

"It's a party for you," said Andrea. "We heard you will be done teaching this year. We wanted to thank you for all the things you've done for us."

"And for us, too."

Everyone in the class turned to see who had said that. The kids were just as surprised as Mrs. Garcia when a bunch of grown-ups came into the classroom.

"It's wonderful to see you!" said Mrs. Garcia. Then she told the kids, "They are from the first class I ever taught. That was more than 30 years ago."

"We heard about the party, and we wanted to say 'thank you,' too," said one of the men.

The grown-ups came inside the classroom. Some of them were holding presents.

"Is it all right if we tell your students stories about when you were our teacher?" a woman asked Mrs. Garcia.

Mrs. Garcia still looked surprised. "Of course," she said.

One of the men said, "I had Mrs. Garcia in the first grade. She helped me after school every single day, because I had trouble learning the alphabet."

Another man said, "Mrs. Garcia knew that I wanted to be a doctor when I grew up. She helped me learn about science. Today, I am a doctor. If she hadn't helped me, I might not have become one."

A woman told the class, "The other kids used to tease me because I was different. Mrs. Garcia told me that I was special, not different. She made me feel good about myself."

As other grown-ups told about Mrs. Garcia, the kids realized that she still did the same things to help kids. She made them feel special. She helped them learn. The kids were glad they had shown Mrs. Garcia how much they all appreciated her.

**Unit 1: Appreciation
Comprehension Questions**

Name: _____

- 1** What two things did the students do to get ready for the party?
 - a) blew up balloons
 - b) made a cake
 - c) hung a sign
 - d) wrote a card

- 2** True or false? Mrs. Garcia has been a teacher for more than 15 years.
 - a) true
 - b) false

- 3** What is the main idea of the story?
 - a) Mrs. Garcia has been teaching a long time.
 - b) Mrs. Garcia's class throws her a surprise party to show they appreciate her.
 - c) Mrs. Garcia makes people feel special.
 - d) Mrs. Garcia's class was excited to throw her a party.

- 4** What does it mean to "appreciate" someone?
 - a) You think they are exciting.
 - b) You are grateful for things they do.
 - c) You pay them money you owe them.
 - d) You think they are nice.

- 5** Do the students like or dislike Mrs. Garcia? Tell why you think so.

A Imagine that Mrs. Garcia was your teacher. Write her a letter to thank her for helping you. Include some ways in which she helped.

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Teacher Notes

Passage Summary

Mother Teresa spends her entire adult life ministering to the needs of the "poorest of the poor."

Concepts to Consider

Mother Teresa is a prime example of someone who personified the word "caring." Her self-sacrifice is legendary, but her determination to persist in her efforts in the face of poverty is perhaps the most inspirational part of her story. She truly cared about all people, and inspired thousands, if not millions, of others to give both time and money to lift others up.

Discussion Questions

- What are some ways that Mother Teresa showed caring?
- Mother Teresa knew she couldn't help everyone, but she decided to help as many people as she could. Do you think that was a good idea? Why or why not?
- Why do you think other people followed her example?
- How do you think people felt when Mother Teresa helped them?

Mother Teresa was not really a mother. She never had children of her own. When she was a very young girl, she decided that she wanted to make sick people feel better. She wanted to help people that others had forgotten about. She called them “the poorest of the poor.” She could not stop thinking about ways to help them—they needed food, they needed medicine, and they needed someone to love them. She became a loving mother to thousands of people who needed her.

Mother Teresa worked hard every day and night. It was hard to get enough sleep. Sometimes, she got sick. But even when she felt tired or sick, she kept working. She helped poor and sick people as much as she could. This was because she knew they felt worse than she did.



She lived in a place that had many poor people who were sick and hungry. Mother Teresa had a plan. She would do what she could for them. She would also set a good example, so that other people would help.

People did see what Mother Teresa was doing to help the sick and the poor. They saw that she cared about them more than she did about herself. She would hold sick people in her arms and make them feel better.

Years passed. Mother Teresa was getting weaker, but many other good people had joined her in helping the poor. They assisted old and young people. They started schools. They gave medicine and healthy food to families. They helped people who were blind. They looked after those who could not walk.

Sometimes, Mother Teresa felt sad that she could not make everyone feel better. There were so many people who needed her! How could she ever help them all?

