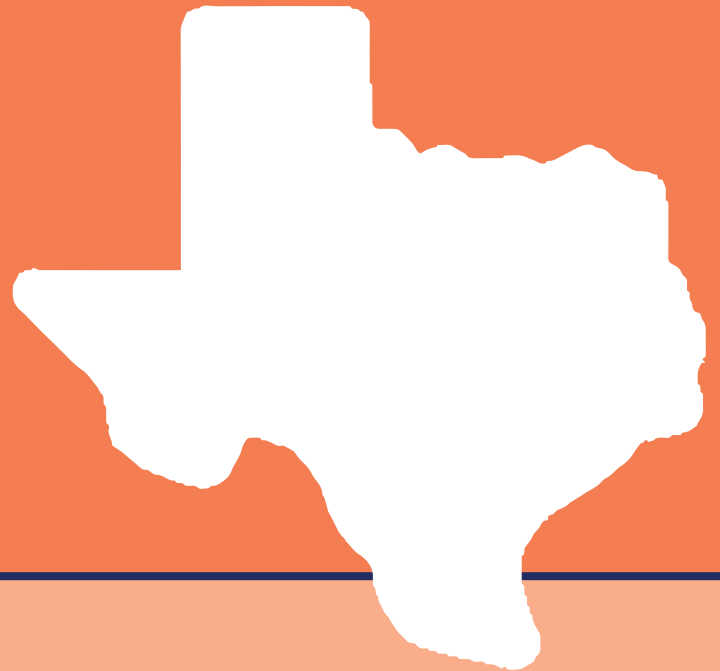




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

FIGHTING FOR A CAUSE



GRADE 2 UNIT 10 | ACTIVITY BOOK

EDITION 1

Grade 2

Unit 10

Fighting for a Cause

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

NAME: _____

DATE: _____

1.1

Take-Home

Dear Family Member,

During the next several days, your student will learn about the significance of the phrase *fighting for a cause*. They will learn about nine important people throughout history who fought for religious freedom, freedom from slavery, and equal protection of the law. 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 figures whose sacrifices and dedication advanced the rights of certain groups and sought to promote the common good:

- Queen Esther
- William Penn
- William Wilberforce

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 and the contributions made by the figures noted above. Some possibilities might include Queen Esther fighting for the Jewish people of Persia; William Penn fighting for religious freedom in England and the colony of Pennsylvania; or William Wilberforce fighting to end slavery across the British Empire.

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 freely practice their religion without interference from the government.

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.
- *custom*— The Jewish people of Persia established the custom of celebrating Purim.
- *diverse*— William Penn wanted the colony of Pennsylvania to be a diverse place *where everyone was free to practice their religion*.

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.

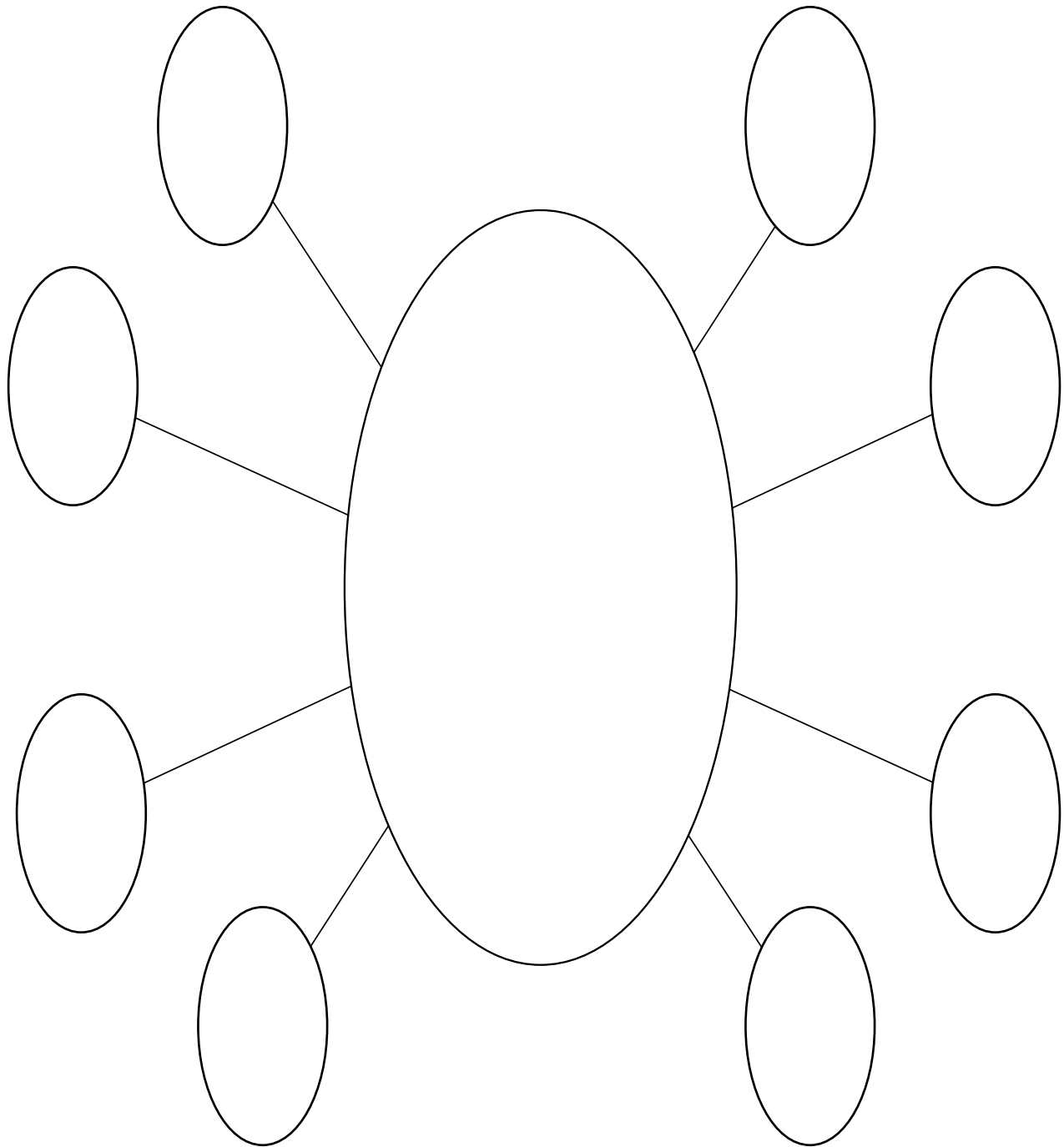
Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

2.1

Activity Page



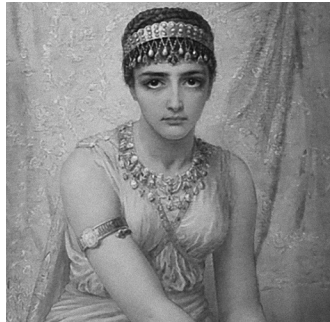
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

2.2

Activity Page



Directions: Listen to your teacher's instructions.

