robinson Martin Luther King Jr. Cesar Chavez

10. Martin Luther King Jr. Cesar Chavez Jackie Robinson

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Read each sentence. Think about your response to the question or statement. Write a complete sentence to respond to each question or statement.

1. Choose one of the people you have learned about, and write about the cause for which they fought.

2. Why did the people in this domain feel a need to fight for change?

3. What are some of the different ways these people fought for their causes?

4. If you could meet one of the people you learned about, whom would you choose? Be sure to explain why.

5. What is the most interesting thing you learned from *Fighting for a Cause*?

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