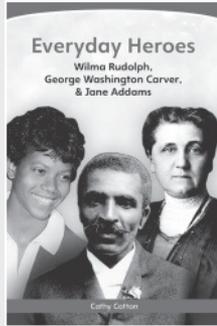
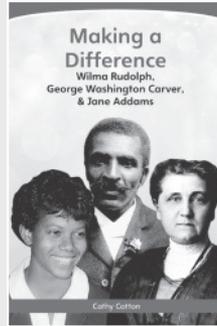


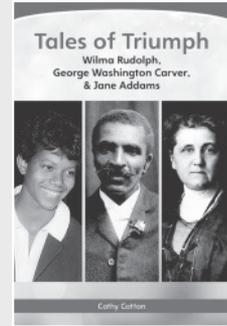
Chapter 5: Making a Difference



**Learn About
Everyday Heroes:
Wilma Rudolph,
George Washington Carver,
& Jane Addams**
by Cathy Cotton
BL Below Level
Lexile Measure 510L



**Making a Difference:
Wilma Rudolph,
George Washington Carver,
& Jane Addams**
by Cathy Cotton
OL On Level
Lexile Measure 710L



**All About
Tales of Triumph:
Wilma Rudolph,
George Washington Carver,
& Jane Addams**
by Cathy Cotton
A Advanced
Lexile Measure 740L

Summary

Each book in this set of readers highlights the lives of three heroes: Wilma Rudolph, George Washington Carver, and Jane Addams. Through describing the lives and actions of these heroes, the books demonstrate that a hero can be an ordinary person who wants to make the world better by helping others.

BEFORE READING

Vocabulary

- BL** coach, hero, inspire
- OL** compete, difference, inspiration
- A** compete, motivate, triumph

Differentiated Support

ELL Support

Teach the vocabulary words using images and child-friendly definitions. Ask children to use sticky notes to indicate the location of each word in the books. Have children read sentences from the books in which the vocabulary words are used.

Building Background

- Ask children to think of different heroes. After several minutes, ask them to discuss what makes a person a hero. Compile a list of different heroic characteristics. (Possible responses: courageous, skilled, caring)
- Ask children to consider the characteristics of a hero and nominate an everyday hero. Ask them to explain why they chose that person. (Possible response: My mother is a hero because she takes care of everyone in the family.)
- Invite a paramedic, firefighter, or police officer to come into the classroom to talk about how he or she helps others.

DURING READING

Differentiated Support

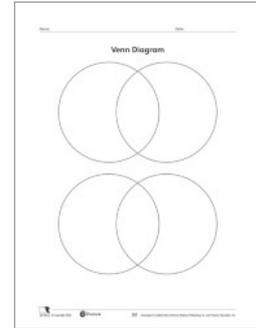
Kinesthetic Learners

Kinesthetic learners attend better when they sit near the front of the class and take notes. Using a tablet or laptop to take notes reinforces learning as it promotes understanding through the sense of touch.

Literacy Skill: Compare and Contrast

Explain that “to compare” means to identify in what ways two things are alike, and “to contrast” means to identify in what ways two things are different. A compare and contrast text structure focuses on highlighting similarities and differences between two things. This structure helps readers to remember important details about the two things under discussion. Examples of words that signal a compare and contrast text structure are “both,” “like,” and “unlike.”

Give children a copy of the **Venn Diagram graphic organizer** and model how to compare and contrast using a Venn diagram. (Possible response: Firefighters — Firefighters ride to emergencies in a fire truck. Paramedics — Paramedics ride to emergencies in an ambulance. Both — Firefighters and paramedics both help people who are in danger.)



BL Work with children to help them compare and contrast the leg braces seen on page 5. (Possible response: Left Leg Brace — This leg brace looks old. It looks like it is mostly made of metal. Right Leg Brace — This leg brace looks newer. It is made from different materials. Both — Both leg braces help to support someone who has an injured leg.)

OL A Have children work in pairs to record the similarities and differences between the leg braces as outlined above. Monitor and provide assistance as necessary.

Discuss the Book

In collaborative conversations, have children share their thoughts about the books. Use the following guided reading questions as possible prompts to generate meaningful discussion. (Icons indicate which questions are best used with which book.)