DATE: _____

Activity Page



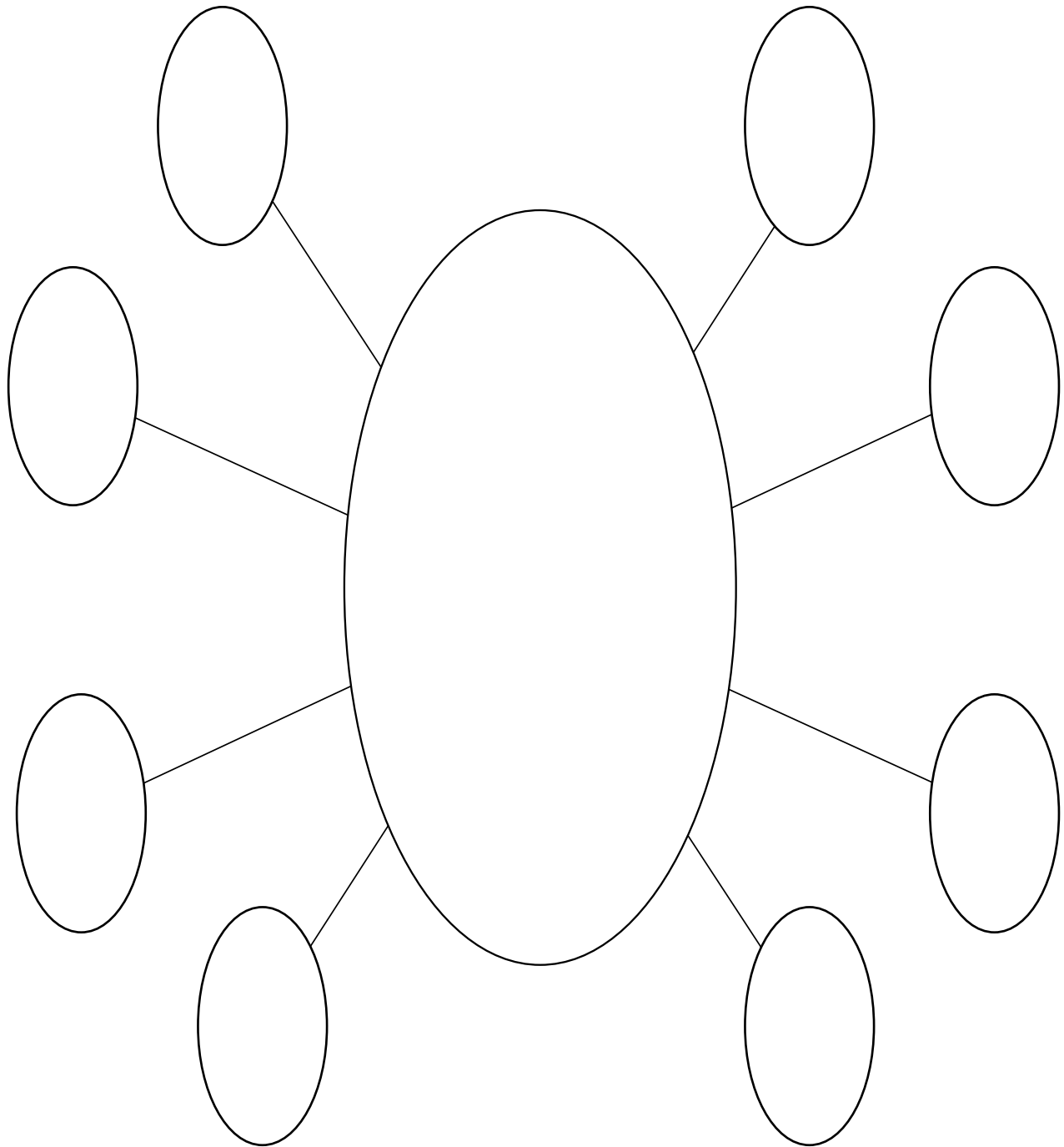
Unit 10

NAME: _____

DATE: _____

4.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

4.2

Activity Page



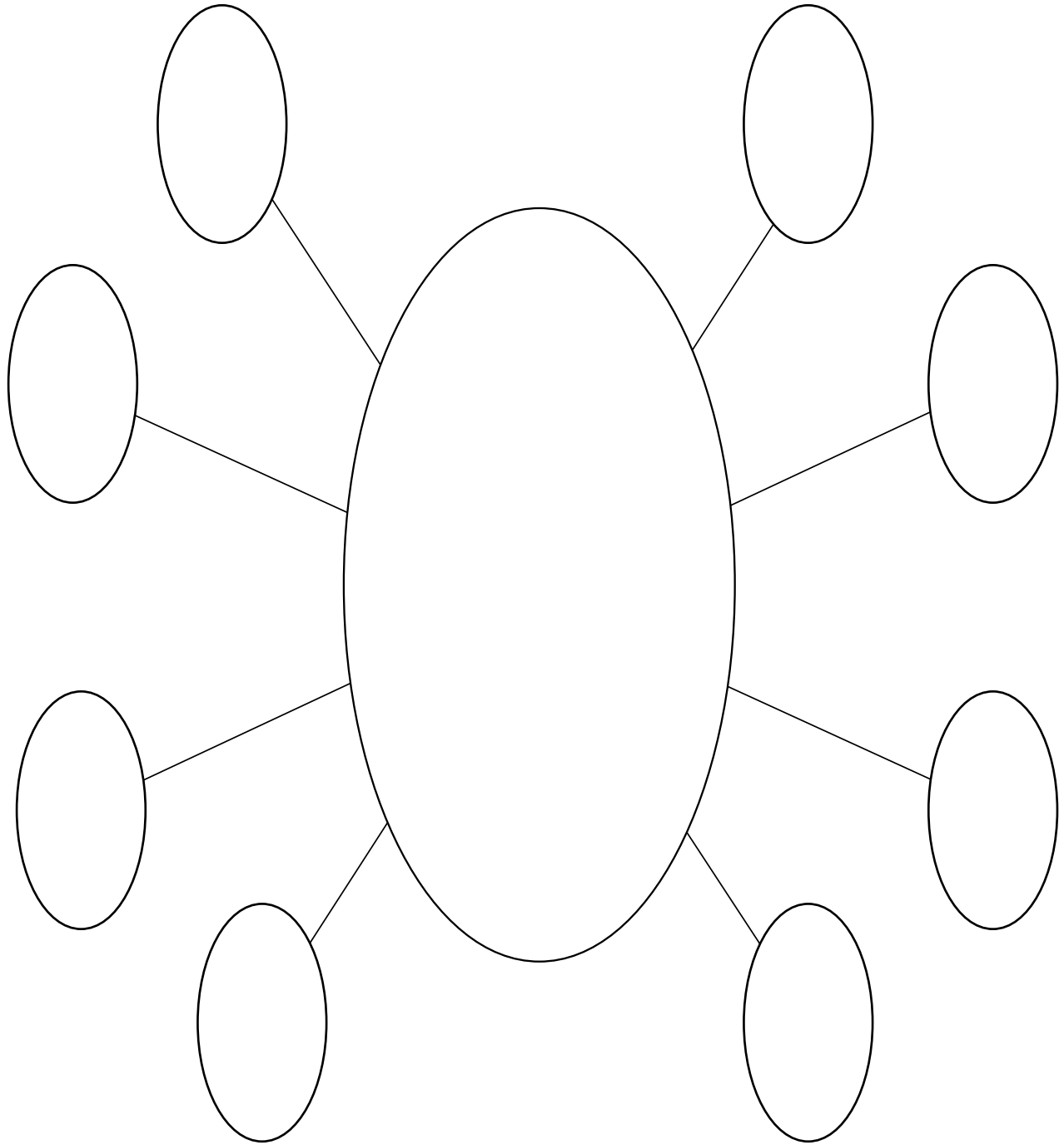
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NAME: _____