Others told her that she should be proud of all she had done. She even got awards and medals for her work. People all over the world knew her name. They thought she was a wonderful person.

However, Mother Teresa did not care about being famous. She did not care about the medals. In fact, she didn't want to own things. Once, a man gave her a special car. He wanted her to use it for herself. Mother Teresa had a contest. She sold tickets and gave the car away as the prize. She used the money to open a place for sick people to live.

Mother Teresa died in 1997. She had spent most of her life helping others. She is remembered for all the good things she did.

Unit 2: Caring
Comprehension Questions

Name: _____

1 What made Mother Teresa sad?

- a) She was sick.
- b) Other people were helping poor people.
- c) There were so many people who needed help.
- d) She was not famous.

2 What were some things that Mother Teresa and others did to help poor people?

3 True or false? Mother Teresa's children helped care for people.

- a) true
- b) false

4 What does the word "weaker" mean?

- a) not being as strong
- b) feeling happier
- c) able to do more
- d) on a set schedule

5 What did Mother Teresa do with the car she was given?

- a) She drove it to another country.
- b) She sold it for food for herself.
- c) She used it to raise money to build a home for sick people.
- d) She gave it to poor people.

Name: _____

A Write about a time when you were tired or sick, but you helped someone who felt worse than you did.

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Teacher Notes

Passage Summary

Jamie learns that even a little bit of litter hurts, and even a little bit of volunteering helps.

Concepts to Consider

In this story, Jamie is initially reluctant to volunteer, partially because he doesn't think litter is his problem, and partially because he would rather do something else. As he participates in making his community a better place, he sees his efforts help both animals and people. He acknowledges that those who litter are doing wrong, but doesn't dwell on the value judgment. Rather, he focuses on what he can do to undo the wrong. His reward isn't material, but he is satisfied that his efforts are acknowledged and plans to do even more. The adults in the story do not need to guide him to his conclusions—he simply needed an opportunity to participate in a positive way, and then he came to the realization on his own.

Discussion Questions

- How did Jamie make the park a better place for animals and for people?
- How will Jamie act the next time he sees someone litter?
- Have you ever changed your mind about something that you first thought didn't matter?

"Let's see," Mr. Dylan said. "We've got our orange vests, our gloves, and our trash bags. I think we're ready."

"What a dumb idea for a field trip," Jamie whispered to Hector. "I can't believe that we have to pick up someone else's garbage."

Hector whispered back, "At least we won't be stuck inside all day."

Jamie had to admit that was true. It was nice and sunny out. It might be fun to go to the nature park. Still, spending a whole day looking for litter didn't seem like fun. Jamie didn't litter—well, not very much anyway. Why should he have to clean up somebody else's mess?

The bus dropped them off at the park gates. Mr. Dylan handed each kid a pair of gloves and a bag.

"Did I mention there's a prize for the student who picks up the most trash?" he said.

Jamie liked the sound of that. He pulled his gloves on and followed the other kids along the path.

As he walked, he noticed cans, bottles, and wrappers on the ground. He was surprised there was so much trash.

"Do a lot of people come here?" he asked Mr. Dylan.

"Yes. It's hard for the workers to keep the place clean," Mr. Dylan said. "That's why they are happy when volunteers help."

Jamie listened to birds sing as he picked up litter. Squirrels jumped from branch to branch. Jamie even saw a rabbit sitting under a tree. He wondered what the animals thought of people. First, some people came to their home and dropped all this garbage. Then other people came along and cleaned it up. The animals probably think we are weird, he thought.



By lunchtime, Jamie's bag was almost full. After the kids washed their hands, they sat down for a picnic. A park worker came by to thank them for helping.

"Let's see who wins the prize," the worker said. She checked the bags and said, "I think it's a tie." She pointed to Hector and Jamie.

"What's the prize?" Hector asked.

The worker smiled. "We will put your names on a sign in the park. The sign will say, 'Thank you for helping keep this place clean and safe for people and animals.'"

Jamie couldn't wait to come back and see the sign. He felt proud of what his class had accomplished. He decided that when he came back, he would bring a bag and gloves with him and pick up litter along the way.

**Unit 3: Citizenship
Comprehension Questions**

Name: _____

1 Choose two items the kids used to clean up litter.

- a) grocery bags
- b) gloves
- c) trash bags
- d) green vests

2 *Littering is wrong.* Is this a fact or an opinion? Explain your answer.

