



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Overview



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## Unit 2: Case Study: *Promises to Keep: How Jackie Robinson Changed America*

In the second unit of this module, students will complete a close read of the book *Promises to Keep: How Jackie Robinson Changed America*, by Sharon Robinson. As the author (Jackie Robinson's daughter) states in the book's introduction, this photographic biography is about "a man who was shaped by American history and who had an impact on American history." While reading the book, students will focus on the craft of writing opinion pieces, and specifically, how writers use

evidence and logically ordered reasons to support their points of view. The mid-unit assessment will gauge students' proficiency at explaining how authors support their opinions with reasons and evidence. Their reading and analysis will prepare students for writing their own opinion piece, an essay about Jackie Robinson's legacy. The end of unit assessment will test students on their ability to state a opinion and support that opinion with strong evidence from the text.

### Guiding Questions and Big Ideas

- **How have athletes broken barriers during the historical era in which they lived?**
- **What do biographical texts teach us?**
- *Athletes are leaders: strong physically and mentally, with unique opportunities to lead.*
- *Individuals are shaped by and can shape society.*
- *Biographical texts about individuals also tell a bigger story from which we can learn.*

### Mid-Unit 2 Assessment

#### **Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"**

This assessment centers on standards NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read a new informational text about Jackie Robinson breaking barriers in the sport of baseball and then answer evidence-based constructed response (multiple choice) and short-answer questions to indicate their ability to summarize the main ideas of the text, determine the meaning of vocabulary, and explain how the author uses reasons and evidence to support his opinion.

### End of Unit 2 Assessment

#### **Opinion Essay on Jackie Robinson's Legacy**

This assessment centers on standards NYSP12 ELA CCLS W.5.1, W.5.4, and W.5.9.

Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of *Promises to Keep: How Jackie Robinson Changed America*, students will write an on-demand essay in which they state an opinion about Jackie Robinson's legacy. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. (Note: Students are not required to write a full conclusion, as this will be taught as the bridge to Unit 3.) They must be sure to support their position with evidence from the text.



### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

Theme 1: Individual development and cultural identity: “Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.”

### Central Texts

1. Sharon Robinson, *Promises to Keep: How Jackie Robinson Changed America* (New York: Scholastic Press, 2004), ISBN 978-0-439-42592-6.



**This unit is approximately 3.5 weeks or 17 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 1</b>	Introducing <i>Promises to Keep</i> and Drawing Inferences: Who Is Jackie Robinson and Why Is He Important? ( <i>Promises to Keep</i> , Pages 6–7)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can make inferences using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can summarize text that is read aloud to me. (SL.5.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the features of a biographical text.</li> <li>I can draw inferences about Jackie Robinson from the photographs in and the Introduction to <i>Promises to Keep</i>.</li> <li>I can determine the meaning of new words and phrases from context in <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Notice/Wonder/Inference note-catcher</li> <li>Gist statement</li> <li>Vocabulary cards</li> <li>Sticky note evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Strategies (Unit 1, Lesson 1)</li> <li>Notice/Wonder/Inference</li> </ul>
<b>Lesson 2</b>	Synthesizing from Informational Texts: Main Idea and Key Details from <i>Promises to Keep</i> (Pages 8–10)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can summarize informational text. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea of a timeline and explain how the main idea is supported by key details.</li> <li>I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.</li> <li>I can synthesize information from a timeline and passage of text to write a summary statement.</li> <li>I can quote accurately from the text to explain segregation laws in America.</li> </ul>	<ul style="list-style-type: none"> <li>Homework card</li> <li>Vocabulary cards</li> <li>Journal (Main Idea and Details note-catcher, Text-Dependent Question answer)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Quiz-Quiz-Trade protocol</li> <li>Jigsaw protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 3</b>	Comparing Multiple Accounts of the Same Topic: Learning about the Great Migration ( <i>Promises to Keep</i> , Pages 10–13)	<ul style="list-style-type: none"> <li>• I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>• I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> <li>• I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>• I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can find main ideas and key details in a Readers Theater script about the Great Migration.</li> <li>• I can compare and contrast the different peoples' experiences of the Great Migration.</li> <li>• I can determine the meaning of new words and phrases about the Great Migration from context.</li> </ul>	<ul style="list-style-type: none"> <li>• Great Migration Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Jackie Robinson and Life in America</li> </ul>
<b>Lesson 4</b>	Determining Author's Opinions, Reasons, and Evidence: Signs of Hope and Progress for African Americans in the 1920s ( <i>Promises to Keep</i> , Pages 14–15)	<ul style="list-style-type: none"> <li>• I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>• I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>• I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>• I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.</li> <li>• I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.</li> <li>• I can explain how the reasons I identify support Sharon Robinson's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Great Migration Venn diagram</li> <li>• Vocabulary cards</li> <li>• Journal (Author's Opinion, Reasons, and Evidence graphic organizer)</li> <li>• Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>• Jackie Robinson and Life in America</li> <li>• Features of Informational Text (from Lesson 1)</li> <li>• Vocabulary Strategies (from Unit 1)</li> <li>• Tea Party protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 5</b>	Reading to Determine Important Relationships between People and Events: The Importance of the 1936 Olympics for African Americans ( <i>Promises to Keep</i> , Pages 16–19)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can draw on information to explore ideas in the discussion. (SL.5.1a)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the influences on Jackie Robinson's life in the 1930s.</li> <li>I can explain what caused Americans to believe that there was "victory over racism" during the 1930s.</li> <li>I can use information shared by my group members to help deepen my understanding of the main ideas in <i>Promises to Keep</i>.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Homework Gist card</li> <li>Vocabulary cards</li> <li>Journal (Effects and Causes note-catcher)</li> </ul>	<ul style="list-style-type: none"> <li>Causes and Effects</li> <li>Jackie Robinson and Life in America</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Give One, Get One protocol</li> </ul>
<b>Lesson 6</b>	Comparing Multiple Accounts of the Same Topic: The Story of Bus Desegregation ( <i>Promises to Keep</i> , Page 21)	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> <li>I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between Jackie Robinson's personal history and the desegregation movement in America.</li> <li>I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context.</li> </ul>	<ul style="list-style-type: none"> <li>Bus Desegregation Venn diagram</li> <li>Journal (response to prompt)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 7</b>	Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II ( <i>Promises to Keep</i> , Pages 22–25)	<ul style="list-style-type: none"> <li>I can make inferences using quotes from the text. (RI.5.1)</li> <li>I can summarize an informational text. (RI.5.2)</li> <li>I can determine the meaning of academic and content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> <li>I can introduce the topic of my opinion piece. (W.5.1a)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.</li> <li>I can infer journalists' opinions about segregation in professional baseball after World War II.</li> <li>I can write a sentence that states an opinion about segregation in professional baseball after World War II.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (author's opinion, topic sentence)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> </ul>
<b>Lesson 8</b>	Explaining the Relationships between Events in a Historical Text: Contextualizing the History of Baseball ( <i>Promises to Keep</i> , Pages 8–9, 25)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can summarize an informational text. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can paraphrase key details from a text about the history of baseball and African American history.</li> <li>I can merge two timelines to create a chronology that connects baseball and African American history.</li> <li>I can summarize information in order to connect key events in the history of baseball and African American history.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Similarity and Difference index card</li> <li>Merged timelines</li> <li>Journal (summary statement)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 9</b>	Identifying Supporting Reasons and Evidence for an Opinion: Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier ( <i>Promises to Keep</i> , Pages 26–29)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.</li> <li>I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.</li> <li>I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Vocabulary index cards</li> <li>Author's Opinion, Reasons, and Evidence graphic organizer</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> </ul>
<b>Lesson 10</b>	Mid-Unit Assessment: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the reasons and evidence the author uses to support an opinion in "Courage on the Field."</li> <li>I can determine the meaning of new words and phrases from context in an article.</li> <li>I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"</li> <li>Tracking My Progress, Mid-Unit 2 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Lesson 1)</li> </ul>





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<b>Lesson 11</b>	Letters as Informational Text: Comparing and Contrasting Three Accounts about Segregation ( <i>Promises to Keep</i> , Pages 38–39)	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how the text features of a letter help readers.</li> <li>I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Three Perspectives Venn diagram</li> <li>Journals (synthesis writing)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Informational Text (Unit 1)</li> <li>Features of Informational Text (Unit 1)</li> <li>Vocabulary Strategies (from Lesson 1)</li> </ul>
<b>Lesson 12</b>	Identifying Supporting Reasons and Evidence for an Opinion: Exploring Jackie Robinson's Promise ( <i>Promises to Keep</i> , Pages 38–45)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers.</li> <li>I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.</li> <li>I can explain how the reasons and evidence I identify support Sharon Robinson's opinion.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (Author's Opinion, Reasons, and Evidence graphic organizer)</li> <li>Vocabulary cards</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Jigsaw protocol</li> </ul>



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<b>Lesson 13</b>	Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Role in the Civil Rights Movement ( <i>Promises to Keep</i> , Pages 50–57)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's role in the civil rights movement.</li> <li>I can explain Jackie Robinson's impact on civil rights, using quotes from the text in <i>Promises to Keep</i>.</li> <li>I can develop an opinion based on multiple pieces of evidence from the text.</li> <li>I can support my opinion with reasons and evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Journals (Opinion, Reasons, and Evidence graphic organizer)</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> <li>Jigsaw protocol</li> </ul>
<b>Lesson 14</b>	Writing an Introduction and Body Paragraph That Support an Opinion: Jackie Robinson's Role in the Civil Rights Movement	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ol style="list-style-type: none"> <li>I can introduce the topic of my opinion piece.</li> <li>I can create an organizational structure in which I group together related ideas.</li> </ol> </li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a topic sentence that states an opinion.</li> <li>I can write a paragraph to introduce a topic and my opinion.</li> <li>I can write a body paragraph that groups evidence together to support a reason.</li> </ul>	<ul style="list-style-type: none"> <li>Index cards (from homework)</li> <li>Journals (Opinion, Reasons, and Evidence graphic organizer; introduction paragraph; Reason 1 body paragraph)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Criteria for Writing Opinion Essays</li> </ul>



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<b>Lesson 15</b>	Writing a Second Body Paragraph and Conclusion for an Opinion Essay: Jackie Robinson's Role in the Civil Rights Movement ( <i>Promises to Keep</i> , Pages 50–57)	<ul style="list-style-type: none"> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ol style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons that support my opinion.</li> <li>I can use linking words to connect my opinion and reasons.</li> <li>I can construct a concluding statement or section for my opinion piece.</li> </ol> </li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a body paragraph that groups evidence together to support a reason.</li> <li>I can use linking words to connect my reasons and evidence to my opinion.</li> <li>I can write a conclusion statement for my opinion essay.</li> <li>I can use feedback from a peer to revise my opinion essay to better meet the criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Journals (Opinion, Reasons, and Evidence graphic organizer; two body paragraphs; conclusion statement)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Linking Words</li> <li>Criteria for Writing Opinion Essays (Lesson 14)</li> </ul>



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<b>Lesson 16</b>	Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Legacy ( <i>Promises to Keep</i> , Pages 58–63)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy.</li> <li>I can explain Jackie Robinson's legacy, using quotes from the text in <i>Promises to Keep</i>.</li> <li>I can develop an opinion based on multiple pieces of evidence from the text.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence flags</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> </ul>



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<b>Lesson 17</b>	End of Unit Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ol style="list-style-type: none"> <li>I can introduce the topic of my opinion piece.</li> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons that support my opinion.</li> <li>I can use linking words to connect my opinion and reasons.</li> <li>I can construct a concluding statement or section for my opinion piece.</li> </ol> </li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a paragraph to introduce the topic and my opinion.</li> <li>I can write reason body paragraphs that group evidence together to support a reason.</li> <li>I can use linking words to connect my reasons and evidence to my opinion.</li> <li>I can reflect on my learning about how evidence is used to support an opinion.</li> <li>I can write a conclusion statement for my opinion essay.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy</li> <li>Tracking My Progress, End of Unit 2 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for Writing Opinion Essays</li> </ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite a civil rights expert, people who have lived through the civil rights era, a professional athlete, or a children's book author to share their expertise with the students.

**Fieldwork:**

- Visit a civil rights museum or professional athletic facility and team.

**Service:**

- N/A

**Optional: Extensions**

- Divide the class into two groups in order to stage an oral debate, with one group arguing that Jackie Robinson had the greatest impact on breaking the color barrier for professional athletes and the other group arguing for another professional athlete of that era.
- During Social Studies, conduct an in-depth study (either in expert groups or whole class) of key events during the civil rights era.
- In mathematics, study baseball statistics and data (from the 1940s to the present) as an engaging way to build students' mathematical skills and conceptual understanding.



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## **Grade 5: Module 3A: Unit 2:** **Recommended Texts**



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Unit 2 builds students' background about the history of baseball and the role of Jackie Robinson specifically in breaking the color barrier in baseball. The list below includes texts with a range of Lexile text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency demanded by the CCLS.

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures below band level (below 740L)</b>			
<i>The History of Baseball</i>	Diana Star Helmer and Thomas S. Owens (authors)	Informational	410
<i>The Girl Who Struck out Babe Ruth</i>	Jean L. S. Patrick (author), Jeni Reeves (illustrator)	Informational	410
<i>Jackie Robinson: A Life of Determination</i>	Colleen A. Sexton (author)	Biography	570*
<i>Jackie Robinson: He Led the Way</i>	April Jones Prince (author)	Biography	600*
<i>Jackie Robinson: Breaking the Color Barrier</i>	Sean Price (author)	Biography	640*
<i>Who Was Jackie Robinson?</i>	Gail Herman (author), John O'Brien (illustrator)	Biography	670
<i>Jackie Robinson</i>	Stephanie Sammartino McPherson (author)	Biography	730
<i>Thank You, Jackie Robinson</i>	Barbara Cohen (author)	Biography	730

\*Lexile based on a conversion from Accelerated Reading level;





Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures within band level (740–1010L)</b>			
<i>Jackie Robinson: Strong Inside and Out</i>	Editors of <i>TIME for Kids</i> with Denise Lewis Patrick (authors)	Biography	760
<i>Brothers at Bat: The True Story of an Amazing All-Brother Baseball Team</i>	Audrey Vernick (author), Steven Selerno (illustrator)	Informational	780
<i>Jackie Robinson: Hero and Athlete</i>	Suzanne Slade (author), Thomas Spense (illustrator)	Biography	790
<i>Testing the Ice: A True Story about Jackie Robinson</i>	Sharon Robinson (author), Kadir Nelson (illustrator)	Biography	800
<i>When Jackie Met Hank</i>	Cathy Goldberg Fishman (author), Mark Elliott (illustrator)	Informational	850*
<i>We Are the Ship: The Story of Negro League Baseball</i>	Kadir Nelson (author/illustrator)	Informational	900
<i>Stealing Home: Jackie Robinson against the Odds</i>	Robert Burleigh (author), Mike Wimmer (illustrator)	Biography	910
<i>Jackie Robinson: Baseball Great &amp; Civil Rights Activist</i>	Charles E. Pederson (author)	Biography	930

\*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 1010L)</b>			
<i>Jackie's Nine: Jackie Robinson's Values to Live By</i>	Sharon Robinson (author)	Biography	1040
<i>First Pitch: How Baseball Began</i>	John Thorn (author)	Informational	1070
<i>Jackie Robinson: Champion for Equality</i>	Michael Teitelbaum (author)	Biography	1140
<i>Stars in the Shadows: The Negro League All-Star Game of 1934</i>	Charles R. Smith Jr. (author), Frank Morrison (illustrator)	Informational	1330



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# **Grade 5: Module 3A: Unit 2: Lesson 1**

## **Introducing *Promises to Keep* and Drawing Inferences: Who Is Jackie Robinson and Why Is He Important? (*Promises to Keep*, Pages 6–7)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can make inferences using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can summarize text that is read aloud to me. (SL.5.2)

**Supporting Learning Targets**

- I can describe the features of a biographical text.
- I can draw inferences about Jackie Robinson from the photographs in the Introduction to *Promises to Keep*.
- I can determine the meaning of new words and phrases from context in *Promises to Keep*.