DATE: _____

5.1

Activity Page



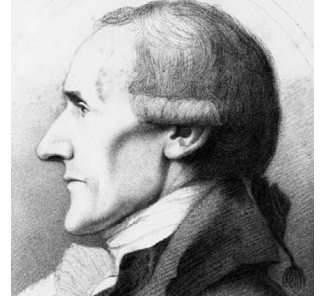
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

5.2

Activity Page



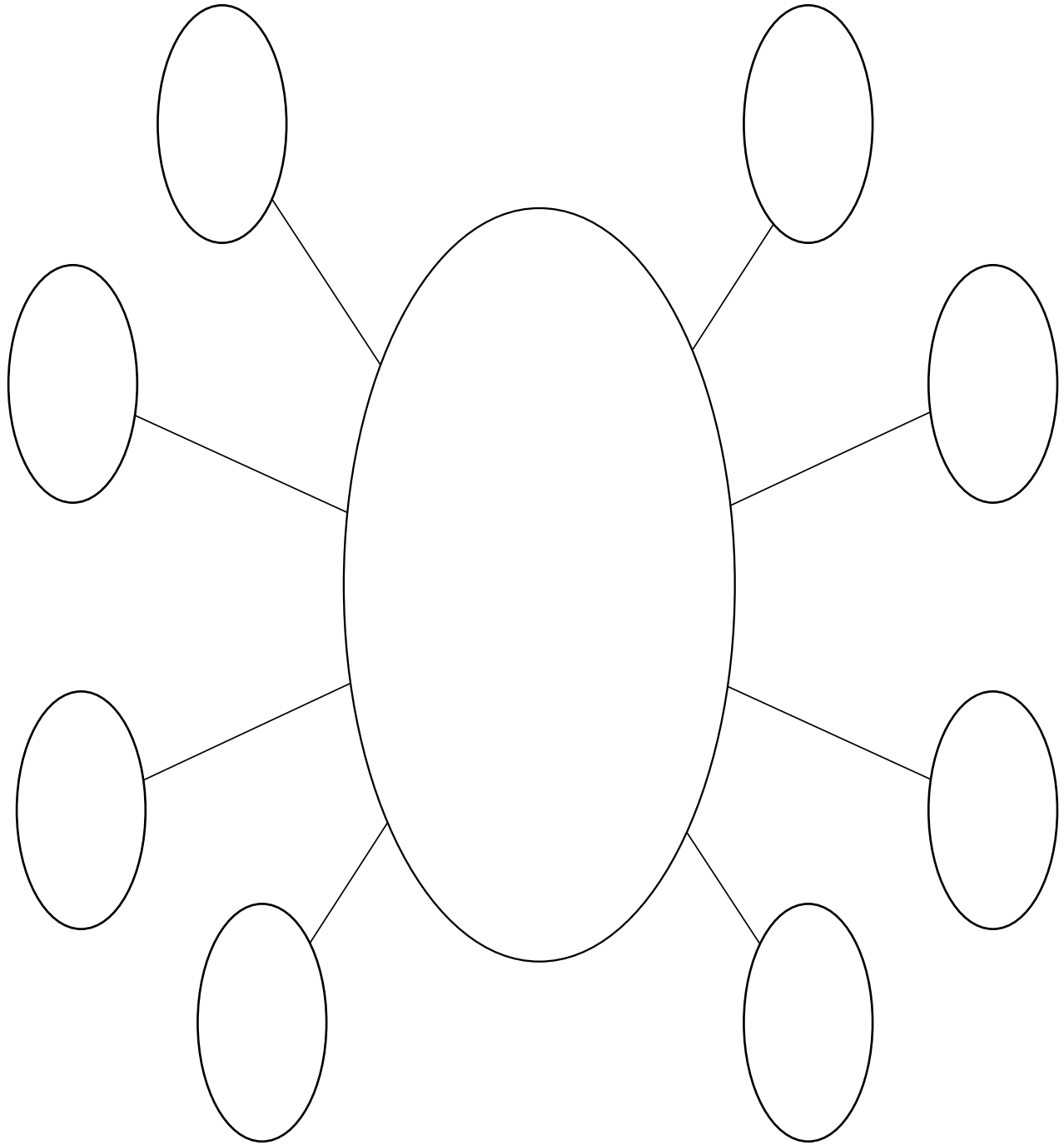
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

