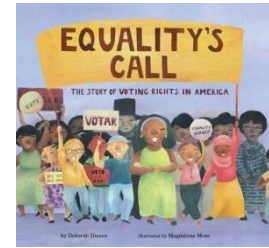


Equality's Call Curriculum Connections

TEXAS



Equality's Call: The Story of Voting Rights in America is a nonfiction picture book about the history of voting rights. The main text of the book is written in rhyme and is relatively short (400 words). An introduction and several pages of backmatter provide additional information and learning opportunities for older students.

Texas Essential Knowledge and Skills for Social Studies

Equality's Call connects to many Texas social studies standards (<https://bit.ly/3AOVqKV>) including:

- Kinder.** (2) History. The student understands how historical figures helped shape the state and nation.
(9) Citizenship. The student is expected to: (C) use voting as a method for group decision making.
(14) Social studies skills. The student is expected to: (A) place events in chronological order.
- 1st grade** (2) History. The student is expected to: (A) identify contributions of historical figures; (B) compare the lives of historical figures.
(12) Citizenship. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and (B) identify historical figures and other individuals who have exemplified good citizenship
(13) Citizenship. The student is expected to: (D) explain and practice voting as a way of making choices and decisions.
- 2nd grade** (2) History. The student understands how historical figures helped shape the community, state, and nation.
(9) Government. The student is expected to: (C) identify ways that public officials are selected, including election and appointment to office; and (D) identify how citizens participate in their own governance
(10) Citizenship. The student is expected to: (A) identify characteristics of good citizenship...; (B) identify historical figures and other individuals who have exemplified good citizenship; and (C) identify ways to actively practice good citizenship, including involvement in community service.
- 3rd grade** (1) History. The student is expected to: (A) describe how individuals, events, and ideas have changed communities, past and present.
(7) Government. The student is expected to: (B) identify local, state, and national government officials and explain how they are chosen.
(8) Government. The student is expected to: (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and (B) describe the concept of "consent of the governed."
(9) Citizenship. The student is expected to: (A) identify characteristics of good citizenship...; (B) identify figures who exemplify good citizenship; (C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, & voting.
- 4th grade** (4) History. The student is expected to: (A) describe the impact of the Civil War and Reconstruction on Texas.
(5) History. The student understands important issues, events, and individuals of the 20th century in Texas.
(15) Citizenship. The student is expected to: (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels; (C) explain the duty of the individual in state and local elections such as being informed and voting; (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process.
- 5th grade** (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: (E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.
(5) History. The student is expected to: (C) identify the accomplishments and contributions of individuals and groups in the areas of civil rights, women's rights, military actions, and politics.
(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, & national levels.
- 6th grade** (1) History. The student understands that historical events influence contemporary events.
(11) Citizenship. The student is expected to: (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.
(12) Citizenship. The student is expected to: (A) identify and explain the duty of civic participation in societies with representative government.

Common Core; Other Curriculum & Classroom Connections

COMMON CORE STATE STANDARDS

Equality's Call is an informational text that uses rhyming stanzas, prose, lists, and illustrations to convey information. It can be used with CCSS Reading Informational Text standards at all grade levels. The content of *Equality's Call* also offers opportunities for student research, writing, discussion, and presentations. It can be used with CCSS Writing standards and with CCSS Speaking and Listening standards at all grade levels. A CCSS curriculum guide to *Equality's Call* is available at <https://bit.ly/3vjfjcl>. Sample lesson plans are available at <https://bit.ly/3x1GR4s>

MUSIC The rhyme and rhythm of *Equality's Call* can be used for music and/or performance lessons.

READING BUDDIES *Equality's Call* is a read-aloud picture book for young students with additional content for older. It can be used for reading buddy programs within a school (e.g. K & 5th) or between schools (e.g. 3rd & HS AP Gov).