**Ongoing Assessment**

- Notice/Wonder/Inference note-catcher
- Gist statement
- Vocabulary cards
- Sticky note evidence flags



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Biography as Informational Text (10 minutes)</p> <p>2. Work Time</p> <p>A. Picture Walk through <i>Promises to Keep</i> (10 minutes)</p> <p>B. Building Background Knowledge: Reading the Introduction of <i>Promises to Keep</i> (25 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the Introduction to <i>Promises to Keep</i> on your own or aloud to someone at home. Answer homework questions on index cards.</p>	<ul style="list-style-type: none"><li>• This lesson introduces <i>Promises to Keep</i>, the central text the class will read throughout Unit 2. The book affords many opportunities for close reading lessons based on determining how an author uses reasons and evidence (to be introduced in Lesson 2) to support a point or opinion. This first lesson orients students to the book by “reading” the pictures and studying the Introduction.</li><li>• Throughout this unit, the terms “African American” and “black(s)” are used interchangeably. The language of the lessons reflects the terminology author Sharon Robinson uses within the text <i>Promises to Keep</i>.</li><li>• Students continue to use their journals from Unit 1 for Units 2 and 3.</li><li>• In advance: Intentionally place students in groups of four. Students will remain in these groups throughout Unit 2. Be sure to heterogeneously group students so that stronger readers and writers are with students who have difficulty reading complex text.</li><li>• In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
notice, wonders, inferences (from Modules 1 and 2A), biography, biographical, introduction; accomplishments, legacy, determination, commitment	<ul style="list-style-type: none"><li>• Document camera</li><li>• Types of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• <i>Promises to Keep</i> (book; one per student and one for display)</li><li>• Notice/Wonder/Inference note-catcher (one for display)</li><li>• Students' journals (from Unit 1)</li><li>• Index cards (eight per student)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Biography as Informational Text (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the first learning target: <ul style="list-style-type: none"> <li>* “I can describe the features of a biographical text.”</li> </ul> </li> <li>Using a <b>document camera</b>, display the <b>Types of Informational Text anchor chart</b> and <b>Features of Informational Text anchor chart</b>, both from Module 2A. If <i>biography</i> is not already listed, add it to both charts.</li> <li>Ask students to think and then talk with a partner about the definition of this word. Invite a volunteer to share out. Listen for answers that include key elements such as: “about a person’s life,” “true but told like a story,” “about a famous person,” etc. Ask students where they recently saw the prefix “bio-” and look for them to remember the word <i>biodiversity</i> from their study of the rainforest (Module 2A). Remind them that the word root “bio” means life. Tell them that the root <i>graph</i> means “to write,” so <i>biography</i> means to write about someone’s “life.” Continue to reinforce the skill of using word roots to determine word meanings. Help students understand that <i>biographical</i> is the adjective form of <i>biography</i>. Ask students to give examples of other biographies they may have read.</li> <li>Focus students on the Features of Informational Text anchor chart. Add <i>biography</i> to the left-hand column. Ask them to think about the features of a biography. Invite volunteers to share out. Listen for responses such as: “A narrative, like a story, has a lot of details about a person’s life and times,” “It’s told in chronological order,” “It includes pictures of the person at different ages,” etc. Add these to the center column (Features/Elements).</li> <li>Then focus students on the right-hand column: How Does It Help the Reader? Ask students to discuss with a partner how these features may help them read and understand the text. Listen for responses such as: “It’s written like a story so it’s easy to follow,” “I like hearing about their childhood,” or “The photos are interesting.” Invite a few partners to share out and add these ideas to the third column of the anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>Students may benefit from a mini lesson or review on word types (e.g., nouns, verbs, adjectives, adverbs), followed by a word study of types of words using the vocabulary words taught from <i>Promises to Keep</i>.</li> <li>Draw pictures to represent key words in the learning target (e.g., a book for <i>text</i>, a stick figure of a person for <i>bio</i>.) Providing visual cues to learning targets can help students understand unknown words or concepts.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Picture Walk through <i>Promises to Keep</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Enthusiastically introduce students to <b><i>Promises to Keep</i></b>, the book they will be reading together for the next few weeks. Hold up a copy of the book for the class to see, and say: <ul style="list-style-type: none"> <li>* “This book is <i>Promises to Keep: How Jackie Robinson Changed America</i> by Sharon Robinson. What kind of book do you think it is?” (Answer: A biography.)</li> <li>* “What features do you predict it will have?” (Answers might include: a narrative structure; details about Jackie Robinson and his times; or information about his childhood.)</li> </ul> </li> <li>Direct students’ attention to the second learning target: <ul style="list-style-type: none"> <li>* “I can draw inferences about Jackie Robinson from the photographs in the Introduction to <i>Promises to Keep</i>.”</li> </ul> </li> <li>Display the <b>Notice/Wonder/Inference note-catcher</b>. Instruct students to take out their <b>students’ journals</b> and to draw the same three-column chart on the next clean page. Check that students remember that <i>notices</i> are what we see and hear directly, <i>inferences</i> are ideas we have based on what we see and hear, and <i>wonders</i> are questions.</li> <li>Distribute <i>Promises to Keep</i> to the students. Ask them to look at just the front cover, and to record in their note-catchers what they notice, wonder about, and infer from just this picture and the text on the cover.</li> <li>After a few minutes, have students spread their books open, face down, so they can see the front and back covers are visible as one large photograph. Invite them to enter any additional thoughts in their note-catchers.</li> <li>Invite students to turn and share their notes with a partner. Circulate, listening for thoughts such as: <ul style="list-style-type: none"> <li>* Notices: “There’s a man, a woman, and three children,” or “The man looks like he’s pointing at something, the author’s last name is Robinson.”</li> <li>* Wonders: “Is the author related to Jackie Robinson?” or “How old is this picture?”</li> <li>* Inferences: “I think it’s a family,” “I think the picture was taken a long time ago,” or “I think that man is Jackie Robinson.”</li> </ul> </li> <li>Tell students that next they will do a Picture Walk through the book. Ask them to page through the book, looking at the pictures and continuing to notice, wonder, and draw inferences from the pictures. Give students 5–7 minutes for their silent Picture Walk.</li> <li>Again ask students to share what they noticed, inferred, and wondered. Listen to make sure that students understand the distinction between observable data and inferences based on the data.</li> <li>Ask students what the photographs and captions in a book are called (text features), and why they are important in this book. Listen for answers that indicate understanding that in this book the photographs of people and artifacts tell much of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Provide copies of <i>Promises to Keep</i> for ELL students in their home languages.</li> <li>Provide copies of the Notice/Wonder/Inference chart for students who may have difficulty copying it into their journal.</li> <li>Consider charting students’ comments on a class Notice/Wonder/Inference anchor chart to keep posted throughout Unit 2.</li> <li>Provide sentence stems for students who may have difficulty with language: “I noticed that _____ . A text feature that is important in this book is _____ .”</li> </ul>





Work Time (continued)	Meeting Students' Needs
<p><b>B. Building Background Knowledge: Reading the Introduction of <i>Promises to Keep</i> (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they will be in groups of four during this unit as they work with this text. Place students in their groups and invite them to turn to the Introduction in <i>Promises to Keep</i> (page 6).</li> <li>• Ask students for the meaning of the word <i>introduction</i>, and listen for answers such as: “beginning.” Be sure they mention the connection to the word <i>introduce</i>. Listen for comments such as: “Introduction has the suffix -tion added to the word <i>introduce</i>. <i>Introduce</i> is a verb, and <i>introduction</i> is a noun.” Reinforce using word roots to determine word meaning.</li> <li>• Tell students that they will now read the Introduction to the book. Read pages 6 and 7 of <i>Promises to Keep</i> aloud as students read along silently in their heads.</li> <li>• Give students a few minutes to talk in their groups about the gist of the Introduction. Then ask them to write a gist statement on the next page of their journals.</li> <li>• Cold call several students to share their thinking with the whole group. Listen for ideas such as: “Jackie Robinson was a great baseball player and a great man,” and “Sharon Robinson, Jackie Robinson’s daughter, wrote this book because she loved and admired her dad very much.”</li> <li>• Give students time to reread the Introduction on their own. Direct them to record additional notes in their Notice/Wonder/Inference note-catchers.</li> <li>• Circulate around the classroom as they work, ensuring that students are recording notes such as the following: <ul style="list-style-type: none"> <li>* Notice: “The author of the book, Sharon Robinson, is Jackie Robinson’s daughter,” or “Jackie Robinson was elected into the Baseball Hall of Fame.”</li> <li>* Wonder: “Why did Jackie Robinson retire from baseball when Sharon was six?” or “Why is Jackie Robinson so famous?”</li> <li>* Inference: “Sharon Robinson loved her dad,” or “Jackie Robinson was a great man.”</li> </ul> </li> <li>• Cold call on a few students to share their answers with the whole class. Collect journals to review.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider grouping students at tables strategically so that stronger readers and writers are at tables with those students who struggle with grade-level text so peers may support one another during group reads and discussions.</li> <li>• To support visual learners, chart students’ comments on a class Notice/Wonder/Inference chart.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Key Vocabulary to Deepen Understanding (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the third learning target: <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from <i>Promises to Keep</i>.”</li> </ul> </li> <li>Ask students to locate the following words in the Introduction: <ul style="list-style-type: none"> <li>– <i>accomplishments</i> (page 6, Paragraph 2, Line 1)</li> <li>– <i>legacy</i> (page 6, Paragraph 2, Lines 2 and 3)</li> <li>– <i>determination</i> (page 7, first full paragraph, Line 9)</li> <li>– <i>commitment</i> (page 7, Paragraph 4, Line 6)</li> </ul> </li> <li>Distribute four <b>index cards</b> to each student and tell them to write one of these words on each card. Refer to the <b>Vocabulary Strategies anchor chart</b> (from Unit 1, Lesson 1 of this module), and ask students to use the strategy of reading the sentences around these words to try to figure out their meanings from context clues. Then have them turn and talk with a neighbor about the meanings.</li> <li>Finally, cold call students to share their definitions with the class. Correct misunderstandings and write the accurate definitions on the white board as the students supply them: <ul style="list-style-type: none"> <li>– <i>accomplishments</i>: achievements</li> <li>– <i>legacy</i>: something (either good or bad) that is handed down from the past</li> <li>– <i>determination</i>: extreme drive to do or accomplish something</li> <li>– <i>commitment</i>: a sense of loyalty or strong belief in an idea</li> </ul> </li> <li>Ask students to draw a picture for each to show what the words mean and write the definitions on the backs of the cards.</li> <li>Point out that these words will be particularly important to understand Jackie Robinson’s life.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the focus vocabulary in the text for students who may have difficulty locating them on their own.</li> <li>Consider prewriting the vocabulary words on the cards for students who struggle with writing.</li> <li>Consider providing additional time to complete vocabulary cards at different parts during the day.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets. Ask students to think of one piece of evidence that indicates that they met one of the learning targets, and to share their thought with a neighbor. Ask a few students to share their neighbor's idea with the class.</li> <li>Give each student four index cards for their homework.</li> </ul>	<ul style="list-style-type: none"> <li>Provide framework options for students to choose from to provide evidence.: "One thing I was able to infer about Jackie Robinson was _____." "Some of the text features in the book <i>Promises to Keep</i> are _____."</li> <li>"I was able to figure out the meaning of the word _____."</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread the Introduction to <i>Promises to Keep</i> on your own or aloud to someone at home.</li> <li>On one of your index cards, write an answer to the question: "What does Sharon Robinson admire about her father, Jackie Robinson?" Name at least three things and use at least one of today's vocabulary words in your answer.</li> <li>On three new index cards, record these three words: <i>biography</i>, <i>biographical</i>, <i>introduction</i>.</li> <li>On the back of each index card, draw a picture to show what the word means AND write a definition for the word.</li> <li>Bring your four index cards as an admit ticket to the next class.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li> <li>Consider prewriting the focus question for the rereading and the vocabulary words on index cards for students who struggle with writing.</li> <li>Students who struggle with language may need to dictate the answer to their focus question and the definitions of their vocabulary words to someone at home.</li> </ul>



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# Grade 5: Module 3A: Unit 2: Lesson 1

## Supporting Materials



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Notice/Wonder/Inference Note-catcher

Notice	Wonder	Inference



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## **Grade 5: Module 3A: Unit 2: Lesson 2**

### **Synthesizing from Informational Texts:** Main Idea and Key Details from *Promises to Keep* (Pages 8–10)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using quotes from the text. (RI.5.1)</p> <p>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</p> <p>I can summarize informational text. (RI.5.2)</p> <p>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can determine the main idea of a timeline and explain how the main idea is supported by key details.</li><li>• I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.</li><li>• I can synthesize information from a timeline and passage of text to write a summary statement.</li><li>• I can quote accurately from the text to explain segregation laws in America.</li></ul>	<ul style="list-style-type: none"><li>• Homework card</li><li>• Vocabulary cards</li><li>• Journal (Main Idea and Details note-catcher, Text-Dependent Question answer)</li></ul>