6.1

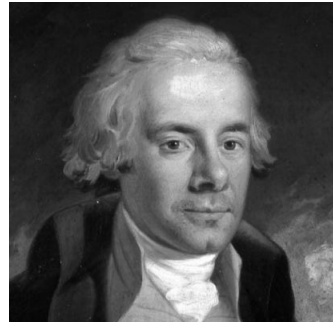
Activity Page



Directions: Listen to your teacher's instructions.

DATE: _____

Activity Page

[illegible]

Unit 10 Fighting for a Cause

NAME: _____

DATE: _____

PP.1

Activity Page

Queen Esther

William Penn

William Wilberforce

Abolitionists



I fought to end slavery throughout the British Empire.



I fought to protect my people and to ensure we had the right to practice our religion freely without interference from the government.



We believe that slavery is wrong and should be stopped throughout the world. We wrote poetry, books, pamphlets, etc. and shared our experiences with others.



I fought for religious freedom in England and America.

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 or group 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.

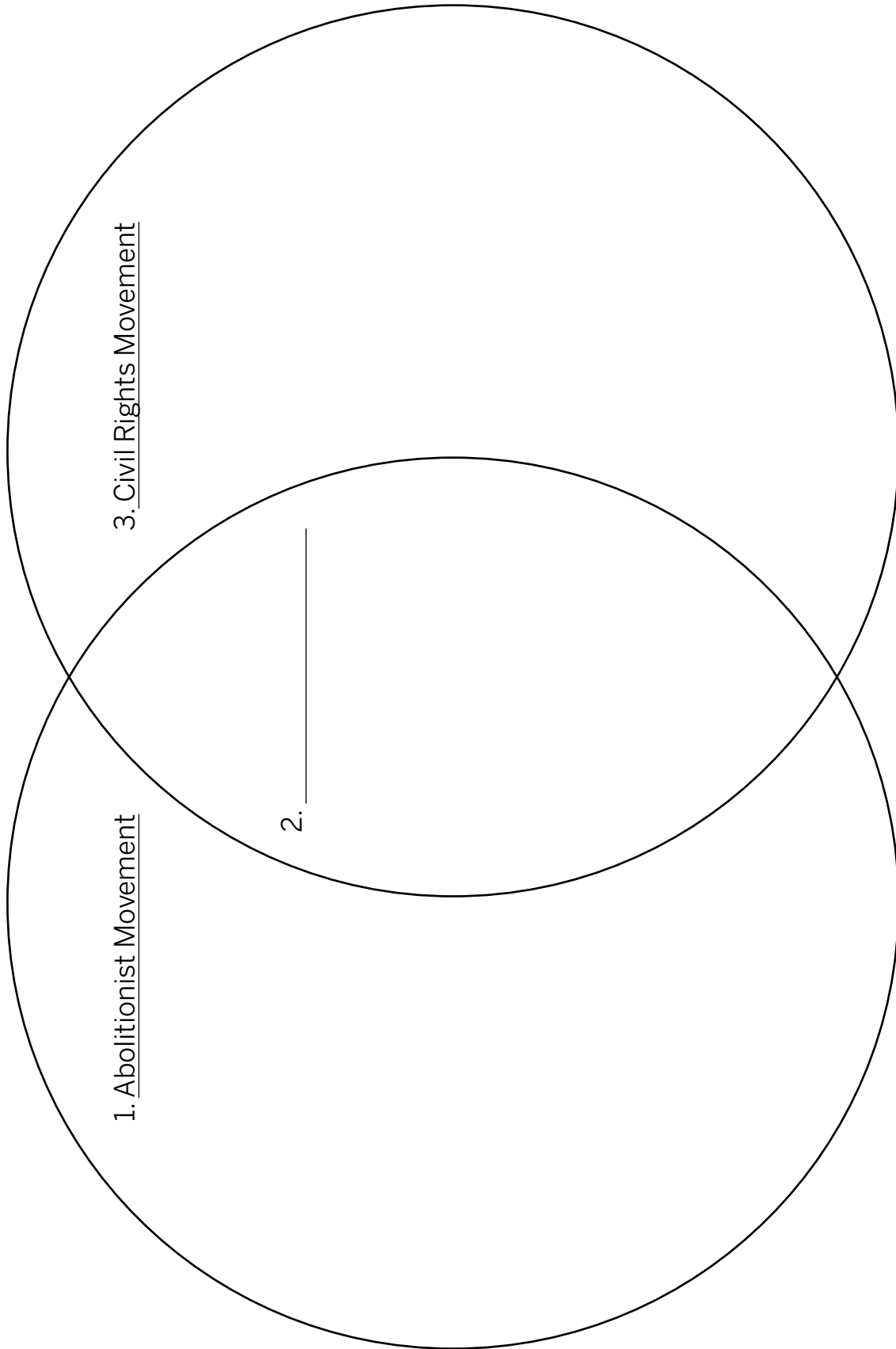
NAME: _____

DATE: _____

7.1

Activity Page

Directions: Listen to your teacher's instructions.