- a) fact
- b) opinion

3 Do you think Jamie changed his mind about picking up litter by the end of the story? Why do you think that?

4 The kids picked up litter. How did it get there in the first place?

- a) They tossed it on the ground.
- b) The animals left it there.
- c) Other people threw it there while they were in the park.
- d) The wind blew it there from the school.

5 Put the events of the story in order: _____

- a) ate a picnic lunch
- b) rode the bus to the park
- c) won the prize for picking up the most litter
- d) picked up litter

Name: _____



Imagine you are going on a picnic. Write a list of things you will do to leave the picnic area cleaner than when you got there.

My Picnic Plan

~~Not finished~~

Teacher Notes

Passage Summary

Rosa Parks overcomes her fear and acts courageously, which helps other people be brave as well. The Civil Rights Movement is sparked by her act.

Concepts to Consider

Being brave is a lot harder if you are afraid, and children should be proud when they can overcome their fears. Rosa Parks acted alone, knowing the consequences would be harsh. Could she have imagined her act of defiance and bravery would have sparked the movement that brought segregation to an end? It also might be warranted to note to children that when Rosa Parks broke the law, it was a justified act because the law itself was unjust.

Discussion Questions

- What did Rosa Parks do that was brave?
- What happened after Rosa refused to give up her seat?
- Describe a time when you were brave.

Some people say courage means doing something you are afraid to do. Maybe you are afraid of what people will say. Maybe you are afraid that you will get into trouble. Either way, if you are afraid to do something you know is the right thing to do, but you find a way to do it, you are brave. And sometimes, if you are brave, it helps other people be brave, too.

In 1955, Rosa Parks helped other people be brave. Back then, black people had to do what white people said. Rosa was black. She rode a bus to work every day. One day, a white man told her he wanted to sit where she was sitting. The bus driver told her she had to move. Rosa was tired. She didn't think it was fair that she had to move because her skin was a different color. She did not get out of her seat for the man.



Do you think that Rosa was afraid? She knew she was breaking a rule. She knew she could get into big trouble. And she did. Rosa got arrested.

Both black and white people heard about what Rosa had done. It made everyone think. Some people were angry that she had broken a rule, but some people thought she was very brave for breaking a rule that wasn't fair. Some thought she was just stirring up trouble.

Most importantly, many people decided that Rosa was right. They wanted to show others that they agreed with her. The city had made the law about black people giving up their seats to white people. The city owned the buses and made money from them. What if black people stopped riding the buses and walked instead? The city would lose money. Maybe the city would change the law then.

Many black people decided to stop riding the buses. They walked to work and to the store. They found other ways to get places. For 382 days, they refused to ride the buses.

Finally, the city gave in. They changed the rule. Black people didn't have to give up their seats on buses anymore.

Rosa Parks was glad she had found the courage to stay in her seat on the bus that day. Her courage showed other people you could change the world. She knew that being afraid is part of being brave. She was happy that other people found courage, too.

Unit 4: Courage
Comprehension Questions

Name: _____

1 What is another word for "courage"?

- a) happiness
- b) belief
- c) fright
- d) bravery

2 Why did Rosa get in trouble?

- a) She stopped riding the buses.
- b) She told people to stop riding the buses.
- c) She would not give up her seat to a white man.
- d) She refused to get off the bus.

3 Many people believed Rosa was right and the law should be changed. What did they do?

- a) They stopped going to work.
- b) They stopped riding the buses.
- c) They bought their own buses.
- d) They paid extra to ride special buses.

4 How long did people refuse to ride on buses?

- a) 382 days
- b) one year
- c) nine months
- d) 328 days

5 Rosa's courage helped change a law. Is this a fact or an opinion? Explain your answer.

- a) fact
- b) opinion

~~Not a sample~~

Teacher Notes

Passage Summary

Women, including Elizabeth Cady Stanton and Lucretia Mott, convene to make a plan to fight for the right to vote, as well as a host of other equal rights demands.

Concepts to Consider

Children tend to be taught that fairness exists throughout their world, and they sometimes have trouble conceptualizing what unfairness looks like, especially on a societal scale. The idea that women were treated as second-class citizens in the United States can be a startling one, but it is a useful example of how unfairness can be remedied. It is interesting to note that the change came from protest, as well as the persistence of the people protesting.

