

# Unit 1 Reading Stories

Name: \_\_\_\_\_

## Unit 1: Government for the People

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>Working Together</b> pp. 4-5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Discuss the different tasks the volunteers performed.</li> <li>Why was filling sandbags so important?</li> </ul>	<b>Working Together</b> pp. 4-5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Examine the images and captions that accompany the text.</li> <li>What does the map show us?</li> <li>How does the photograph and caption help your understanding of the text?</li> </ul>	<b>Election Day</b> pp. 6-7 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the first two pages of the selection together, alternating paragraphs.</li> <li>Ask your child to explain the main idea of paragraph 3? (how candidates campaign)</li> <li>Ask: <i>What key details support the main idea?</i> (give speeches; run ads; meet voters)</li> </ul>	<b>Election Day</b> pp. 8-9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish reading aloud the selection together, alternating paragraphs.</li> <li>Ask your child to explain the sequence of how African Americans, women, and young people gained the right to vote.</li> </ul>	<b>Robert's Rules of Order</b> p. 10 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Get scrap paper and pencils.</li> <li>Set a timer for sixty seconds and see who can find and list the most short vowel sounds on the page.</li> </ul>
Week 2	<b>It Is My Right!</b> pp. 12-13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the first two pages of the selection.</li> <li>Point to the word <b>suffragists</b> in paragraph 2 and ask your child to look for clues about what that word means.</li> <li>Then take turns making up sentences using the term.</li> </ul>	<b>It Is My Right!</b> pp. 14-17 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Read aloud the next four pages together, alternating paragraphs.</li> <li>Ask your child to explain why Rosa Parks refused to move her seat.</li> <li>Discuss how Rosa Parks's actions inspired others.</li> </ul>	<b>It Is My Right!</b> pp. 18-19 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to complete the selection.</li> <li>Ask your child to explain how Cesar Chavez used peaceful protest to bring about change.</li> <li>Ask: <i>What other examples of peaceful protest are mentioned in this text?</i></li> </ul>	<b>It Is My Right!</b> pp. 12-19 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Ask your child to explain the overall message of this text.</li> <li>Ask: <i>How does each section support this message?</i></li> <li>Ask: <i>What do all these leaders have in common?</i></li> </ul>	<b>Thomas Paine p. 20</b> <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Work together to find different spelling combinations that result in long a sounds. (became, swayed, raised, vain)</li> </ul>
Week 3	<b>Winning the Right to Vote</b> pp. 22-24 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud paragraphs 1-7 of the text.</li> <li>It took many years and many laws to ensure the right to vote for African Americans.</li> <li>Ask: <i>What details in the text support this idea?</i></li> </ul>	<b>Winning the Right to Vote</b> pp. 24-26 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud paragraphs 8-11 of the text.</li> <li>After reading, ask your child to explain the sequence of events that led to women's right to vote.</li> </ul>	<b>Winning the Right to Vote</b> pp. 26-29 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Finish reading aloud the selection together, alternating paragraphs.</li> <li>Point to the word <b>citizens</b> in paragraph 12.</li> <li>Ask your child to find clues that tell what the word <b>citizens</b> means.</li> <li>Discuss how state laws prevented some American citizens from voting.</li> </ul>	<b>Winning the Right to Vote</b> pp. 22-29 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Ask your child to explain how time lines and primary source photographs help him or her understand the text.</li> </ul>	<b>One Nation from Many</b> p. 30 <input type="checkbox"/> <ul style="list-style-type: none"> <li>Invite your child to read aloud the selection.</li> <li>Then search for different spelling combinations that result in long e and long o sounds. (league, told)</li> </ul>

Week 1

## Short Read 1

Remember to  
annotate as  
you read.

Notes

# Working Together

by Sarah Glasscock

- 1 The National Weather Service predicted that bad flooding would hit Fargo, North Dakota, in 2013. The city needed a plan to protect people from flooding. So elected officials from the federal, state, and city governments met. Working as a team, they began to prepare for the flooding. They wanted to keep water out of homes and businesses, and off of streets. So they decided to fill one million sandbags. They planned to use the sandbags to build walls to keep the floodwater out.



The purple section shows where the worst flooding was expected. The city of Fargo is located in that purple section.



Remember to  
annotate as  
you read.

Notes

# Election Day

by Nell Wilson

1 On Election Day, United States' citizens age eighteen and older can vote. They vote in special places called polls. They vote for candidates—the people running for office. It might be the president of the country. It might be the mayor of a city.