NAME: _____

DATE: _____

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

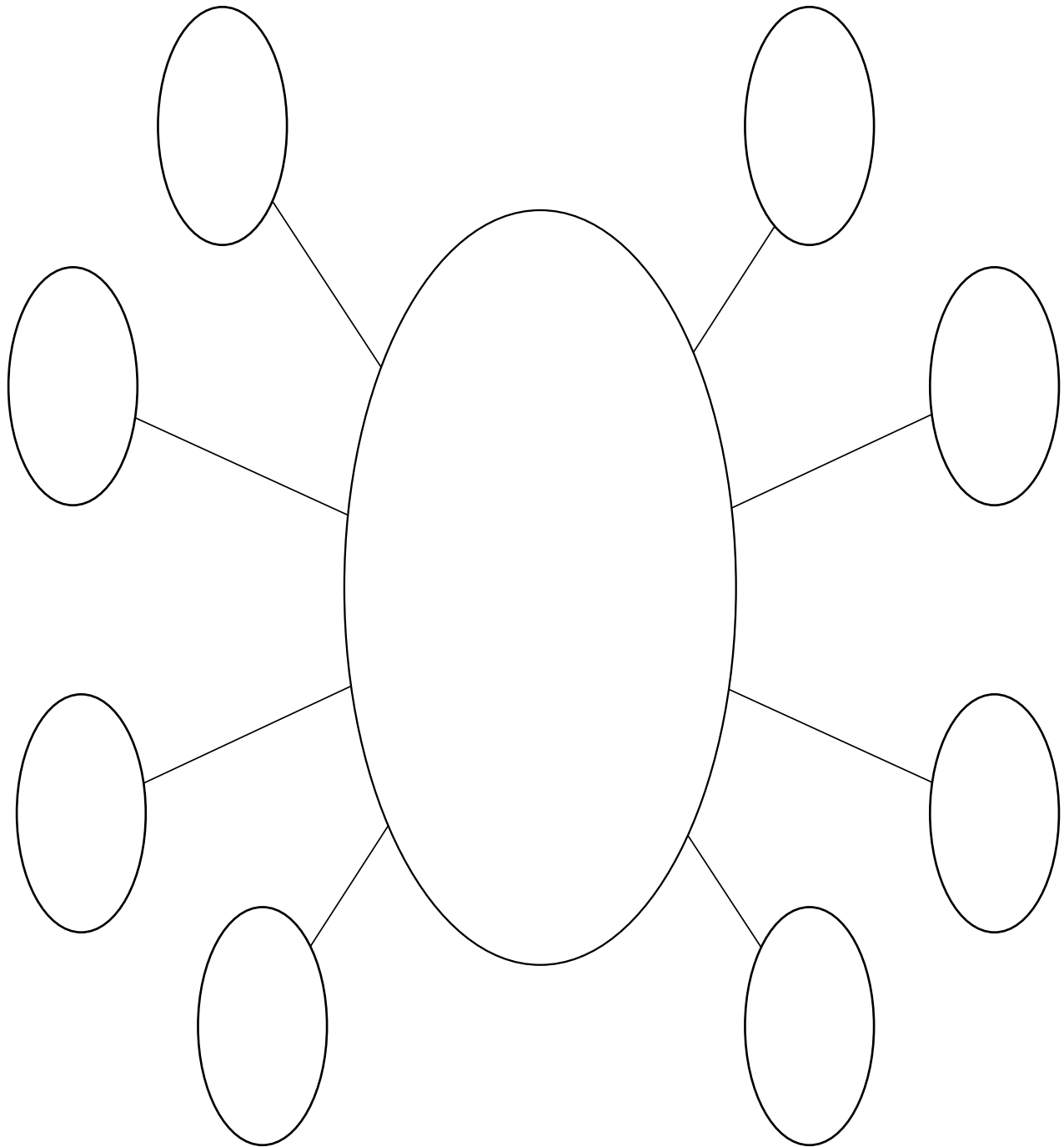
Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

8.2

Activity Page



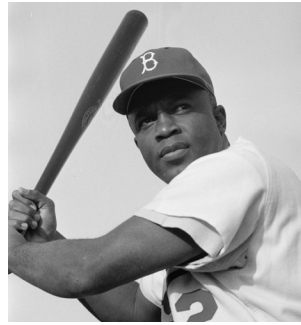
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

8.3

Activity Page



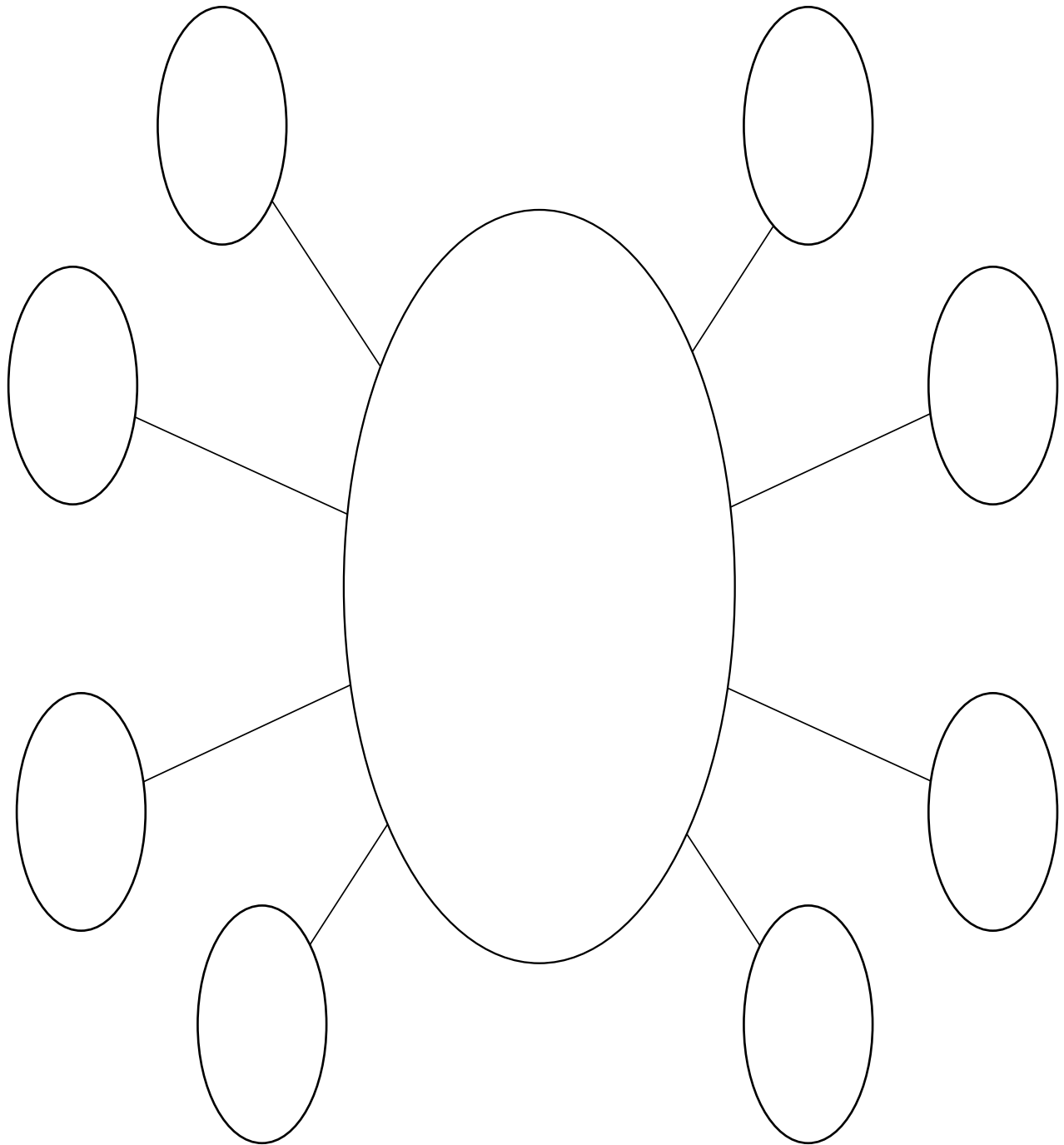
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