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (5 minutes)</p> <p>B. Engaging the Reader: Text Features of Biographies (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Timelines: Determining Main Idea and Key Details (15 minutes)</p> <p>B. Rereading and Summarizing: “A Black and White World” (20 minutes)</p> <p>C. Text-Dependent Questions: Segregation □ in Early America (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Read from the second paragraph on page 10 through page 13 of <i>Promises to Keep</i>. Write the gist in your journal. Answer homework questions on index cards.</p>	<ul style="list-style-type: none"><li>• This lesson focuses on the chapter “A Black and White World” and the first paragraph of “Signs of Hope” (on page 10), from <i>Promises to Keep</i>. The literary instructional focus of the lesson is on identifying the main ideas and supporting details from informational text.</li><li>• The text includes complex historical and political content: slavery in America, the concept of segregation, the events that led to racial segregation after the Civil War, and what life was like for African Americans during this period in history. Students need this historical context in order to understand Jackie Robinson’s experiences. Consider revisiting and reinforcing these ideas through more in-depth instruction during Social Studies.</li><li>• During a first read of the timeline on pages 8 and 9, clarify the words Civil War, Union, Confederacy, and Emancipation Proclamation for students; these terms are difficult to determine the meaning of from context and may interfere with students’ comprehension of the text if left undefined.</li><li>• In this lesson, students develop a very simple definition of <i>segregation</i>. They revisit this concept throughout the unit, continually adding to their understanding, much like they did with the concepts human rights (in Module 1) and biodiversity (in Module 2).</li><li>• In advance: Create new anchor chart: Jackie Robinson and Life in America (see example in supporting materials).</li><li>• Review: Quiz-Quiz-Trade and Jigsaw protocols, and Fist to Five in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets.</li></ul>





Lesson Vocabulary	Materials
<p>timeline, historical artifact, barriers, passage (of text); main idea, supported, details, synthesize, summary, context (review from Modules 1 and 2A), segregated/segregation (8–10), Amendment (8 and timeline 1865, 1868, 1870), race (8), restrict/restricted (9–10), rights (M1), period (9)</p>	<ul style="list-style-type: none"> <li>• <i>Promises to Keep</i> (book; one per student)</li> <li>• Features of Informational Text anchor chart (for display; from Module 2A, Unit 1, Lessons 1 and 2)</li> <li>• Document camera or projector</li> <li>• Main Idea and Details note-catcher (one per student and one for display)</li> <li>• Students' journals</li> <li>• Index cards (four per student: one for Work Time C and three for homework)</li> <li>• Text-Dependent Question for <i>Promises to Keep</i>; pages 8–10 (one for display)</li> <li>• Jackie Robinson and Life in America anchor chart (new, co-created with students during Closing, one for display)</li> <li>• Jackie Robinson and Life in America anchor chart (example for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out the four index cards they completed for homework. Remind students of the Quiz-Quiz-Trade protocol to learn and review key or unfamiliar vocabulary. Tell students they will just do the Quiz-Quiz part of this protocol. They will not trade their vocabulary cards.</li> <li>• Ask students to take 2 minutes with a peer to Quiz-Quiz with at least two each of their vocabulary cards.</li> <li>• Next, ask partners to take 2 minutes to share their responses to the homework question: <ul style="list-style-type: none"> <li>* "What does Sharon Robinson admire about her father, Jackie Robinson?"</li> </ul> </li> <li>• Call on a few students to share out their partners' responses.</li> <li>• Ask students to place the three vocabulary index cards in their vocabulary binders, or wherever they are routinely keeping their cards for this module.</li> <li>• Collect students' homework question index cards to review.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELL students with those that speak the same home language for Quiz-Quiz-Trade.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader: Text Features of Biographies (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ensure all students have their text <b><i>Promises to Keep</i></b>. Place students in their groups of four.</li> <li>• Display the <b>Features of Informational Text anchor chart</b> (from Lesson 1) using a <b>document camera or projector</b>. Ask students to first review features already listed for <i>biographies</i> (a narrative, like a story, has a lot of details about a person's life and times; told in chronological order; includes pictures of the person at different ages, etc.).</li> <li>• Focus students on pages 8 and 9 of the book. Ask them to identify any additional text features they notice on these pages. Ensure that they identify the following:             <ul style="list-style-type: none"> <li>– Photograph on page 8</li> <li>– <i>Historical artifact</i> (image of sheet music) on page 9</li> <li>– <i>Timeline</i> that runs across the bottom of both pages</li> </ul> </li> <li>• Add these features to the anchor chart.</li> <li>• Direct students to look closely at the image of sheet music on page 9. Explain to students that this is a <i>historical artifact</i>. Tell students a <i>historical artifact</i> is an object or item that was made by people in the past. These artifacts are interesting because they give us insight into the customs or beliefs of people during a time before our own.</li> <li>• Ask several students to share out:             <ul style="list-style-type: none"> <li>* “How do these text features help us as readers?”</li> </ul> </li> <li>• Listen for: “Photographs help us ‘see’ what life was like in a different time,” “Timelines provide specific details about what was happening at a particular time,” “Historical artifacts give us an idea about what was popular or common during a certain period of time,” and similar ideas.</li> <li>• Tell students that today they will read to learn more about what life was like for African Americans in the United States before Jackie Robinson was born, so they can better understand the cultural barriers he overcame during his lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically group stronger readers and writers with students who struggle with grade-level text.</li> <li>• Some students may need further discussion of the meaning of the term <i>historical artifact</i>. Ensure they understand that this is an item from the past and elicit some examples from students, possibly some that their grandparents or great-grandparents may have.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading Timelines: Determining Main Idea and Key Details (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: <ul style="list-style-type: none"> <li>* “I can determine the main idea of a timeline and explain how the main idea is supported by key details.”</li> </ul> </li> <li>• Cold call several students to share what they recall about the meaning of the following words from previous modules: <i>main idea</i> (what the text is mostly about), <i>supported</i> (held up; propped up; reinforced), <i>details</i> (information, facts, specific examples).</li> <li>• Focus the class on the word <i>timeline</i> in this target. Invite students to briefly talk in groups then share out the meaning of any familiar word parts they notice within the compound word <i>timeline</i>. Listen for ideas such as: <ul style="list-style-type: none"> <li>– “Time, which means when something happens—an era, year, day, or hour.”</li> <li>– “Line, which might mean a list of dates in a sequence, in order of earliest to latest or latest to earliest—chronological order.”</li> </ul> </li> <li>• Focus students’ attention once again on the timeline that runs across the bottom of pages 8 and 9. Explain to students that even though the dates and information are written in boxes rather than on an actual line, this is still an example of a timeline because it shows a chronological sequence of events (order of time). Tell students that during this module they frequently will be working with timelines, thinking about what was going on in America during certain key periods in history.</li> <li>• Ask students what they typically do when they first read a new text. Listen for them to say: <ul style="list-style-type: none"> <li>– “Read to determine the gist.”</li> <li>– “Summarize the main idea of the text.”</li> </ul> </li> <li>• Display the <b>Main Idea and Details note-catcher</b> and distribute one to each student.</li> <li>• Tell students the first read will be aloud. Direct students to follow along silently and think about: <ul style="list-style-type: none"> <li>* “What is the main idea of the information from this timeline?”</li> </ul> </li> <li>• Read each box aloud starting with 1619 through the last box, 1870. Pause after reading each box to clarify the meaning of terms that are “difficult to determine from context” and may interfere with students’ understanding of the text, such as: Civil War, Union, Confederacy, and Emancipation Proclamation.</li> <li>• Allow students 2 minutes to think, then discuss with their group members:</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual clues for key words (e.g., a light bulb for <i>idea</i>, a key for <i>key</i>, a clock and calendar for <i>timeline</i>, etc.) in learning targets.</li> <li>• Consider providing partially filled-in Main Idea and Details note-catchers for students who struggle with language.</li> <li>• Provide pictures of the historical events and eras from the timeline in order to give students a visual reference.</li> <li>• Strategically assign chunks of text to groups. For students who may struggle with grade-level text, try to reference more well-known events and eras.</li> <li>• Post, or write, the directions for group work on the white board for students to reference during group activities.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* “What was the information in this timeline mostly about?”</li><li>• Cold call each group to share their thinking whole class. Listen for: “The history of slavery in America; Africans brought as slaves to America,” or similar ideas.</li><li>• <i>Note: During Work Time C, students work more closely with vocabulary from the timeline boxes and pages 8–10.</i></li><li>• Write: “Africans were brought to America as slaves” in the first empty space in the center column of the note-catcher, next to “Timeline.” Ask students to record the main idea on their note-catchers.</li><li>• Ask students what they often do during a second read of a text. Listen for students to say: “Identify key details.”</li><li>• Remind students of the Jigsaw protocol they participated in during Unit 1 and previous modules. In the students’ groups of four, assign one person two boxes of the timeline:<ul style="list-style-type: none"><li>– 1619 and 1776</li><li>– 1787 and 1861–65</li><li>– 1863 and 1865</li><li>– 1868 and 1870</li></ul></li><li>• Give students 3 or 4 minutes to complete the following:<ol style="list-style-type: none"><li>1. On your own, read your two boxes on the timeline to identify key details that support the main idea.</li><li>2. With your group, discuss the supporting details you identified, and how they support the main idea.</li></ol></li><li>• Then invite one student from each group to paraphrase the details they identified to the whole class. Encourage students to name the year(s) associated with each detail. Listen for ideas such as:<ul style="list-style-type: none"><li>– “People are taken (kidnapped) from Africa and brought to Virginia as slaves in 1619.”</li><li>– “In 1776, there are almost 2,000,000 slaves in the colonies.”</li><li>– “In 1776, there are nearly 55,000 black people living free in the United States.”</li><li>– “In 1863, President Lincoln signs the Emancipation Proclamation to free slaves.”</li><li>– “In 1865, the 13th Amendment makes slavery illegal in the United States.”</li></ul></li><li>• Record students’ ideas in the first empty space of the far right-hand column of the note-catcher as they state them. Direct students to paraphrase and record onto their note-catchers at least three key details that support the main idea.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Rereading and Summarizing: “A Black and White World” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: <ul style="list-style-type: none"> <li>* “I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.”</li> </ul> </li> <li>• Explain to students that these are the same targets they worked with for the timeline, but this time they will read a passage from the book to determine the main idea and supporting details.</li> <li>• Ask several students to share the meaning of the word <i>passage</i> in this target. Listen for: “part,” “piece,” or “section of the book.”</li> <li>• Focus students’ attention on the title of this chapter—“A Black and White World”—at the top of page 8. Tell them they will hear this chapter and the first paragraph of the next chapter read aloud in order to determine what this passage is about.</li> <li>• Read page 8 through the first paragraph on page 10 aloud (start: “My great-grandparents were slaves ...” and end “... especially in the South”), as students follow along silently. Allow students 2 minutes to think, then discuss: <ul style="list-style-type: none"> <li>* “What was this passage mostly about?”</li> </ul> </li> <li>• Cold call each group to share their thinking whole class. Listen for: “Segregation was a part of life in America,” or similar ideas. Direct students to record the main idea of this passage in the bottom center column on their note-catchers next to “A Black and White World.”</li> <li>• Allow students 6–8 minutes to complete the following in their groups: <ol style="list-style-type: none"> <li>1. Independently read page 8 through the first paragraph on page 10 (start: “My great-grandparents were slaves ...” and end “... especially in the South”).</li> <li>2. Identify details that support the main idea: Segregation was a part of life in America.</li> <li>3. Talk with your group members about the details you identified that support the main idea.</li> <li>4. Paraphrase to record at least three supporting details in the last space of the far right-hand column on your note-catcher.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Some students may need the passage read a second time to be able to process the text to determine the gist.</li> <li>• Chart, or write, the directions for group work on the white board for students to reference during their group activities.</li> <li>• Consider highlighting details in the text for students who may struggle with reading grade-level text.</li> <li>• Students may need a think-aloud and model of how to write a summary given the details found from the text. Consider doing so with information from just the timeline details or another text the class is reading.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After students read, discuss, and record the supporting details they identified, cold call several students to share out whole group. As students share their ideas, write them on the displayed Main Idea and Details note-catcher. Listen for ideas such as:             <ul style="list-style-type: none"> <li>– “Southern whites did not accept that former slaves were now free citizens of the United States.”</li> <li>– “Courts denied black people basic human rights.”</li> <li>– “The Supreme Court allowed states to pass segregation laws in ‘Plessy v. Ferguson.’”</li> <li>– “‘Jim Crow’ era was a time of legal segregation.”</li> <li>– “Black people were discriminated against.”</li> <li>– “Black people were restricted and kept from sharing or going to the same places as white people.”</li> <li>– “There were separate hotels, seats on trains and buses, drinking fountains, auditoriums, and telephones for black people and white people to use.”</li> </ul> </li> <li>Introduce the learning target:             <ul style="list-style-type: none"> <li>* “I can synthesize information from a timeline and passage of text to write a summary statement.”</li> </ul> </li> <li>Ask several students to share what they recall from previous modules about the meaning of <i>synthesize</i> (combine ideas) and <i>summary</i> (a short statement about the main ideas of a longer text).</li> <li>Ask students to take 3 or 4 minutes to complete the following in their groups:             <ol style="list-style-type: none"> <li>1. Review and discuss the main idea and details of the timeline.</li> <li>2. Review and discuss the main idea and details of the passage you read on pages 8 –10.</li> <li>3. Think about and discuss:</li> <li>4. “How can I synthesize the information from the timeline AND the passage to write a summary statement of the text?”</li> <li>5. On a new page in your journal write a one- to two-sentence summary of today’s text.</li> </ol> </li> <li>Invite several students to share what they wrote, whole group. Listen for:             <ul style="list-style-type: none"> <li>* “Africans were enslaved in the American colonies during the 1600s and 1700s, but even after they became free citizens of the United States many whites in the South tried to control black people through segregation laws,” or similar ideas.</li> </ul> </li> <li>Collect <b>students’ journals</b> and Main Idea and Details note-catchers.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Text-Dependent Questions: Segregation in Early America (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target:             <ul style="list-style-type: none"> <li>* “I can quote accurately from the text to explain segregation laws in America.”</li> </ul> </li> <li>Ask students to think, then briefly discuss in groups what they recall from previous modules and units about what it means to “quote accurately from the text to explain.” Cold call each group to share their thinking aloud. Listen for ideas such as:             <ul style="list-style-type: none"> <li>– “Reread the text to locate information that helps to answer a question.”</li> <li>– “Give specific details about a topic.”</li> <li>– “Paraphrase details from the text to explain what the text says.”</li> </ul> </li> <li>Distribute one <b>index card</b> to each student.</li> <li>Write the words <i>segregated/segregation</i> where all students can see it. Ask students to record this word on one side of the index card.</li> <li>Point out to students that <i>segregated</i> or <i>segregation</i> are key words repeated in almost every paragraph of the reading, and they are very important terms for students to know.</li> <li>Ask students to write the word <i>segregated/segregation</i> on one side of an index card.             <ul style="list-style-type: none"> <li>* “What does the word <i>segregated</i> mean?”</li> </ul> </li> <li>Cold call several group members to share aloud the definition they discussed and what in the text made them think that. Listen for students to say something along the lines of: “Black and white people were kept apart by laws and customs.”</li> <li>Direct students to write a short definition and draw a picture to show the meaning of the words <i>segregated/segregation</i> on the other side of the index card.</li> <li>Tell students that the word <i>segregated/segregation</i> is a key term they will encounter throughout this text. It is important for them to understand that America was segregated before and during Jackie Robinson’s life so they can understand that this was a major barrier he encountered as an athlete.</li> <li>Display the <b>Text-Dependent Question for <i>Promises to Keep</i>; pages 8–10</b> for all students to see. Read the question and instructions aloud. Clarify as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Some students may benefit from text that has the word <i>segregation</i> highlighted so it is easily found in the text.</li> <li>Consider allowing students who struggle with language to dictate the definition of <i>segregation</i> and the answer to the Text-Dependent Question to a partner or the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Allow students 5 minutes to work in their groups to complete the following:               <ol style="list-style-type: none"> <li>Reread pages 9 through the first paragraph on page 10.</li> <li>Think about, then discuss the text-dependent question with your group members.</li> <li>On a new blank page in your journal, write a response to the question.</li> <li>Make sure to use the word <i>segregated</i> or <i>segregation</i> and specific details from the text in your answer.</li> </ol> </li> <li>Circulate to listen in and support as needed.</li> <li>Cold call members from each group to share their responses whole class. Listen for ideas such as:               <ul style="list-style-type: none"> <li>* “Southern whites tried to control black people by passing segregation laws that kept them from voting.”</li> <li>* “Black people and white people were segregated by laws that made sure they used separate parks, water fountains, libraries, hospitals and other public facilities.”</li> </ul> </li> <li>Ask students to add the index card to their vocabulary folders or wherever they are keeping their vocabulary cards for this module. Collect student journals to review as an ongoing assessment.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Bring the class together whole group. Display the new <b>Jackie Robinson and Life in America anchor chart</b> (see <b>example</b> in supporting materials).</li> <li>Point out the far left-hand column of the anchor chart—“Jackie Robinson’s Life”—and the statement, “Before Jackie Robinson was born.” Remind students that their reading today focused on information about what America was like before Jackie Robinson was born. Explain that this important background information will help students to better understand the kinds of barriers Jackie Robinson had to break through.</li> <li>Direct students’ attention to the center column of the anchor chart and point out “1600s–1800s.”</li> <li>Ask students to take 2 minutes to think about and discuss with a partner:               <ul style="list-style-type: none"> <li>* “What was life like in the United States for African Americans before Jackie Robinson was born?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>For the debrief, provide a sentence stem or starter (e.g., “Life was _____ in the United States for African Americans before Jackie Robinson was born because _____.”) for students who may struggle with language.</li> </ul>