Voting is a way for people to be heard. Their vote is their voice. It tells leaders what voters think is important.

2 Voters receive a ballot. The ballot lists the names of the candidates. Each voter chooses one candidate for each office then casts his or her vote.

3 How do people know who to vote for? Candidates campaign to win votes. Candidates try to convince voters why they are the best person for the job. They give speeches and run ads. They meet with voters to explain how they will help the country or their community. Meanwhile, campaign workers put up posters. They make phone calls to ask citizens to vote for their candidate.

### Fighting to Vote

- 4 Voting is a right that people have had to fight for in U.S. history. Only men age twenty-one or older who owned land could vote in the first presidential election (1788). In most states, only white people could vote.
- 5 After the Civil War, all African Americans were free. But most still could not vote. Lawmakers worked to make sure they got that right. In 1870, the Fifteenth Amendment to the Constitution was passed. It gave African American men the right to vote.
- 6 Yet some states passed laws to stop African Americans from voting. People fought these laws. In 1944, Thurgood Marshall won a case in the Supreme Court. African Americans could now vote in some elections in places that had stopped them. This victory led to measures that helped protect people's voting rights.



Thurgood Marshall was the first African American Supreme Court Justice.

- 7 Women were not allowed to vote at first. Then, in the mid-1800s, they started to fight for this right. They gave speeches and marched in parades. They finally gained the right to vote in 1920.
- 8 Young adults ages eighteen to twenty did not get the right to vote until 1971. At that time, many young Americans were fighting in a war. They said, "If we are old enough to fight—and die—for this country, then we should have a say in how it is run." They, too, worked hard to get the right to vote.

a women's suffrage march in 1913 in Washington, D.C.





## Remember to Vote

- 9 It is every citizen's right and responsibility to vote. Even if you cannot vote now, you can remind people to vote.

Everyone's vote is secret. No one knows which choices anyone is making with their vote.



## U.S. Voting Milestones

1788	1870	1920	1962	1965	1971
Men (mostly white) age 21 and older who own land or pay taxes can vote.	African American men age 21 and older can vote. States pass laws to prevent African American women from voting.	Women age 21 and older can vote. States pass laws to prevent African American women from voting.	All Native Americans can vote. New Mexico is the last state to give Native Americans the right to vote.	All citizens age 21 and older can vote, regardless of race.	All citizens age 18 and older can vote.

## Word Study Read

Remember  
to annotate  
as you read.

Notes

## Robert's Rules of Order

- 1 People in businesses, clubs, and schools often work together in groups. Sometimes they hold meetings to discuss ideas and plans. They share opinions and make decisions. Imagine a large meeting where everyone is talking at the same time. Not much would get accomplished! Or maybe a person who wants to speak never gets the chance. Not fair! So most groups find it helpful to follow some rules. The rules they most often rely on are *Robert's Rules of Order*. Here is an example: "Only one person at a time may speak."
- 2 Henry Robert (1837–1923) was an army officer in the 1800s. One day, he had to lead a large meeting in his community. Henry had never done this before. Although he tried his best, things didn't go well. This upset him.
- 3 Henry did some research. He read many books about how to run meetings. Then he used what he learned to write his own book, called *Robert's Rules of Order*. It was first printed in 1876.
- 4 Today, people all over the world still use Henry Robert's book. His rules help people avoid problems and conflicts. They ensure that a meeting is orderly, fair, and respectful to everyone.

Week 2

# It Is My Right!

by Harper Larios

*Many Americans have worked hard to make sure that all citizens have the same rights. Alice Paul, Rosa Parks, Martin Luther King Jr., and Cesar Chavez were leaders in the fight for rights for all.*

## **Alice Paul: It Is My Right to Vote!**

- 1 Before 1920, American women did not have the right to vote. Alice Paul believed that women should be able to vote. She thought women would be good leaders. Alice Paul joined the cause for women's right to vote.
- 2 Alice Paul went to England and met many suffragists. They were women—and men—who supported the right of women to vote. Suffragists there marched in the streets and made speeches. Alice Paul admired how they worked to get the vote for women.
- 3 Back home, Alice Paul pushed American suffragists to be more like those in England. It was time to be bold and speak out for the right to vote.