9.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

9.2

Activity Page



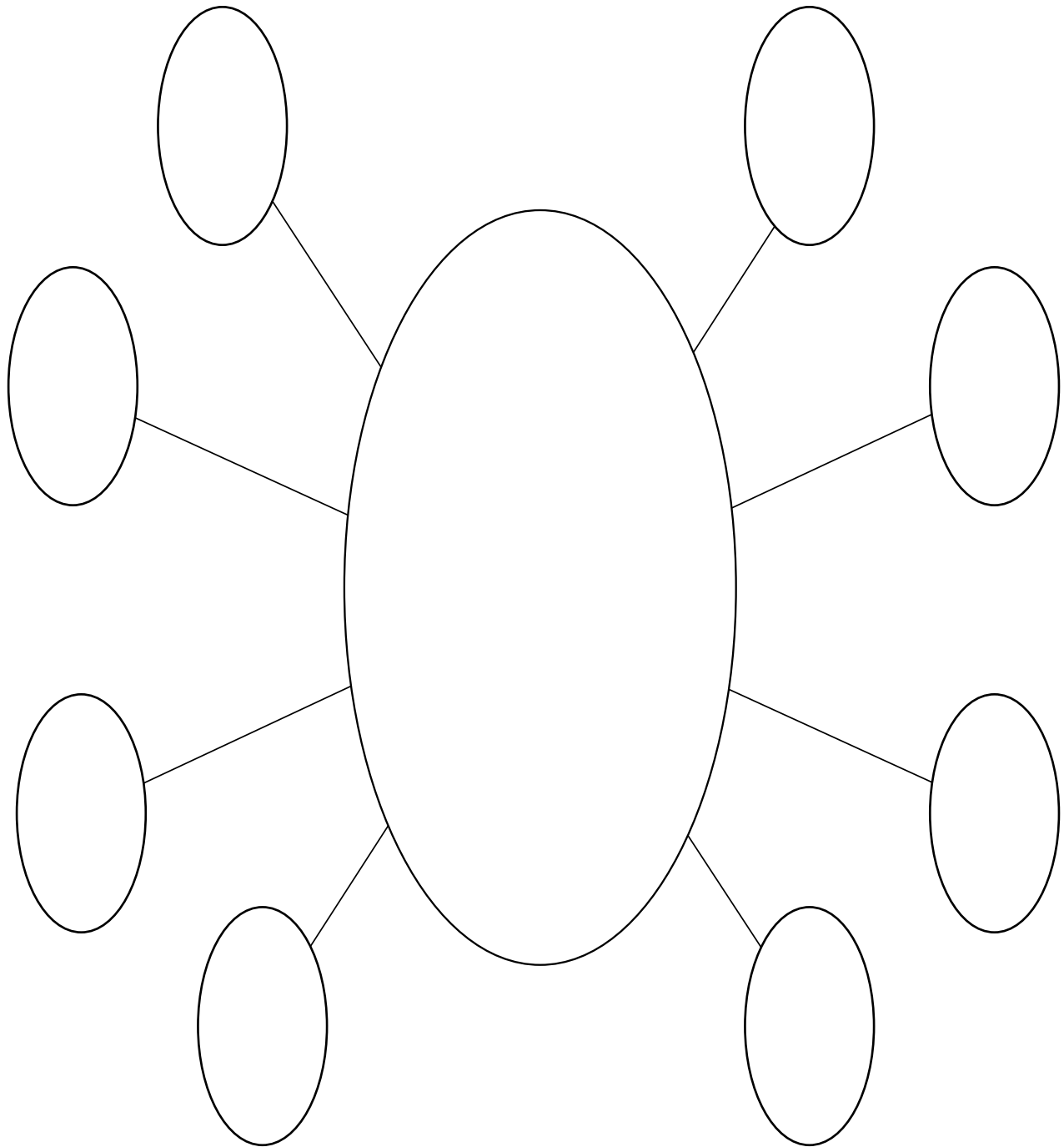
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

10.1

Activity Page



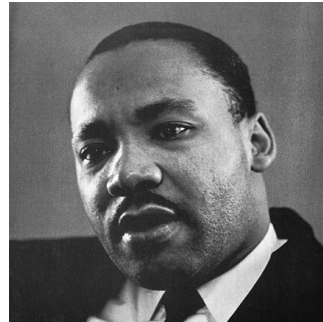
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