Closing and Assessment	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call several students to share out and listen for ideas such as the following:<ul style="list-style-type: none"><li>– “Africans are taken from their homes by force to become slaves.”</li><li>– “There are 2,000,000 slaves in America’s colonies.”</li><li>– “Only 55,000 black people live free in the United States.”</li><li>– “The Constitution does not say anything about slavery.”</li><li>– “President Lincoln signs the Emancipation Proclamation to free slaves.”</li><li>– “Slavery becomes illegal when 13th Amendment is signed.”</li><li>– “Slaves are freed and become United States citizens.”</li><li>– “Freed slaves (men only) are given the right to vote with the 15th Amendment.”</li></ul></li><li>• Record students’ ideas in the far right-hand column of the anchor chart next to “1600s–1800s.”</li><li>• Leave this anchor chart posted throughout Unit 2. Explain to students they will continue to add to this chart as they read about the life of Jackie Robinson and his impact on American society.</li><li>• Read the first learning target aloud:<ul style="list-style-type: none"><li>* “I can determine the main idea of a timeline and explain how the main idea is supported by key details.”</li></ul></li><li>• Ask students to indicate their progress towards the learning targets using the Fist to Five checking for understanding technique. Repeat with the remaining learning targets. Note students who show fist to three, as they may need more support identifying the main idea and supporting details, summarizing information, or determining the meaning of new words from context.</li><li>• Distribute three index cards to students for homework.</li></ul>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read from the second paragraph on page 10 through page 13 of <i>Promises to Keep</i>. Write the gist of the passage in your journal.</li><li>• Choose three of the following vocabulary words from the lesson today: <i>timeline</i>, <i>historical artifact</i>, <i>main idea</i>, <i>supported</i>, <i>details</i>, <i>barriers</i>, <i>passage</i> (of text), <i>synthesize</i>, <i>summary</i>, <i>context</i>.</li><li>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your three index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Review students' homework index card answers as an ongoing assessment. Be sure that they have named at least three things from the text, and used at least one new vocabulary word in their answers.</i></p> <p><i>Review students' journals, Main Idea and Details note-catchers, and answers to the Text-Dependent Question to determine their current level of understanding of main idea and details, and their ability to locate answers within the text.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 2

## Supporting Materials



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Main Idea and Details Note-catcher

Name:

Date:

Text	Main Idea	Supporting Details
<b>Timeline 1619–1870</b>		
<b>“A Black and White World” (page 8 through first paragraph of page 10)</b>		



Text-Dependent Question for *Promises to Keep*; pages 8–10

**In what way(s) were segregation laws used to control black people?**

*Reread pages 9 and 10 to help you respond to the question. Make sure to use specific details from the text in your answer.*



**Jackie Robinson and Life in America Anchor Chart**  
(Example for Teacher Reference)

<b>Jackie Robinson's Life</b>	<b>Time Period</b>	<b>What Was Happening in America?</b>
Before Jackie Robinson was born.	1600s–1800s	<ul style="list-style-type: none"><li>• Only 55,000 black people live free in the United States.</li><li>• The Constitution does not say anything about slavery.</li><li>• President Lincoln signs the Emancipation Proclamation to free slaves.</li><li>• Slavery becomes illegal when 13th Amendment is signed.</li><li>• Slaves are freed and become United States citizens.</li><li>• Freed slaves (men only) are given the right to vote with the 15th Amendment.</li></ul>



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 3**

### **Comparing Multiple Accounts of the Same Topic:** Learning about the Great Migration (*Promises to Keep*, Pages 10–13)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

**Supporting Learning Targets**

- I can find main ideas and key details in a Readers Theater script about the Great Migration.
- I can compare and contrast different peoples' experiences of the Great Migration.
- I can determine the meaning of new words and phrases about the Great Migration from context.
- I can explain the links between the Robinson family's personal history and the Great Migration.

**Ongoing Assessment**

- Great Migration Venn diagram





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review (5 minutes)</li><li>B. Engaging the Reader (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Building Knowledge about Jackie Robinson's Life during the Great Migration (12 minutes)</li><li>B. Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 minutes)</li><li>C. Comparing and Contrasting Experiences □ of the Great Migration (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Reviewing Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the Great Migration Venn diagram. Answer homework questions on index cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students deepen their understanding of Jackie Robinson's life by examining a key period in American history that affected him and his family: the Great Migration.</li><li>• Students first build general background knowledge about this period in U.S. history. They then compare and contrast the Robinson family's experiences during this period with the experiences of other real-life people in this era, which are described in a Readers Theater script. The use of Readers Theater reinforces work students did during Module 1. And the use of multiple sources to gain knowledge about a particular topic directly addresses Standard RI.5.6.</li><li>• For this lesson, students just read the prologue and Scenes 1 and 2 from the Readers Theater script. The rest of the script is provided for teacher reference. Consider reading the remaining scenes during another part of the school day, or including it as part of a deeper study of the Great Migration during Social Studies.</li><li>• In advance: Familiarize yourself with the Readers Theater script. Consider whether to preassign students to roles or invite volunteers.</li><li>• Students use evidence flags in this lesson. Refer to Module 1, Unit 2, Lesson 6 to refresh your memory about the use of evidence flags.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
migration, evidence (Unit 1); sharecropper, prologue, segregation (Lesson 2), intimidate	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li><li>• Evidence flags (small sticky notes, two per student)</li><li>• <i>The Great Migration</i> script (one per student)</li><li>• Great Migration Venn diagram (one per student)</li><li>• Great Migration Venn diagram (sample for teacher reference)</li><li>• Index cards (three per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the three index cards they completed for homework and their text <b><i>Promises to Keep</i></b>. List three vocabulary words from Lesson 2 on the board, leaving room to write definitions next to each word.</li><li>• Ask a volunteer to come up to the board, read the sentence the word came from in the text, and write the definition of one word he/she knows from the homework. Invite this student to then pass the marker to another classmate, who does the same.</li><li>• Check the definitions that the students have written to make sure they are accurate, and clarify if necessary.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students to go up to the board in pairs to let struggling students have a support partner in writing the definitions on the board.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can find the key details and main ideas in a Readers Theater script about the Great Migration.”</li><li>* “I can compare and contrast different peoples’ experiences of the Great Migration.”</li><li>* “I can explain the links between the Robinson family’s personal history and the Great Migration.”</li><li>* “I can determine the meaning of new words and phrases about the Great Migration from context.”</li></ul></li><li>• Ask students to define <i>migration</i>. Ensure that students know it means “to move,” and look for them to connect it to the words “immigration” and “immigrant.” (Students may also make a connection to Module 1, since Esperanza and her family were “migrant” workers.)</li><li>• Tell students today they will learn a bit about a time in history known as the “Great Migration.” Ask students to predict what they think this era (time period) in history might have been about. Cold call a few students to share out.</li><li>• Tell students that in this lesson they will consider what it was like for Jackie Robinson and other African Americans who lived through this period. Along with rereading the section of the book they read for homework, they also will read a very short Readers Theater script about another family’s experiences.</li></ul>	<ul style="list-style-type: none"><li>• Provide a visual clue for the word <i>migration</i>, such as a flock of birds flying in a V formation.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Building Knowledge about Jackie Robinson's Life during the Great Migration (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to hold on to their text <i>Promises to Keep</i> and arrange students in groups of four.</li><li>• Display the <b>Jackie Robinson and Life in America anchor chart</b> (begun in Lesson 2; see example in supporting materials). Add a new row, and in the middle column write: 1915–1930.</li><li>• Set purpose: Tell students that as you read aloud, they should follow along and listen for information about the Great Migration. Read aloud, from page 10, Paragraph 2 (“My father was six months old ...”) through the end of page 11.</li><li>• Cold call students to share one piece of information they now have about the Great Migration. Listen for students to name the “Red Summer” and to list facts such as: “nearly 1.5 million people migrated from the South to the North.” Probe by asking questions such as:<ul style="list-style-type: none"><li>* “What is resentment?”</li><li>* “Why might white workers have felt resentment?”</li></ul></li><li>• Record answers in the right-hand column (see sample filled-in chart in supporting materials).</li><li>• Tell students that the next two pages of the book (which they read for homework) include details about what was happening in Jackie Robinson's life during this time period.</li><li>• Distribute two <b>evidence flags</b> to each student. Give the students 7 or 8 minutes to complete the following:<ul style="list-style-type: none"><li>– On your own, reread pages 12 to 13, looking for “evidence” (facts, specific details, information) about how segregation affected Jackie Robinson's life during this period.</li><li>– Mark the evidence you locate with evidence flags.</li><li>– With your group, discuss the evidence you locate.</li></ul></li><li>• Circulate to support as needed.</li></ul>	<ul style="list-style-type: none"><li>• Some students may need the portion of text reread in order to process the information.</li><li>• Chart, or write, the directions for How to Use Evidence Flags on the white board for students to reference as they look for evidence.</li><li>• Some students may need to be directed to specific paragraphs to find evidence.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 7 or 8 minutes, refocus students whole group. Ask:<ul style="list-style-type: none"><li>* “What evidence [facts, details] did you find about how segregation affected Jackie Robinson and his family?”</li></ul></li><li>• Listen for:<ul style="list-style-type: none"><li>– “His family left Georgia because they couldn’t stand the life of sharecropping.”</li><li>– “He went to a segregated school.”</li><li>– “He wasn’t allowed to go to the parks, the YMCA, or the soda fountain, and had to sit in one section of the movie theater.”</li><li>– “His mother had to pretend they were white to buy a house.”</li><li>– “The neighbor threw rocks at him.”</li></ul></li><li>• Add these responses to the left-hand column of the Jackie Robinson and Life in America anchor chart.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure all students can access <i>The Great Migration script</i> (link in supporting materials).</li> <li>• Remind them of all they learned about Readers Theater in Module 1, Unit 3 (<i>Esperanza Rising</i> and the UDHR). Ask them to turn and talk to a partner about the definition of Readers Theater.</li> <li>• Invite students to share out. Listen for these key points:             <ul style="list-style-type: none"> <li>– “Script is read aloud.”</li> <li>– “Not memorized.”</li> <li>– “Dramatic reading.”</li> <li>– “List of characters.”</li> <li>– “Script with names of speakers.”</li> <li>– “Divided into scenes.”</li> </ul> </li> <li>• Orient students to the script by reading the title and the list of characters together. Alert them to the note under the list of characters, which indicates that almost all people in this script were real people. Clarify to students that the Robinson family in this script is no relation to Jackie Robinson’s family.</li> <li>• Ask students to remember or infer the meaning of the word <i>prologue</i>: the section that precedes the main dialogue in the script.</li> <li>• Read the prologue aloud as students follow along.</li> <li>• Ask students to think:             <ul style="list-style-type: none"> <li>* “What information in this paragraph do you already know from reading <i>Promises to Keep</i>?”</li> <li>* “What new information did you learn from the prologue?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strategically assign roles to students so that less challenging ones are assigned to students who struggle with language.</li> <li>• Pre-highlight scripts for students who struggle with a lot of text on a page.</li> <li>• If another adult is available, divide the class into two separate groups and perform the Readers Theater in each group so that all students have a part and a chance to read.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call a few students to share. Add any new ideas to the right-hand column of the Jackie Robinson and Life in America anchor chart. Examples could include:<ul style="list-style-type: none"><li>* “After slavery ended, African Americans in the South were faced with poverty and segregation.</li><li>* “Before the Great Migration, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.”</li></ul></li><li>• Assign roles from Scenes 1 and 2 to different students. Give remaining students the task of tracking the experience of one of the main characters.</li><li>• Give students about 5 minutes to independently read Scenes 1 and 2 of the Readers Theater and think about what is happening in the scenes.</li><li>• Ask students to discuss in their groups:<ul style="list-style-type: none"><li>* “What is happening in these scenes?”</li></ul></li><li>• Tell students who don’t have a role that their task will be as follows:<ol style="list-style-type: none"><li>1. Read along silently as your peers perform.</li><li>2. Listen carefully to the story of your assigned character.</li><li>3. Be ready to summarize the story for the class after the performance.</li></ol></li><li>• Begin a brief performance of Scene 1. Then invite the “audience” to summarize what happened to their character. Ask those students who were performing the parts to confirm the summaries.</li><li>• Repeat with Scene 2.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Comparing and Contrasting Experiences of the Great Migration (10 minutes)</b></p> <ul style="list-style-type: none"> <li>For this part of the lesson, students will need to access both pages 10 to 13 of <i>Promises to Keep</i> and <i>The Great Migration</i> Readers Theater script.</li> <li>Distribute the <b>Great Migration Venn diagram</b> (in supporting materials). Ask students to label the left-hand circle “Hetty Robinson’s Family,” the intersection between the two circles “Both Families,” and the right-hand circle “Jackie Robinson’s Family.”</li> <li>Review how to fill out a Venn diagram: Aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles (see example in supporting materials).</li> <li>Give students a few minutes at their tables to discuss and fill in one idea for each section of the Venn diagram. Pause them in their work and ask each table to share out one example.</li> <li>Let students keep working on the Venn diagram for the remainder of the work time. Use the <b>Great Migration Venn diagram (sample for teacher reference)</b> to guide you on what to look for in students’ work.</li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with language may benefit from a partially filled-in Great Migration Venn Diagram note-catcher.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask a volunteer to read the learning target out loud: <ul style="list-style-type: none"> <li>* “I can explain the links between the Robinson family’s personal history and the Great Migration.”</li> </ul> </li> <li>Say: <ul style="list-style-type: none"> <li>* “Now that you know a little bit about the Great Migration, turn and talk to a neighbor about how Jackie Robinson’s family was part of this period in history.”</li> </ul> </li> <li>Listen for students to share ideas about the struggles that caused the Robinson family to leave the South, and the instances of segregation and racism they faced in California.</li> <li>Distribute <b>index cards</b> for students to use for homework.</li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with language would benefit from sentence starters or stems (e.g., “One way that the Robinson family was part of the Great Migration was that _____.”) to help in their discussions.</li> </ul>





Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the Great Migration Venn diagram.</li><li>• Choose three of the following vocabulary words from the lesson today: <i>migration</i>, <i>sharecropper</i>, <i>prologue</i>, <i>segregation</i>, <i>intimidate</i>.</li><li>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your three index cards as an admit ticket to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the information to go in the Venn diagram and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 3

## Supporting Materials



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Jackie Robinson and Life in America Anchor Chart  
(Example for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s  1700s  1800s	
Family fled from sharecropping in Georgia to move to California.  Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black.  Moved to a house in a white neighborhood in California. Neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.  1919: “Red Summer.” Many black people were assaulted or killed during race riots and lynchings.  African Americans in the South were faced with poverty and segregation.

*The Great Migration Script*

**Note: For this lesson, students just read the prologue and Scenes 1 and 2. The whole script is provided in case your class wants to use it as an extension activity.**

**Prologue**

In 1865, the 13th Amendment freed millions of Southern blacks from slavery. But for most of them, life remained a struggle. They had little power to break the cycle of poverty. They also suffered from racial segregation. In 1910, about 7 million African Americans lived in the South; fewer than 1 million lived in all the rest of the U.S. Then an industrial and economic boom up North opened a path to opportunity. From 1915 to 1930, an estimated 1.5 million Southern blacks poured into Northern cities. Historians call that movement the Great Migration. Back then, people called it the exodus.

**Character:**

**Hetty Robinson**, a former slave

**Bob**, Hetty's oldest son

**Hilda**, Hetty's daughter

**Sissy**, Hetty's daughter

**Reverend Edward Perry Jones**, a preacher

\* **Janelle Clay**, a black girl living in Vicksburg, Mississippi

**Bob's boss**, a white barbershop owner in Vicksburg

**Milt Hinton**, Hilda's son

\* **Conductor**, on a train

**Benny Goodman**, a white boy living in Chicago

**Narrators A–E**

*\*An asterisk indicates an imaginary character. All others were real people.*

**SCENE 1**

**Narrator A:** Hetty Robinson was born a slave on a plantation near Vicksburg, Mississippi. She was freed while quite young. Nearly two decades later, though, she is still struggling to survive. Her husband has died, leaving her to raise a large family on her own.

**Narrator B:** Like the rest of the Deep South, Vicksburg is deeply divided by race. Blacks live in the poor area near the Mississippi River, whites on higher ground. Hetty works for a wealthy white family.

*The Great Migration Script*

**Hetty Robinson:** I have to go to work. Come by around two o'clock, and I'll give you kids some dinner.

*[She leaves.]*

**Bob:** I hate seeing Mama work so hard. She cleans that family's house, washes and irons their clothes, and cooks all their meals.

**Hilda:** Well, she also does their food shopping, and makes sure that there is always enough left over for us.

**Bob:** I hate living off their leftovers—and the \$3.50 a week they pay her! I want to get a good job, and help □us all.

**Hilda:** No matter how hard black folks work, we can't get ahead. Even if we could, white folks here would never let us move to a nice part of town.

**SCENE 2**

**Narrator C:** By 1910, Hetty's children are all grown. That June, Hilda's son, Milt Hinton, is born. One Sunday, during church services ...

**Reverend Edward Perry Jones:** There is a better life for you and your children! But you won't find it in Vicksburg. *[He holds up a newspaper.]* This is the *Chicago Defender*, published by Mr. Robert S. Abbott. He is a black man, the son of Georgia slaves! He went to Chicago and made something of himself. You can, too. The Lord helps those who help themselves.

**Narrator D:** After the service ...

**Hilda:** Reverend, do you really think black folks can live better up North?



*The Great Migration Script*

**Rev. Jones:** I get letters from young men and women who left the South for Chicago. They're making good money now, helping their families and improving themselves.

**Janelle Clay:** I'm going to Chicago!

**Hilda:** By yourself? You're only fifteen!

**Janelle:** We know a lady there who'll let me stay with her. I'll make plenty of money for myself and my folks.

**Hilda:** I want my son to grow up with that kind of opportunity—and dignity.

**NOTE: STOP HERE.**

Additional scenes below provided as a possible extension activity.

*The Great Migration Script*

**SCENE 3**

**Narrator E:** A few months later, Bob has news for his family.

**Bob:** I've finally saved enough for my fare to Chicago.

**Hetty:** But black folks here can't buy train tickets unless a white boss gives permission in writing or goes to the station to okay it in person.

**Bob:** I asked a friend who lives in Memphis to write a letter saying that my aunt is dying, and wants to see me while she still can.

**Hilda:** We don't have a dying aunt.

**Bob:** My boss doesn't know that!

**Narrator A:** Bob works for a barber. His boss and all the customers are white. Bob's tasks include sweeping up hair clippings and bringing hot towels for shaves. One afternoon ...

**Bob:** Have you read the letter, sir?

**Bob's boss:** Yes. Your aunt is dying? I suppose you want to go to Memphis.

**Bob:** Yes, sir, by the next train.

**Bob's boss:** I'll okay one round-trip ticket. But be back here in two days.

**Narrator B:** Bob catches the next train to Memphis. Once there, he trades his return ticket for the fare to Chicago. He gets a job right away, earning fifty dollars a day as a hotel bellhop. He sends home as much money as he can.

**SCENE 4**

**Narrator C:** During World War I (1914–1918), Chicago and other industrial cities are booming. Demands for labor draw more and more Southern blacks north. In Chicago, Detroit, New York, and other big cities, the African American population increases rapidly.

*The Great Migration Script*

**Narrator D:** In time, Bob manages to send home enough money for his brother Matt to move to Chicago. Sisters Pearl and Hilda follow. Hilda's son Milt stays in Vicksburg with his grandmother and Aunt Sissy. Then, in the fall of 1919, when Milt is nine ...

**Hetty:** Look at this, Milt. Your Uncle Bob sent us tickets to Chicago!

**Milt Hinton** (*thrilled*): We're going?

**Hetty:** We sure are. Now help us pack!

**Narrator E:** A few mornings later, Hetty, Sissy, and Milt try to catch a train. But a rainstorm makes them late.

**Sissy** (*in tears*): The train left without us—and we're soaked. This is awful!

**Hetty:** Hush now. There's another train this evening. We'll catch that one.

**Narrator A:** They do. Once aboard ...

**Conductor:** Take your seats.

**Milt:** But this car is noisy and crowded!

**Conductor:** Sorry, but the rest of the train is whites-only.

**Hetty:** Don't fret, Milt. We'll soon be in Chicago.

**Narrator B:** The next evening, the train pulls into the station in Chicago.

**Sissy:** Look, Milt! Uncle Bob, Uncle Matt, and Aunt Pearl came to meet us. Your mom, too—with a coat for you.

**Milt:** Great! It's cold here.



*The Great Migration Script*

**SCENE 5**

**Narrator C:** Milt finds Chicago exciting. He has never seen buildings so tall, or streets so crowded. He also has never seen so many black people looking well dressed and important.

**Narrator D:** But the first day at his new school, Milt returns home in tears.

**Hetty:** What's wrong?

**Milt:** I was in fifth grade back in Vicksburg. But this school is making me repeat three grades!

**Hilda:** That's because your old school was awful. That's partly why we came here—so you can get a real education.

**Narrator E:** Milt soon starts making friends. For the first time in his life, he gets to know some white kids.

**Milt:** Everyone here seems to be from someplace else! I'm from Mississippi. How about you?

**Benny Goodman:** I was born here in Chicago, but my parents came from Russia. They were so poor and Jews were treated so badly there, they came here. All we want is a fair chance to make it.

**Milt:** That's a lot like my family's story. Hey, is that a clarinet case?

**Benny:** Yup. I'm taking music lessons.

**Milt:** Me too. Violin. Here, even poor kids get a chance to learn such things.

**Narrator A:** The boys walk on, talking music. Neither knows that both will become famous jazz musicians.

*The Great Migration Script*

**SCENE 6**

**Narrator B:** One day on his way to high school, Milt runs into Janelle Clay.

**Janelle:** Aren't you Hilda Hinton's son?

**Milt:** Yes, ma'am.

**Janelle:** I knew your folks back in Vicksburg. How's the family?

**Milt:** Can't complain, ma'am.

**Janelle:** Oh, I can. That's why I'm moving back to Vicksburg. Chicago is too big, too fast, and way too cold for me. I just never got used to it. Plus, the North has its own share of racism.

**Milt:** That's true. But there's still a lot of opportunity here.

**Janelle:** Sure. Some black folks from down South became doctors, social workers, teachers, and lawyers. But some are like me. I was an illiterate servant in Vicksburg, and I'm the same here. So I'd rather be home. Well, I have a train to catch. Good luck, Milt.

**Milt:** Thanks. Same to you!

**Narrator C:** For every black Southerner who returns home, there are many more who stay. Milt Hinton is one of the success stories.

**Narrator D:** Hinton switches from violin, to tuba, and then to stand-up bass. It is as a bassist that he makes his mark, performing and recording with many of the world's greatest jazz musicians. The move from Vicksburg to Chicago became the first step toward a career that takes him all across America and around the world.



Great Migration Venn Diagram

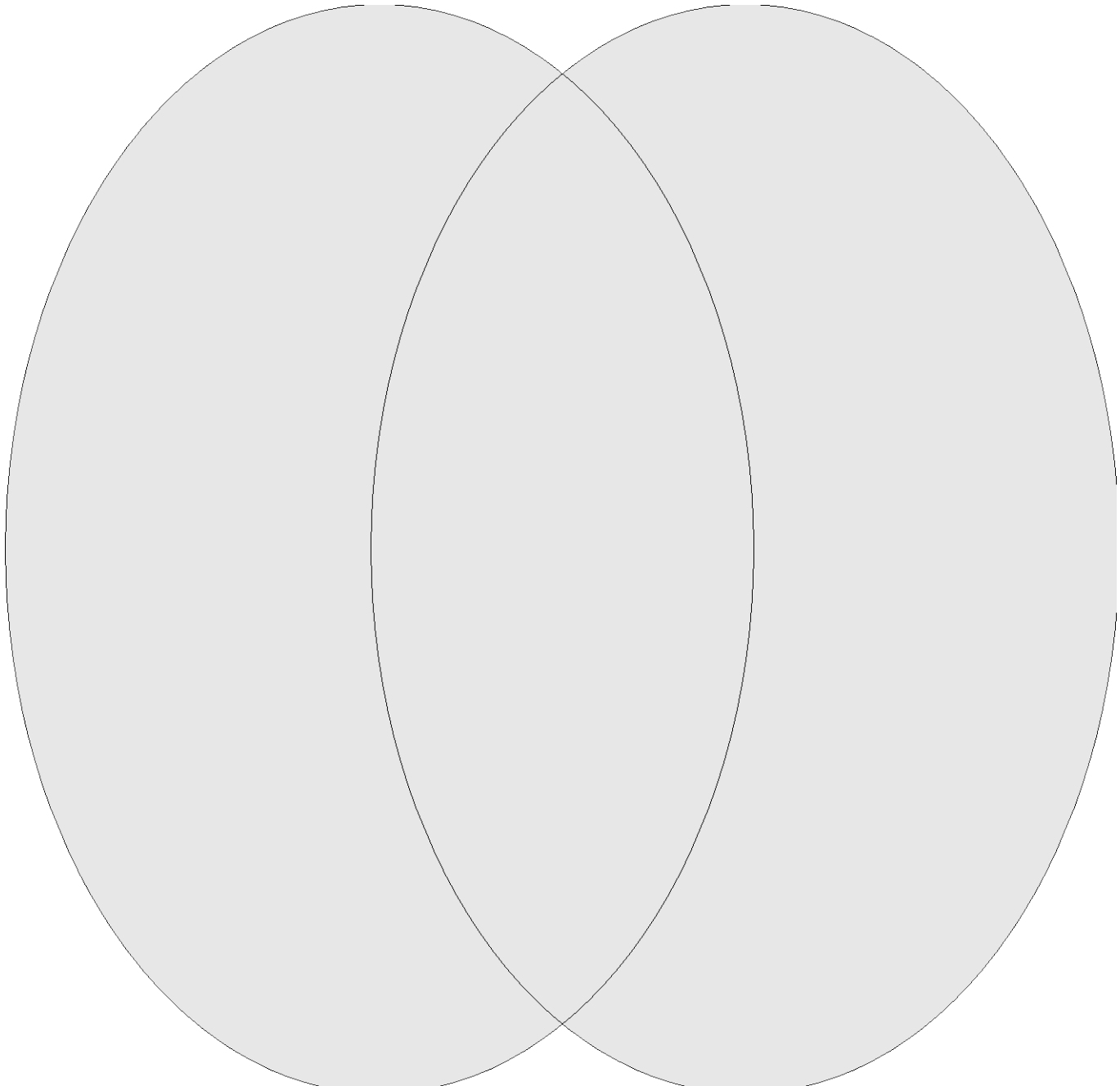
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Hetty's Robinson's Family**

**Both Families**

**Jackie Robinson's Family**





Great Migration Venn Diagram  
(Sample for Teacher Reference)

**Hetty's Robinson's Family**

**Both Families**

**Jackie Robinson's Family**

**Moved from Cairo,  
Georgia.**

**Moved to Pasadena,  
California.**

**Jackie got average  
grades in school,  
but was a great  
athlete.**

**All the students in  
Jackie's school were  
black.**

**Single mother, no  
father.**

**Experienced  
segregation after  
the move.**

**Wanted a better life  
for their families.**

**Stayed with  
relatives when they  
moved.**

**Moved from  
Vicksburg,  
Mississippi.**

**Moved to Chicago,  
Illinois.**

**Milt had to repeat  
three grades in  
school after he  
moved.**

**Milt makes friends  
with some white boys  
(Benny).**



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 4**

### **Determining Author's Opinions, Reasons, and Evidence: Signs of Hope and Progress for African Americans in the 1920s (*Promises to Keep*, Pages 14–15)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can summarize the information in *Promises to Keep* about life for African Americans in the 1920s.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.
- I can explain how the reasons I identify support Sharon Robinson's opinion.