Pages 4–5

BL OL A What are some of the challenges that Wilma Rudolph had to face? (Possible response: She got sick and could not move her leg. Later, she had to use a leg brace to help her walk.) **Identify DOK 1**

Pages 6–7

BL OL What made Wilma Rudolph a hero? (Possible responses: She won three gold medals at the 1960 Olympics. As a coach, she helped other athletes.) **Make Observations DOK 2**

A How did Wilma Rudolph motivate and support athletes? (Possible response: She wrote a book about her life to motivate other athletes, and she created a foundation to support athletes.) **Infer DOK 2**

Pages 8–9

A Why did George continued to live with the Carvers after slavery ended? (Possible response: The Carvers took care of George.) **Tell DOK 1**

DURING READING

BL OL A What difficulties did Carver face after the end of slavery? (Possible response: He was prevented from going to school because he was African American.) **Recall DOK 1**

Pages 10–11

A How did Carver overcome discrimination as an African American? (Possible responses: Carver was the first black student at the college he attended. He became a famous teacher and researcher.) **Infer DOK 2**

BL OL A How did Carver change the way farmers grew crops? (Possible response: He told farmers to plant more than just one crop, which helped the soil.) **Identify DOK 1**

Pages 12–14

OL A Why do you think it was unusual for women to attend university during Addams’s time? (Possible response: Women were not given the same opportunities as men at that time.) **Hypothesize DOK 3**

BL OL A What event inspired Addams to help others? (Possible response: She went to a settlement house in England. This inspired her to help open a settlement house in Chicago.) **Infer DOK 2**

BL OL A How did Addams want to change the world? How did she work to achieve this goal? (Possible response: She wanted to make the world peaceful, so she wrote books about peace and spoke to world leaders.) **Summarize DOK 2**

Page 15

BL OL A How were the lives of Rudolph, Carver, and Addams similar? (Possible responses: They all faced problems. They all made a difference by helping others.) **Compare DOK 3**

Collaborative Conversation

During discussion, encourage children to ask one another questions when they need clarification or when they need to build on one another’s ideas. Provide these prompts to foster collaborative conversations among children.

Conversation Strategy	Prompt	Response
Paraphrase	What have we learned so far?	So, you are saying _____.
Synthesize Ideas	What main idea can we take away?	The main idea seems to be _____.

AFTER READING

Think About It

1. Ask children to think about what makes a person a hero. Encourage them to make a list of heroic traits to help them decide which hero from the books inspires them the most. (Possible response: A hero is someone who is hardworking, caring, and generous. George Washington Carver inspires me the most because he overcame many difficulties to get an education and to help others.)

AFTER READING

2. Work with children to use a Venn diagram to compare and contrast the lives of two heroes from the books. Ask children to consider what difficulties the heroes faced and how they worked to help other people. (Possible response: Wilma Rudolph — Wilma Rudolph worked hard to become a successful athlete, and then she became a coach to help other athletes. Jane Addams — Jane Addams opened a settlement house to help people in Chicago. Both — Wilma Rudolph and Jane Addams both had to overcome health problems.)

Citizenship in Action

Remind children that heroes do not just help others directly. Heroes also inspire people to do their part to help other people. Ask children to brainstorm a list of ways that they would like to help others. How does the person they selected help them to reach these goals? (Possible response: My mother inspires me to help others because she volunteers at community events. I would like to volunteer at a soup kitchen. My mother can help me do this by calling the soup kitchen to ask how I can help.)

Writing: Informative/Explanatory

Ask children to write a brief informative piece about one of the heroes from the books. Encourage them to look back through the books to collect facts and details about the hero they have selected. Remind them to use sequence words to help them describe their hero.

BL You may wish to pair children who are struggling with more proficient writers. Have them use the sentence frames below to complete their informational pieces together.

OL Offer the sentence frames below to support children's writing.

My hero is _____. She/He helped others by _____.
She/He is a great hero because _____.

A Advanced writers will work independently. Remind them to use the word wall and a picture dictionary to spell difficult words. These writers may decide not to use the sentence frames.

Visual Arts

Have children draw a picture of one of the heroes from the books. Children may wish to draw a large profile of their chosen hero in the foreground and then draw smaller illustrations showing the hero's challenges and how he or she helped people in the background. Encourage children to select and use different colors to express mood and show personality.

Curriculum Connections