10.2

Activity Page



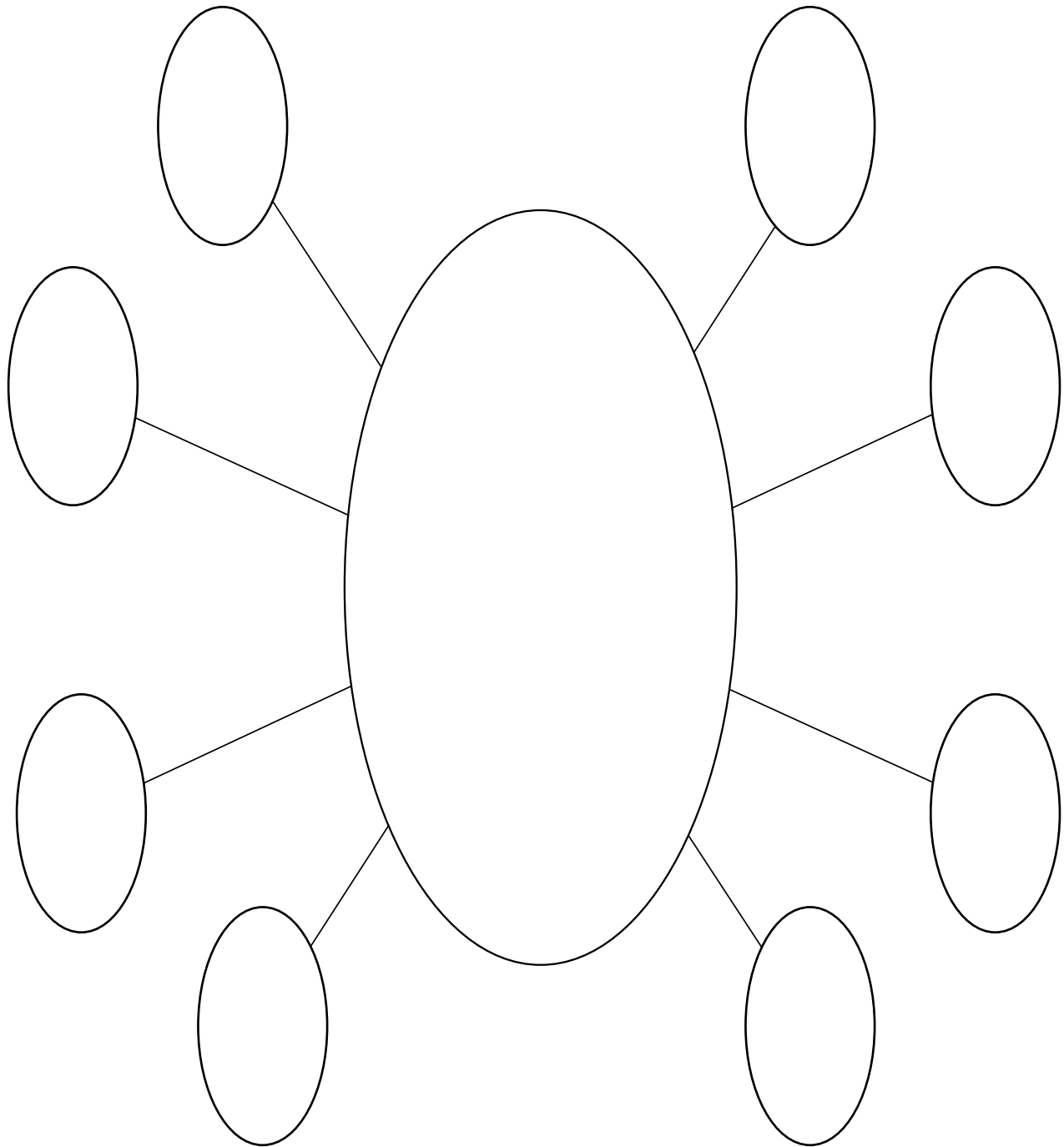
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

11.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

11.2

Activity Page



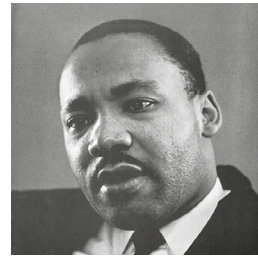
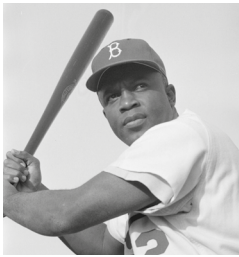
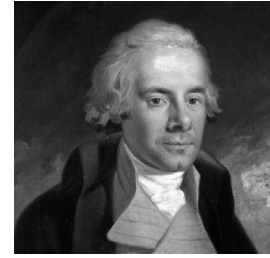
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

12.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Dear Family Members,

Your students has become familiar with the following Americans who sought to promote the equal protection of the law. The sacrifice and dedication of these individuals advanced civil rights for all Americans. They are:

- Jackie Robinson
- Rosa Parks
- Martin Luther King Jr.
- Cesar Chavez
- Dolores Huerta
- Héctor P. García

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 unit, 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, Cesar Chavez and Dolores Huerta fighting to improve the lives of farmworkers, or Héctor P. García fighting for veterans’ rights in Texas. 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*—Martin Luther King Jr. was an extraordinary man who accomplished many things during his life.
- *plight*—The drought was a major factor in bringing about the plight of farmers.
- *role model*—People who fight for causes they believe in can be role models to others.

4. Read Aloud Each Day

It is very important that you read to your student each day.