**Ongoing Assessment**

- Great Migration Venn diagram (homework from Lesson 3)
- Vocabulary cards
- Journal (Author's Opinion, Reasons, and Evidence graphic organizer)
- Evidence flags



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Homework Review (5 minutes)</li><li>Engaging the Reader: Tea Party Protocol to Infer about Life for African Americans in the 1920s (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>First Read: Getting the Gist about Life for African Americans in the 1920s (10 minutes)</li><li>Guided Practice: Identifying Reasons and Evidence That Support the Author's Opinion (15 minutes)</li><li>Small Group Practice: Identifying Reasons and Evidence That Support the Author's Opinion (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read pages 16–19 of <i>Promises to Keep</i>. Answer homework questions on index cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson introduces a new graphic organizer: Author's Opinion, Reasons, and Evidence. This organizer builds directly on the Opinion and Evidence graphic organizer (from Unit 1). During Work Time B, the distinction between the terms <i>opinion</i>, <i>reasons</i>, and <i>evidence</i> is defined for students. Review and become familiar with these terms in order to define them clearly and consistently for students.</li><li>The guided practice (Work Time B) is particularly important for the overall success of the module, since it lays the foundation for students' writing in Unit 3. After students identify the author's opinion, reasons, and evidence, they work to explain how the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as: "The opinion _____ is supported by the reason _____ BECAUSE the reason is an example of _____." These skills also are reinforced in future lessons.</li><li>During Opening B, students will participate in the Tea Party protocol. They read and discuss Tea Party cards with information from the picture captions on pages 14 and 15 of <i>Promises to Keep</i> in order to make inferences about what life was like in the 1920s for African Americans. There are only eight Tea Party cards, so at least three students should receive the same card.</li><li>In advance: Add to the Jackie Robinson and Life in America anchor chart, which students work with during the closing of this lesson. In the far left-hand column write: "During Jackie Robinson's Childhood." In the center column, write: "1920s."</li><li>Review: Tea Party protocol (see Appendix).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
opinion (Unit 1), reasons, evidence (Unit 1); operated, anti-segregation, resistance (14), Harlem Renaissance, rose (v., past tense of “rise”) (15)	<ul style="list-style-type: none"><li>• Tea Party cards (enough so that each student gets a different one)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Document camera or projector</li><li>• Students’ journals</li><li>• Author’s Opinions, Reasons, and Evidence graphic organizer (one for display)</li><li>• Evidence flags (small sticky notes, four per student)</li><li>• Lesson 4 task card (one per group)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li><li>• Index cards (three per student)</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to meet with partners to share the Great Migration Venn diagram and two of the vocabulary cards they completed for homework.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with other students who speak the same home language.</li></ul>





Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader: Life in the 1920s for African Americans (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students they are learning about what life was like for African Americans in the United States both before and during Jackie Robinson's life. This will help them better understand the impact Jackie Robinson made on American society as he overcame barriers of segregation and racism.</li> <li>Tell students they will use the Tea Party protocol to read information about famous African Americans to help them make inferences about what life was like for African Americans in the 1920s.</li> <li>Cold call several students to recall the meaning of the word <i>inference</i> (ideas we have based on what we read, hear, or see).</li> <li>Remind students that they participated in a Tea Party in Unit 1 of this module, when they were beginning to build their background knowledge about the importance of sports in American culture.</li> <li>Explain that each student will receive a card with information about a famous African American who lived during the 1920s. Distribute the <b>Tea Party cards</b>. (Make sure at least three students receive the same card.)</li> <li>Give directions for students to <u>prepare</u> for the Tea Party:               <ol style="list-style-type: none"> <li>On your own, read the information on your card.</li> <li>Then make an inference about what life was like for African Americans, based on the information.</li> <li>Write your inference on the back of your card.</li> </ol> </li> <li>Give students 3 or 4 minutes to read their cards and write inferences.</li> <li>Give the next directions for the <u>actual</u> tea party. Students will circulate around the room and do the following:               <ol style="list-style-type: none"> <li>First, find the individuals who have the same information.</li> <li>Then discuss the similarities (compare) and differences (contrast) between their inferences (2 to 3 minutes).</li> <li>Finally, meet with at least one other peer who has a different piece of information to discuss their information and inferences (2 to 3 minutes).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Intentionally give the same Tea Party protocol cards to a heterogeneous mix of students, so students who may need support will end up working with stronger readers.</li> <li>Write the directions for preparing for the Tea Party protocol and Tea Party on the white board for students to reference as they work.</li> <li>Students who struggle with writing may need to dictate their inference to a partner or teacher.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to return to their seats and turn and talk with a peer:<ul style="list-style-type: none"><li>* “What did you infer about what life was like for African Americans during the 1920s?”</li></ul></li><li>• Ask several students to share out their inferences. Listen for:<ul style="list-style-type: none"><li>– “African Americans were speaking out about the violence they suffered.”</li><li>– “They were making changes in society by starting schools and organizations like the NAACP.”</li><li>– “There were famous African American authors, poets, actors, entrepreneurs, educators.”</li></ul></li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Life for Americans in the 1920s (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ensure all students have access to <b><i>Promises to Keep</i></b> and ask them to sit with their small group. Students will remain in groups until Closing and Assessment.</li><li>• Read the first learning target with the students:<ul style="list-style-type: none"><li>* “I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.”</li></ul></li><li>• Direct students to open their books to pages 14 and 15, and display the <b>Features of Informational Text anchor chart</b> (from Lesson 1) using a <b>document camera or projector</b>. Ask students to first review features already listed for biographies (a narrative, like a story; has a lot of details about a person's life and times; told in chronological order; includes pictures of the person at different ages, etc.).</li><li>• Then ask students to look closely at pages 14 and 15 to identify text features they notice. Ensure that they identify the photographs and captions on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for:<ul style="list-style-type: none"><li>– “Photographs help us ‘see’ the people the text may refer to.”</li><li>– “Captions share important details about the pictures.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Strategically group stronger readers and writers with students who struggle with grade-level text.</li><li>• Provide <i>Promises to Keep</i> for ELL students in the students' home language.</li><li>• Students may need to review how to summarize based on details from text (from Lesson 3).</li><li>• Some students may need the text reread a second time to determine the gist.</li><li>• Struggling writers may need to dictate their gist to a partner or teacher.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students what they typically do when they first read a new text. Listen for students to say:               <ul style="list-style-type: none"> <li>– “Read to determine the gist.”</li> <li>– “Summarize the main idea of the text.”</li> </ul> </li> <li>• Ask students to follow along silently as they hear a first read of the main text on pages 14 through 15 (start with “While my father fought ...” and end with “... fame and popularity through the Harlem Renaissance”).</li> <li>• Prompt students to take 1 or 2 minutes to think about and discuss with their group members:               <ul style="list-style-type: none"> <li>* “What is the gist of this passage?”</li> <li>* “What was life like for African Americans in the 1920s?”</li> </ul> </li> <li>• Direct students to turn to a new page in their <b>students' journals</b> to record the gist of this passage.</li> <li>• Cold call a few students to share what they have written. Listen for ideas such as:               <ul style="list-style-type: none"> <li>– “African American leaders were working to change the way black people were treated in America.”</li> <li>– By the 1920s, African Americans owned businesses and worked as teachers, nurses, doctors, and lawyers.”</li> </ul> </li> </ul>	
<p><b>B. Guided Practice: Identifying Reasons and Evidence That Support the Author's Opinion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the second learning target aloud:               <ul style="list-style-type: none"> <li>* “I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.”</li> </ul> </li> <li>• Say: “Sharon Robinson shares many opinions throughout this book.” Ask several students to share what they recall about the word <i>opinion</i>, from Unit 1. Listen for:               <ul style="list-style-type: none"> <li>– “A person's point of view.”</li> <li>– “Position on an issue.”</li> <li>– “Not everyone may agree.”</li> <li>– “Can be argued.”</li> </ul> </li> <li>• Display the <b>Author's Opinions, Reasons, and Evidence graphic organizer</b> and ask students to create this graphic organizer on a new page in their journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual clues (e.g., a magnifying glass for <i>identify</i>, a person holding up another person for <i>support</i>) for academic vocabulary words in learning targets.</li> <li>• Provide a copy of the Author's Opinions, Reasons, and Evidence graphic organizer for those students who struggle with copying information into their journals.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Point out the Author's Opinion (WHAT the author believes) line at the top of the organizer. Say: <ul style="list-style-type: none"> <li>* "The author's opinion, or point of view, can also be thought of as WHAT the author believes."</li> </ul> </li> <li>Remind students that in Unit 1 they determined the author's opinion within small chunks of text. In this unit, however, they will determine the author's opinion for a passage, or several pages of a text.</li> <li>Explain to students that authors will let us know "What" they think (their "opinion") somewhere within the passage of text (beginning, middle, or end). Authors support their opinions by providing reasons and evidence.</li> <li>Point out the lines titled "Reason" (WHY the author believes an opinion) to students. Explain that this is a new element they will begin to identify in an author's argument. Say to students: "An author's opinion is WHAT the author believes. The <i>reasons</i> an author provides to support an opinion tells us 'why' the author believes the opinion."</li> <li>Then direct students' attention to the two lines titled "Evidence." Ask students to recall what <i>evidence</i> is, from Unit 1 (facts, specific details).</li> <li>Tell students they will now work with their group members to determine the author's opinion—WHAT the author believes—for the passage on pages 14 and 15. Orient students to the text. Ask them to number the paragraphs of the main text on pages 12 to 15 (there are four paragraphs total). (Be sure students know to focus on the text on the white borders, not the captions they worked with earlier, which are on the orange borders.)</li> <li>Focus students' attention on page 14, Paragraphs 1 and 2 (starting with "While my father ..." and ending "... signs of hope and progress"). Ask students to follow along silently as these two paragraphs are read aloud.</li> <li>Give students 1 or 2 minutes to discuss in their groups: <ul style="list-style-type: none"> <li>* "WHAT is the author's opinion about life for African Americans in the 1920s?"</li> </ul> </li> <li>Invite several students to share their thinking whole group. Listen for: "By the 1920s there were visible signs of hope and progress for African Americans." Write this on the line next to Author's Opinion, and ask students to record the opinion onto the graphic organizers in their journals.</li> </ul>	<ul style="list-style-type: none"> <li>Provide visual clues for <i>Opinion</i> (an exclamation point), <i>Reasons</i> (a question mark), and <i>Evidence</i> (a check mark).</li> <li>Some students may need the portion of text reread a second time in order to determine the author's opinion, reasons, and evidence.</li> <li>Write, or chart, the directions to complete with their group members on the white board so that students may reference them while they work.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Probe students' thinking by asking:<ul style="list-style-type: none"><li>* "How is this an opinion?"</li><li>* "Can it be argued or could someone disagree?"</li></ul></li><li>• Listen for students to share ideas such as: "It is an opinion because not everyone may agree there were signs of change or hope for African Americans in the 1920s."</li><li>• Focus students' attention on Paragraph 3, pages 14 and 15 (starting "Black-owned and operated ..." and ending "... encourage an anti-segregation resistance movement.").</li><li>• Say: "Now we will read the third paragraph to determine one reason WHY Sharon Robinson believes there were signs of hope and progress for African Americans in the 1920s." Read aloud as students follow along silently.</li><li>• Say to students: "As I read this paragraph aloud, I heard that there were several black-owned and operated newspapers. I think this is part of WHY Sharon Robinson believes there were signs of hope and progress for African Americans in the 1920s, because we learned that before the 1920s African Americans had been enslaved, segregated, and would have been kept from owning a business."</li><li>• Paraphrase the text and write: "African Americans owned and managed newspapers," next to the first Reason line on the graphic organizer. Ask students to record this on their graphic organizers.</li><li>• Direct students' attention to the two lines on the graphic organizer below the first Reason, titled Evidence. Ask students to recall what "evidence" is, from Unit 1 (facts, specific details, information).</li><li>• Distribute four <b>evidence flags</b> to each student (students will use two evidence flags in Work Time B, and two in Work Time C).</li><li>• Tell students to take 3 or 4 minutes to complete the following with their group members:<ol style="list-style-type: none"><li>1. Reread the third paragraph to identify evidence (facts, specific details, information) about the newspapers owned and run by African Americans.</li><li>2. Mark the evidence you locate with evidence flags.</li><li>3. Discuss with your group members the evidence you locate.</li></ol></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After students reread, mark evidence, and discuss with their group members, ask:             <ul style="list-style-type: none"> <li>* “What evidence (facts, details) did you locate in this paragraph about newspapers owned and managed by African Americans?”</li> </ul> </li> <li>• Listen for:             <ul style="list-style-type: none"> <li>– “There were black-owned newspapers in major cities like Chicago, Pittsburgh, and Boston.”</li> <li>– “There were newspapers and magazines that wrote specifically for and about the story and life of African Americans.”</li> <li>– “Black-owned newspapers and magazines told stories of progress.”</li> <li>– “Encouraged an anti-segregation movement.”</li> </ul> </li> <li>• Paraphrase and record students' responses on the graphic organizer. Ask students to record paraphrased evidence on the graphic organizers in their journals.</li> <li>• Tell students that in the next step of Work Time, they will work in their groups to identify another reason and supporting evidence for Sharon Robinson's opinion that there were signs of hope and progress for African Americans in the 1920s.</li> </ul>	
<p><b>C. Small Group Practice: Identifying Reasons and Evidence That Support the Author's Opinion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students they are still working on the same learning target.</li> <li>• Focus students' attention on Paragraph 4 (the main paragraph on page 15, starting: “There was also a small but growing ...” and ending “... fame and popularity through the Harlem Renaissance”). Display and distribute the <b>Lesson 4 task cards</b> (one per group).</li> <li>• Read each step of the task card aloud to students. Clarify directions as necessary. Direct students to take 7 to 8 minutes to complete the steps listed on their task cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Some groups may need additional time to identify additional reasons and evidence.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Circulate to support as needed. As students read, focus their attention on key vocabulary in this paragraph:             <ul style="list-style-type: none"> <li>– Harlem Renaissance (an African American cultural and artistic movement of the 1920s that centered on the neighborhood of Harlem, in New York)</li> <li>– rose (the past tense of the verb “rise,” meaning “became more successful”)</li> </ul> </li> <li>• Encourage students to refer to the <b>Vocabulary Strategies anchor chart</b> for support with determining the meaning of unfamiliar words or phrases.</li> <li>• After 7 to 8 minutes, refocus students whole group. Cold call several students to share out the Reason and Evidence they identified to support the author's opinion. Listen for:             <ul style="list-style-type: none"> <li>– “The author's opinion that there was progress for African Americans in the 1920s is supported by the reasons such as: There was a growing group of professional African Americans. Evidence to support this includes the fact that African Americans taught school and were nurses, doctors, lawyers, and business owners. In addition, the Harlem Renaissance gave us great African American writers, artists and musicians.”</li> </ul> </li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “How do the reason and evidence you identified in Paragraph 4 support the author's opinion that there was progress for African Americans in the 1920s?”</li> </ul> </li> <li>• Listen for students to make connections between the opinion and the reasons and evidence they identified. For example: “Sharon Robinson supports her opinion that there were signs of progress for African Americans in the 1920s by giving the reason that there were a growing number of African Americans in professional jobs. This reason supports the opinion because in the past, African Americans had been forced into slavery and were kept out of professional careers through segregation laws. The evidence gives specific examples of the types of professional jobs African Americans held in the 1920s, such as doctors, lawyers, nurses, and educators.”</li> <li>• Help students recognize that while Sharon Robinson believes there were “visible signs of hope and progress” for African Americans during the 1920s, the United States was still segregated. Emphasize the importance of this as they keep reading about Jackie Robinson's life because it will help them better understand that there were still significant barriers to overcome.</li> <li>• Congratulate students on their first try at working to identify reasons and giving evidence to support an opinion.</li> <li>• Collect students' journals to review as an ongoing assessment.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students whole group. Focus their attention back on the <b>Jackie Robinson and Life in America anchor chart</b>. Say: “As we read today we learned many more details about what life was like in America for African Americans in the 1920s.”</li> <li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart: <ul style="list-style-type: none"> <li>* “What was happening in America during the 1920s?”</li> </ul> </li> <li>• Ask several students to share their thinking aloud. Listen for ideas such as: <ul style="list-style-type: none"> <li>– “There were signs of progress for African Americans.</li> <li>– “There were black-owned businesses.”</li> <li>– “African Americans held professional jobs.”</li> <li>– “The Harlem Renaissance took place.”</li> </ul> </li> <li>• Add students’ ideas to the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by showing thumbs-up or thumbs-down.</li> <li>• Repeat with the second and third learning targets: <ul style="list-style-type: none"> <li>* “I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.”</li> <li>* “I can explain how the reasons I identify support Sharon Robinson’s opinion.”</li> </ul> </li> <li>• Note students who show thumbs-down, as they may need more support summarizing information, or help identifying reasons and evidence that an author uses to support an opinion.</li> <li>• Distribute three <b>index cards</b> to each student for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence stems or starters (e.g., “One thing that happened in America in the 1920s was _____.”) for students who struggle with language.</li> </ul>





Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 16–19 of <i>Promises to Keep</i>. On one of your index cards, write a gist statement about the information on pages 16–19 of <i>Promises to Keep</i>.</li><li>• Choose two of the following vocabulary words from today's lesson: <i>opinion</i>, <i>reasons</i>, <i>evidence</i>, <i>operated</i>, <input type="checkbox"/> <i>anti-segregation</i>, <i>resistance</i>, <i>Harlem Renaissance</i>, <i>rose</i> (v.).</li><li>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your three index cards as an admit ticket to the next class. <input type="checkbox"/></li></ul> <p><i>Note: Review students' journals to determine their current level of understanding about opinion, reasons, and evidence.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading at grade level.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 4

## Supporting Materials



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Tea Party Cards

**Directions:** Make enough copies of this page so that you can cut the page into strips and give each student a single excerpt.

- 
1. **Ida B. Wells** (1862–1931) was a journalist born in Mississippi. She used the media to expose the violence African Americans were often subjected to in the 1890s and the early 20th century.
- 
2. **W.E.B. (William Edward Burghardt) Dubois** (1868–1963) was a scholar and writer who believed African Americans should be educated and activists. He was one of the founders of the nation's first biracial civil rights organization, which later became the National Association for the Advancement of Colored People (NAACP).
- 
3. **Madame C. J. Walker** (1867–1919), a self-made millionaire and entrepreneur, amassed a fortune through her cosmetics business. Walker was an important supporter of the Harlem Renaissance.
- 
4. **Booker T. Washington** (1856–1915), a former slave, became a leading educator, author, and spokesperson for African Americans. He headed the Tuskegee Institute in Alabama, an all-black college where students learned vocational skills.
- 
5. **Duke Ellington** (1899–1974), a legendary bandleader, took his famous jazz-swing orchestra all around the world.
- 
6. **Paul Robeson** (1898–1976), an extraordinary singer and stage and film actor, stunned audiences with his powerful performances.
- 
7. **Langston Hughes** (1902–1967), a famous poet-playwright-essayist-novelist, captured the heart and voice of the African American experience in his work.
- 
8. **Zora Neale Hurston** (1891–1960), an anthropologist and novelist, is best known for her book *Their Eyes Were Watching God*, published in 1937.
-



Author's Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

**Author's Opinion (WHAT the author believes):**

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<b>Reason (WHY the author believes an opinion):</b>	
<b>Evidence (facts, details, information):</b>	
<b>Evidence:</b>	



Lesson 4 Task Card

<b>Work with your group members to complete the following:</b>	1. Read the last paragraph on page 15.
	2. Think about and discuss: What reason does the author give to support her opinion?
	3. On your graphic organizer, record the reason you identify next to second line titled “Reason.”
	4. Locate two pieces of evidence that support the reason you identified. Mark these with evidence flags.
	5. Discuss the evidence you located with your group members.
	6. Paraphrase the evidence you identified and record onto your graphic organizer, next to the lines titled “Evidence.”



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 5**

**Reading to Determine Important Relationships  
between People and Events:** The Importance of the  
1936 Olympics for African Americans (*Promises to  
Keep*, Pages 16–19)



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Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

I can draw on information to explore ideas in the discussion. (SL.5.1a)

Supporting Learning Targets

- I can describe the influences on Jackie Robinson's life in the 1930s.
- I can explain what caused Americans to believe that there was "victory over racism" during the 1930s.
- I can use information shared by my group members to help deepen my understanding of the main ideas in *Promises to Keep*.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Homework gist card
- Vocabulary cards
- Journal (Causes and Effects note-catcher)



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

*(Promises to Keep, Pages 16–19)*

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Homework Review (5 minutes)</li><li>Engaging the Reader and Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading Closely: What Influenced Jackie Robinson as a Teenager (15 minutes)</li><li>Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 minutes)</li><li>Vocabulary to Deepen Understanding (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Review Learning Targets (10 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Answer homework questions on index cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students are reintroduced to and practice RI.5.3 again. Students work to follow the sequence of events in Jackie Robinson’s life and in the United States across decades, analyze relationships and connections, and learn to distinguish between causes and effects. Their previous work with RI.5.1 (citing evidence and inferring) and RI.5.2 (main ideas and summarizing) will help them see how the events in Jackie Robinson’s life and the events in the world during the 1930s are related. Students will continue to practice with RI.5.3 in Lesson 8 and throughout Unit 3.</li><li>Students are introduced to a new protocol during the Opening, Homework Review. In Fold the Line, students form opinions about something and line up according to their opinions. The line is then “folded” back on itself, so each student is facing a partner (who holds a different opinion) with whom to discuss the homework. Review the opening carefully in order to explain Fold the Line clearly to students. Also consider an efficient way to arrange the classroom furniture to make room for this activity.</li><li>This lesson focuses on the 1930s. Students may need to simply be told some basic background knowledge; see Work Time for specifics. As with other historical eras students read about during this module, consider going into more depth during additional Social Studies instruction.</li><li>In advance: Prepare a new Causes and Effects anchor chart: this is a large version of students’ note-catcher with this same name. See example in supporting materials, and review Work Time A.</li><li>In advance: Write the multistep directions for group work during Work Time B on the white board or chart paper, in order to save time during the lesson.</li><li>List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.</li><li>In advance, add to the Jackie Robinson and Life in America anchor chart. In the far left-hand column, write: “During Jackie Robinson’s Teenage Years.” In the center column, write: “1930s.”</li><li>Review: Give One, Get One protocol (see Appendix).</li><li>Post: learning targets.</li></ul>





**Reading to Determine Important Relationships between People and Events:**

The Importance of the 1936 Olympics for African Americans

*(Promises to Keep, Pages 16–19)*

Lesson Vocabulary	Materials
influences, racism, cause, effect; factors (16), avoid (16), devotion (16), instill (16), idol (16), superiority (17), snubbed (17), riding (17)	<ul style="list-style-type: none"><li>• Document camera or projector</li><li>• Images from the 1936 Olympics in Berlin: Jesse Owens Competing and Adolf Hitler on the Reviewing Stand (one of each to display)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Students' journals</li><li>• Close Readers Do These Things anchor chart (from Unit 1)</li><li>• Causes and Effects note-catcher (one to display)</li><li>• Causes and Effects anchor chart (new; teacher-created; an enlarged version of students' Cause and Effects note-catcher)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Index cards (five per student: two for Work Time C and three for homework)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their index cards they completed for homework. Collect the cards on which students wrote the gist for pages 16–19.</li> <li>• Tell students they will participate in new protocol called Fold the Line. Say: “I am going to read a gist statement from one of the index cards. Then you do one of the following:             <ul style="list-style-type: none"> <li>– Think about the following and then take your vocabulary index cards (from homework) with you.</li> <li>– If your gist statement was almost exactly the same, you will line up to the far right on this imaginary line. [Indicate a line across the floor of the classroom.]</li> <li>– If your gist statement was nothing like the gist statement written, you will line up on the far left.</li> <li>– If yours was kind of like the gist statement read, you will line up in the middle.”</li> </ul> </li> <li>• Answer any clarifying questions.</li> <li>• Once all students understand the directions, randomly choose an index card. Do not tell students who wrote it. Read the gist statement out loud. Give students a minute to line up.</li> <li>• Tell students: “Now, we will fold the line so that we make two parallel lines by bringing the two ends of the line together.” Physically walk to one end of the line and walk the student at the front of the line to meet and partner with the student at the back of the line. Now that the one line is now two, make sure that all the students are partnered (if there is an odd number of students, a triad is fine).</li> <li>• Ask students to discuss with their partners:             <ul style="list-style-type: none"> <li>* “Why did you decide to line up where you did?”</li> <li>* “Share the vocabulary cards you created for homework.”</li> </ul> </li> <li>• Circulate and listen to conversations, ensuring that they are on topic and relevant.</li> <li>• Ask students to return to their seats and place their vocabulary cards with the other ones they have created in previous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider reading all the gist statements quickly in order to choose the best one to make students really think about the similarities and differences between that particular one and their own.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader and Reviewing Learning Targets (5 minutes)</b></p> <p><i>Note: Do not tell students in advance what the images are.</i></p> <ul style="list-style-type: none"><li>• Use a <b>document camera or projector</b> to project the <b>images from the 1936 Olympics in Berlin: Jesse Owens Competing and Adolf Hitler in the Reviewing Stands</b> for students. Ask students to turn to a partner and discuss:<ul style="list-style-type: none"><li>* “Who do you think are in these two images?”</li><li>* “What is your evidence?”</li></ul></li><li>• Invite a few students to share. Listen for: “Jesse Owens and Adolf Hitler.” If students do not know, tell them. It is not necessary to go into too many details about who Hitler was, just that he was the German leader that believed in an Aryan (superior race) society and was discriminatory to other races during this time period.</li><li>• Have students discuss with their partner notices of the images. Cold call a few partners to share out. Listen for students to share: “Jesse Owens looks like he may be an athlete. Adolf Hitler looks like he is in the military.” (Note: Some students may share details from the reading they did for homework. However, it is not necessary for them to have understood all of the reading at this point in the lesson.)</li><li>• Tell students that they will reread pages from <b><i>Promises to Keep</i></b> to learn more about how these two individuals had an impact on the world and how a specific event influenced Jackie Robinson’s life.</li><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can describe the influences on Jackie Robinson’s life in the 1930s.”</li><li>* “I can explain what caused Americans to believe that there was ‘victory over racism’ during the 1930s.”</li></ul></li><li>• Focus students on the word <i>influences</i> and ask students to share what they think that word means. Listen for: “something that has an effect or impact on someone.” If students do not know, define this key term.</li></ul>	