Discussion Questions

- How would you feel if you were not allowed to vote when you grow up?
- What are some reasons people didn't want women to vote? How do you feel about those reasons?
- What would it feel like to be one of the first women to vote?

One thing adults can do that kids cannot is vote. When you vote, you help choose who is in charge of your city, your state, and even your country. But did you know that for a long time, only certain adults were allowed to vote?

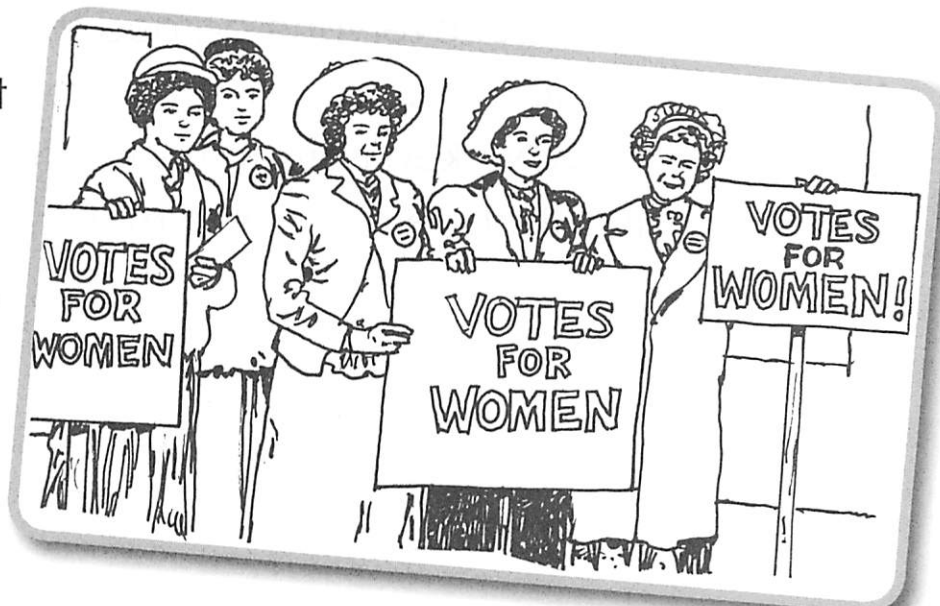
Years ago, women were not allowed to vote. Some people thought women were not as smart as men, so only men were allowed to vote. If women tried, they could be put in jail. These people were worried that women would not understand whom to vote for. They thought women should stay at home and let the men take care of everything.

Of course, most women were angry that they could not vote. Women were just as smart as men were. They should help decide who won elections.

Instead of just being angry about the law, some women decided to fight for their rights. They tried to come up with ways to change the law. They formed groups and gave speeches. Sometimes they marched with signs.

Some women talked to their families about the law. They tried to explain to their husbands, fathers, and brothers that the rule was unfair. Some men agreed. But many did not.

The women had a big meeting to think of more ways to get the right to vote. Two women—Elizabeth Cady Stanton and Lucretia Mott—were in charge of the meeting.



At the meeting, they wrote down what they wanted. They wanted women to have the same kinds of jobs as men. They wanted women and men to be paid the same. They wanted women to be able to go to any school they wanted. Of course, they also wanted women to vote.

Newspaper reporters heard about the meeting. They wrote stories about it in the papers. At first, people thought the women's ideas were bad. Later, more women and men thought about the ideas. They started to agree with them.

Finally, just about everyone agreed that women should be able to vote. The law was finally changed. The women had worked hard to be treated fairly, and they won rights that were equal to men's.

Unit 5: Fairness
Comprehension Questions

Name: _____

1 What does "equal" mean?

- a) different
- b) bigger
- c) smaller
- d) the same

2 List four rights that women wanted.

- _____
- _____
- _____
- _____

3 List three things that women did to fight for their rights.

- _____
- _____
- _____

4 *Women are not as smart as men.* Is this a fact or an opinion? Explain your answer.

a) fact

b) opinion

5 Why do you think the women in the story were able to get the law changed?

Name: _____

A Imagine your class is told that they can't play outside anymore. You know that this rule is not fair. What are three things you could do to help change this new rule? Think about what the women in the story did.

1

2

3