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- 4 Alice Paul helped organize a parade in Washington, D.C. in 1917. Between five thousand and ten thousand people from all over the world came to march. They supported American women's right to vote. People filled the city that day. Some were there for the parade. Others were there to watch Woodrow Wilson become president of the United States.
- 5 Hundreds of thousands of people watched the parade. Many were unhappy about it. They shouted that women should stay home. Marchers were pushed and tripped. More than one hundred went to the hospital.
- 6 The parade was a success, though. It brought attention to the issue of women's right to vote. Alice Paul kept fighting for this cause. She was sent to jail several times, but that didn't stop her. She kept working. A few years later, in 1920, women gained the right to vote.



Alice Paul was photographed in 1920 with a banner that had thirty-six stars, one star for each state that had passed the Nineteenth Amendment.

**Rosa Parks:  
It Is My Right to Sit Anywhere!**

- 7 After the Civil War, Jim Crow laws kept African Americans from enjoying all their rights. Public places were often segregated. For example, at the movies, whites could sit downstairs. African Americans had to sit in the balcony. African Americans could not swim in the same pools or go to the same schools as whites. In many places, African Americans were also kept from voting.
- 8 Rosa Parks, an African American, tried to register to vote in Alabama twice. She had the right to vote but was turned down both times. Together with many others, Rosa Parks worked to change Jim Crow and other unfair laws.
- 9 On December 1, 1955, Rosa Parks boarded a city bus in Montgomery, Alabama. She was going home from work. The first ten seats of the bus were for white passengers only. Rosa Parks sat behind those seats in a seat for African Americans.
- 10 Soon the bus was full. A white man got on. The bus driver told Rosa Parks to give her seat to the man. She politely refused to move, so the bus driver called the police. Rosa Parks was arrested because she didn't do what the driver told her to do.

Notes

- 11 The police drove her to the police station. Parks didn't know what might happen to her. She was released from jail several hours later.
- 12 In her autobiography, Parks wrote, "I had no idea when I refused to give up my seat on that Montgomery bus that my small action would help put an end to the segregation laws in the South. I only knew that I was tired of being pushed around. I was a regular person, just as good as anybody else."

At the jail, a police officer took Rosa Parks's fingerprints.



### Martin Luther King Jr.: It Is My Right to Speak Out!

13 Rosa Parks's actions made many people take action, too. Other women called for a boycott of the Montgomery city buses. They would unite in their fight against Jim Crow laws. They asked people to walk for one day.

14 The bus boycott was a nonviolent protest. Dr. Martin Luther King Jr., a leader in the African American community, thought the boycott was a good idea. King believed in changing things peacefully.



Dr. Martin Luther King Jr. (right) and Rev. Ralph D. Abernathy (center) were arrested for their part in the boycott.

15 The one-day boycott was a success. The city buses were almost empty. Then Rosa Parks was found guilty of not obeying the law. King became the leader of a group that called for a longer boycott of the city buses. For 381 days, most African Americans refused to ride the Montgomery city buses.



Notes

- 16 When Martin Luther King Jr. spoke, people listened. He talked about how black Americans and white Americans were treated differently. His words made some people angry. During the bus boycott, someone threw a bomb at his house. King continued to speak out for peaceful change. He took action, too—leading marches and helping people vote.
- 17 On August 28, 1963, Dr. King gave one of his most important speeches. Standing in front of the Lincoln Memorial in Washington, D.C., he looked out at 250,000 people. They had marched to the nation's capital to ask for more jobs and more freedom.
- 18 Dr. King spoke about his dreams: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Millions of people also saw the "March on Washington" speeches on television.



**Cesar Chavez: It Is My Right to Organize!**

<sup>19</sup> Dr. King's words and actions inspired Cesar Chavez. Chavez grew up working in the fields in California. He and his family were migrant workers. They worked long hours and earned very little money. Families moved often to find work. Children could not stay in one school. Cesar Chavez decided to do something to improve farmworkers' lives.



Cesar Chavez

<sup>20</sup> He started a group called the National Farm Workers Association (NFWA). For several years, Chavez and others traveled across California. They tried to convince farmworkers to join their group. People had tried to organize a farmworkers' group before. Promises had been made that their lives would be better. Those promises had not been kept.

<sup>21</sup> Then grape growers in Delano, California, started paying their workers less money. The workers went on strike. They refused to work.

<sup>22</sup> Cesar Chavez and the members of the NFWA voted to support the striking farmworkers in Delano. The strike went on for several years.