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

NAME: _____

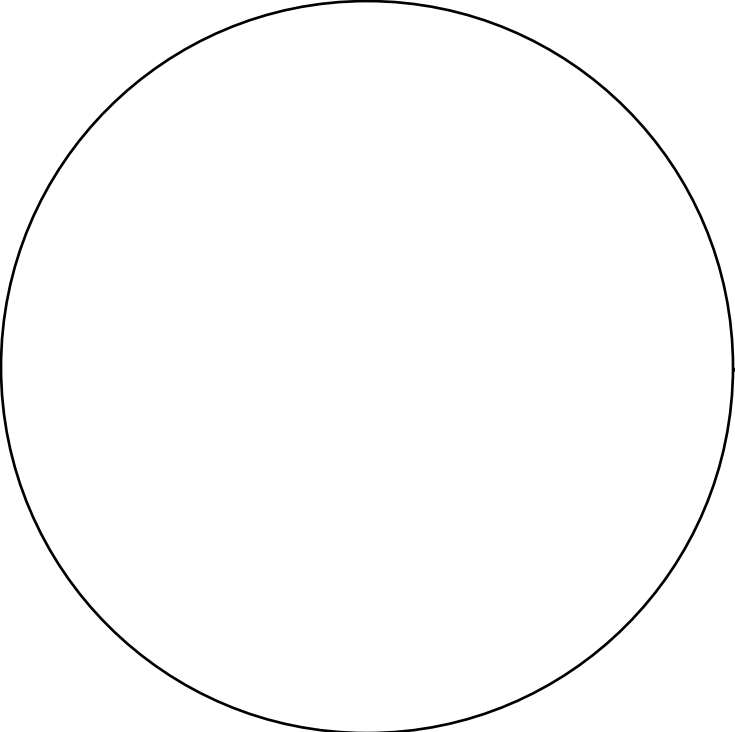
DATE: _____

14.1

Activity Page

Community Action Plan Graphic Organizer

Solution	How it can help?
Causes	What I need?



NAME: _____

DATE: _____

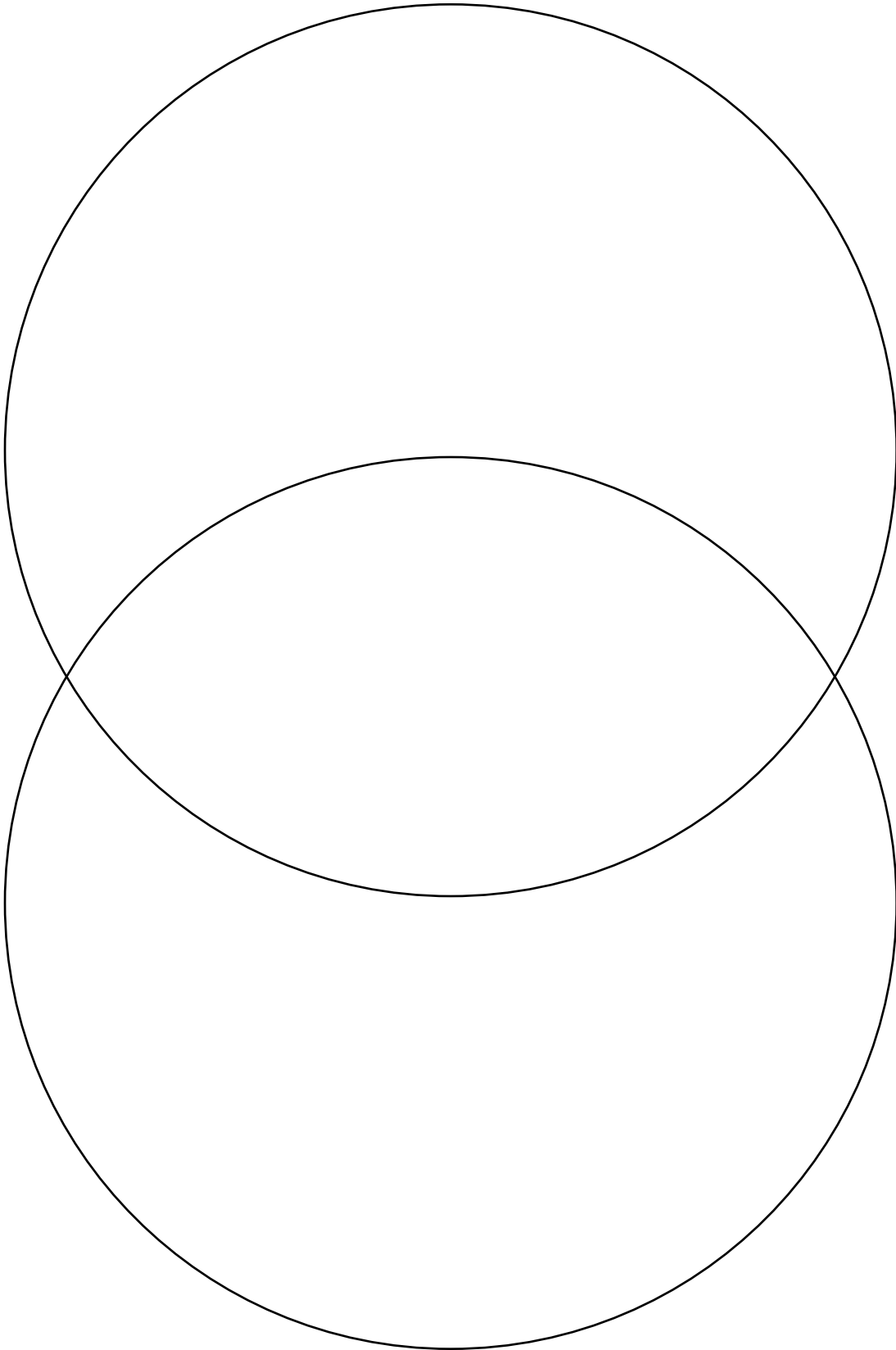
UR.1

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: _____

UA.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: _____

UA.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. Esther Héctor P. García Rosa Parks

2. Martin Luther King Jr. Jackie Robinson Cesar Chavez

3. William Penn Martin Luther King Jr. William Wilberforce

4. Héctor P. García Cesar Chavez Esther

5. Martin Luther King Jr. Héctor P. García William Penn

6. Cesar Chavez William Wilberforce Jackie Robinson

7. Cesar Chavez Martin Luther King Jr. Jackie Robinson

8. Esther William Wilberforce Rosa Parks

9. Jackie Robinson Martin Luther King Jr. Dolores Huerta

10. Martin Luther King Jr. Cesar Chavez Jackie Robinson

NAME: _____

UA.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 unit 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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**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

FIGHTING FOR A CAUSE
GRADE 2 UNIT 10 | ACTIVITY BOOK

EDITION 1