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students where they have seen the phrase “victory over racism.” Students should point out that it was in the reading on page 17. Explain to students that in this context, the word over does not mean “on top of.” Invite students to turn to their partner and discuss:<ul style="list-style-type: none"><li>* “What is <i>racism</i>?”</li><li>* “What does ‘victory <i>over</i> racism’ mean?”</li></ul></li><li>• Cold call a few students to share. Listen for comments such as:<ul style="list-style-type: none"><li>– “Racism is when people are discriminated against because of the color of their skin or the race they belong to. The phrase means ending racism or winning against racism.”</li><li>* Say: “Notice that we are now discussing a new decade in history—the 1930s. We will add to our anchor chart at the end of the lesson for that era.”</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading Closely: What Influenced Jackie Robinson as a Teenager (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students in their groups of four. Be sure students have their <i>Promises to Keep</i> text and their <b>students' journals</b>.</li> <li>Refer students to the <b>Close Readers Do These Things anchor chart</b>. Ask students to remind the class of what close readers do after they have gotten the gist. Call a few students to share out. Listen for: <ul style="list-style-type: none"> <li>* “Read the text again, but now for something more specific.”</li> </ul> </li> <li>Tell students they are going to reread the pages they read (for the gist) for homework. Ask students to open their books to page 16. Set purpose: As you read aloud, they should follow along and listen for the people or events that influenced or impacted Jackie Robinson’s life as a teenager.</li> <li>Read aloud page 16, ending with the first full sentence on page 17: “Mack had won a silver in the 200-meter dash.” Ask students to discuss with their group members: <ul style="list-style-type: none"> <li>* “What people or events were influences on Jackie Robinson’s life when he was a teenager?”</li> </ul> </li> <li>Remind them to show their peers where in the text they saw that. Give students 2 to 3 minutes to discuss.</li> <li>Briefly review the concept of <i>cause and effect</i> with students. Ask: <ul style="list-style-type: none"> <li>* “What is the relationship between a <i>cause</i> and an <i>effect</i>?”</li> </ul> </li> <li>Ask a few students to share their thoughts. Listen for: “A cause makes an effect happen. An effect is a result of a cause.” Elaborate with an example: “When Meg Lowman (the scientist we learned about in <i>The Most Beautiful Roof in the World</i>) was conducting experiments, she put a mesh bag over some branches. The cause was her action: she put the bag over the branches. The effect, or result, was that the ants could not get to the leaves.”</li> <li>Clarify a few key points about cause and effect: <ul style="list-style-type: none"> <li>– When trying to understand the relationship between people and events in text, it is important to think about cause and effect. (That’s not the only kind of relationship there is, but it’s one common one.)</li> <li>– With people’s behaviors and choices, it’s not always quite as simple as “cause” and “effect.” However, it is still a useful way to think about why people do what they do, or what helps us become who we are.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intentionally group stronger readers with those who struggle with reading at grade level.</li> <li>Provide students who may have difficulty determining the influences on Jackie Robinson’s life with pre-highlighted text.</li> <li>Some students may benefit from a partially filled-in Causes and Effects note-catcher.</li> </ul>



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students they will be considering some things that “caused” Jackie Robinson to become the kind of person he was. To help think about cause and effect, they will use a new note-catcher.</li><li>• Project the <b>Causes and Effects note-catcher</b>. Ask students to copy it onto a new page in their journal.</li><li>• Draw students’ attention to the right-hand column, Effects. Read aloud what is written in the first box: Jackie Robinson managed to “avoid serious trouble” as a teenager. Ask students to find where in the text this statement is written. Students should point out the third paragraph on page 16.</li><li>• Focus students on the left-hand column of the chart, Causes. Say: “According to the text, there were several things that helped cause Jackie Robinson to make the decision to stay out of trouble during this time in his life. These were the influences on his teenage years.”</li><li>• Cold call a few students from different groups to share what they discussed earlier with their group members. Listen for, and record, the ones listed in the <b>Causes and Effects anchor chart (for teacher reference)</b> in the supporting materials. Add students’ comments to the anchor chart.</li><li>• Ask students what clues the author used to help readers know that there were several influences or “causes.” Ask a few students to share. Listen for: “first” and “second” and “another.”</li><li>• Point out that causes and effects are not always signaled so clearly (with ordinal or transition words) in a text.</li><li>• Tell students that next they will work in their groups to reread the next section to identify the causes for the second effect listed in the note-catcher: “Americans believed that they had won a victory over racism during the 1930s.”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 minutes)</b></p> <ul style="list-style-type: none"><li>Read aloud the learning target:<ul style="list-style-type: none"><li>* “I can use information shared by my group members to help deepen my understanding of the main ideas in <i>Promises to Keep</i>.”</li></ul></li><li>Remind students they will continue to work on the second learning target (identifying causes and effects) and also will be deepening their understanding of the text through discussion.</li><li>Ask students to work in their groups to do the following:<ol style="list-style-type: none"><li>Reread independently the last paragraph on page 16 and all of page 17 for causes of: “What led Americans to believe that they had won a victory over racism during the 1930s?”</li><li>Write in the note-catcher the effects from the text.</li><li>Discuss with other members of your group the effects from the text. Be sure to show where you found them in the text.</li><li>Revise your thinking and writing according to what was discussed in your group.</li></ol></li><li>Give students approximately 8–10 minutes to work. Circulate and listen to discussions, providing support and redirection when needed.</li><li>Invite a few groups to share with the class the causes they found in the text and where they found them. Record them on the projected note-catcher for all students to see and reference. In particular, listen for, and record, the ones that are listed in the anchor chart (for teacher reference; see supporting materials).</li></ul>	<ul style="list-style-type: none"><li>Consider rereading aloud the text for specific groups that may have several struggling readers during group work time.</li><li>Some students may need pre-highlighted text with specific sentences that indicate the causes for why Americans believed they had won a victory over racism during the 1930s.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Vocabulary to Deepen Understanding (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>Display the <b>Vocabulary Strategies anchor chart</b> to refresh students’ memory of strategies they have used.</li> <li>Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for:             <ul style="list-style-type: none"> <li>* “To deepen our understanding of the text.”</li> <li>* “Understanding key or unknown vocabulary helps us understand the text better.”</li> </ul> </li> <li>Place the class members in pairs and distribute two <b>index cards</b> to each student.</li> <li>Draw attention to the vocabulary words projected, or listed. Assign each pair one of the words. Tell them that in a minute they will share with pairs who defined other words. Give directions:             <ol style="list-style-type: none"> <li>Locate your one word in the text. Reread the sentence where it is written and use context clues and apply vocabulary strategies to help determine the meaning.</li> <li>Discuss what you think the word means.</li> <li>Record the word onto an index card.</li> <li>Turn the card over and write the definition, or a synonym, and draw a visual for the word.</li> </ol> </li> <li>Give partners 3–5 minutes to work. Circulate to each pair to ensure that the definition they agreed upon is accurate:             <ul style="list-style-type: none"> <li>– <i>factors</i> (16): things that contribute to an outcome</li> <li>– <i>avoid</i> (16): to keep away from</li> <li>– <i>devotion</i> (16): dedication</li> <li>– <i>instill</i> (16): cause</li> <li>– <i>idol</i> (16): role model</li> <li>– <i>superiority</i> (17): the quality of being better than everyone/everything else</li> <li>– <i>snubbed</i> (17): avoided or treated with indifference</li> <li>– <i>riding</i> (17): dependent on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intentionally partner students who struggle with language with those who are stronger readers and writers.</li> <li>List the directions for completing vocabulary cards so that students can refer to them as they work.</li> <li>Consider allowing students who struggle with writing to dictate their definitions to their partners or to just draw the visual.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review the Give One, Get One protocol with students. Tell students they will now give their information about their vocabulary word to another student and get that student's vocabulary word information.</li><li>• Have each student find another partner, one with a different word. Give students 2 or 3 minutes to copy the information from each other's vocabulary cards onto their second index cards.</li><li>• If time allows, cold call a few students to share out their word, the definition, and the visual they drew.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Focus their attention back to the <b>Jackie Robinson and Life in America anchor chart</b>.</li><li>• Say: "As we read today we learned more details about Jackie Robinson and Americans in the 1930s." Ask students to take one minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart:<ul style="list-style-type: none"><li>* "What was happening in the 1930s?"</li></ul></li><li>• Ask several students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none"><li>– "African Americans were standing out as athletes."</li><li>– "Many African Americans won medals in the 1936 Olympics."</li><li>– "Jackie Robinson stayed out of trouble."</li></ul></li><li>• Add students' ideas to the anchor chart.</li><li>• Read the learning targets aloud. Ask students to choose one that they thought they met well during this lesson. Invite them to turn to a partner and share the learning target and why.</li><li>• Ask students to choose a learning target from today's lesson that they feel they need to work on further. Invite them to turn to their partners and now share that learning target and why they chose it. Circulate and listen to partner discussions, taking note of students who struggle trying to determine a learning target they met, or ones that feel particularly challenged by all learning targets.</li><li>• Distribute <b>three index cards</b> to students for homework.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with other students who speak the same home language for debrief.</li></ul>



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Choose three more of the following vocabulary words from the lesson today: <i>influences</i>, <i>racism</i>, <i>cause</i>, <i>effect</i>, <i>factors</i> (16), <i>avoid</i> (16), <i>devotion</i> (16), <i>instill</i> (16), <i>idol</i> (16), <i>superiority</i> (17), <i>snubbed</i> (17), <i>riding</i> (17)</li><li>Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your three index cards as an admit ticket to the next class. □</li></ul> <p><i>Note: Review vocabulary folders and students' journals.</i></p>	<ul style="list-style-type: none"><li>Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>Students who struggle with language may need to dictate the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 5

## Supporting Materials



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Jesse Owens Competing in the 1936 Olympics in Berlin



Jesse Owens 1936



Adolf Hitler in the Reviewing Stands  
1936 Olympics



Bundesarchiv, R 8076 Bild-0019  
Foto: o. Ang. | 6. Februar 1936

Bundesarchiv, R 8076 Bild-0019 / CC-BY-SA



Causes and Effects Note-catcher

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

Date: \_\_\_\_\_

Causes	Effects
	Jackie Robinson avoided serious trouble as a teenager.
	Americans believed that they had won a victory over racism during the 1930s.



Causes and Effects Anchor Chart  
(For Teacher Reference)

Causes	Effects
<b>His devotion to his mother and the values she instilled in him.</b>	Jackie Robinson avoided serious trouble as a teenager.
<b>His love of athletics.</b>	
<b>His older brothers.</b>	
<b>The US relay team won the gold medal at the 1936 Olympics.</b>	Americans believed that they had won a victory over racism during the 1930s.
<b>Jesse Owens won four gold medals at the 1936 Olympics.</b>	
<b>Mack Robinson won a silver medal in the 1936 Olympics.</b>	



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 6**

### **Comparing Multiple Accounts of the Same Topic:** The Story of Bus Desegregation (*Promises to Keep*, Page 21)



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Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)

Supporting Learning Targets

- I can make connections between Jackie Robinson's personal history and the desegregation movement in America.
- I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context.

Ongoing Assessment

- Bus Desegregation Venn diagram
- Journal (response to prompt)



Comparing Multiple Accounts of the Same Topic:  
The Story of Bus Desegregation  
(*Promises to Keep*, Page 21)

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader (5 minutes)</li> <li>B. Review Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Building Knowledge about the 1930s and Bus Desegregation (10 minutes)</li> <li>B. Building Knowledge about the Montgomery Bus Boycott (20 minutes)</li> <li>C. Comparing and Contrasting Experiences □with Bus Desegregation (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read pages 22–25 of <i>Promises to Keep</i>. Answer homework questions on index cards.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson follows the same pattern as Lesson 3; review that lesson in advance. Students first focus on an event in Jackie Robinson’s life, and then read text that helps explain the historical context for that event. They then create a Venn diagram to compare and contrast the experiences of Jackie Robinson with similar experiences of other historical figures.</li> <li>• The literary instructional focus of the lesson is on comparing and contrasting multiple accounts of an event in informational texts. The text students read during this lesson includes complex historical and political content: the concept of segregation, and daily discrimination that African Americans faced during this period of history. Students need to understand this historical context in order to understand Jackie Robinson’s experiences. Consider revisiting and reinforcing these ideas during more in-depth instruction during Social Studies.</li> <li>• This lesson includes a primary source document: “Rules for Riding Desegregated Buses,” written by Martin Luther King Jr. These rules include quite a few vocabulary words that may be unfamiliar to students. Encourage students to use their skills determining meaning from context at the sentence level (they each only work with one sentence). Keep in mind the focus of this lesson is making connections between the two texts. Therefore, making meaning of specific vocabulary words should be in support of understanding the texts as a whole. Also, consider incorporating a deeper study of some of the concepts of the era during Social Studies time.</li> <li>• The term <i>segregation</i> was introduced in Lesson 2, so students should have some background with this concept. That term, plus <i>desegregation</i> and <i>movement</i>, are explicitly taught during Part B of the Opening.</li> <li>• In advance: Review the text, “Rules for Riding Desegregated Buses,” and assign one rule per student. There are 17 rules total—be strategic about partnering students who may need more support.</li> <li>• This lesson opens with students reading a quote (from Dr. Martin Luther King Jr.). Do NOT identify the person who spoke these famous words (though some students may know).</li> <li>• Post: Learning targets.</li> </ul>



Comparing Multiple Accounts of the Same Topic:  
The Story of Bus Desegregation  
(*Promises to Keep*, Page 21)

Lesson Vocabulary	Materials
desegregation (desegregate, desegregated), segregation, movement; boycott, nonviolent, dignified, integrated (integration, integrate); goodwill, vacant, guidance, dignity, courtesy, boast, arrogant, absorb, assume, deliberately, incident, confidence, oppressor, reconciliation (all from “Rules for Riding Desegregated Buses”)	<ul style="list-style-type: none"><li>• Students’ journals</li><li>• Document camera</li><li>• Quote from Dr. Martin Luther King Jr. (for display, see Teaching Notes and supporting materials)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li><li>• Video: <a href="http://www.youtube.com/watch?v=1QZik4CYtgw">www.youtube.com/watch?v=1QZik4CYtgw</a> (with captions) <a href="http://www.pbs.org/wgbh/amex/eyesontheprize/story/02_bus.html#video">www.pbs.org/wgbh/amex/eyesontheprize/story/02_bus.html#video</a> (without captions; see supporting materials)</li><li>• “Rules for Riding Desegregated Buses” (one per student)</li><li>• Index cards (five per student)</li><li>• Bus Desegregation Venn diagram (one per student)</li><li>• Bus Desegregation Venn diagram (sample, for teacher reference)</li></ul>



Comparing Multiple Accounts of the Same Topic:  
The Story of Bus Desegregation  
(*Promises to Keep*, Page 21)

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>students' journals</b>. Without providing any explanation or revealing the attribution, use a <b>document camera</b> to project the <b>quote from Dr. Martin Luther King Jr.</b> explaining the bus boycott.</li><li>• Read the first sentence of the quote aloud as students read along silently. Pause and ask students to paraphrase the first sentence of the quote in their journals, reminding them that paraphrasing means to put in their own words.</li><li>• Circulate to be sure that students are writing something such as: "For a long time, African Americans have been harassed on the buses in Montgomery." Call on a student who has an accurate paraphrase to share with the class.</li><li>• Read the rest of the quote aloud as students follow along. Ask the students:<ul style="list-style-type: none"><li>* "What do you think this quote is about?"</li><li>* "Who do you think the speaker was?"</li></ul></li><li>• Listen for some students to possibly know that the speaker is Dr. Martin Luther King Jr. If no students know, tell them.</li><li>• Ask the students:<ul style="list-style-type: none"><li>* "Do you know when these events took place?"</li></ul></li><li>• Allow volunteers to share. Clarify as needed: It was in the 1950s (specifically 1955–56), after World War II.</li><li>• Ask students:<ul style="list-style-type: none"><li>* "What is the meaning of <i>boycott</i>?"</li></ul></li><li>• If none know, explain what <i>boycott</i> means (to refuse to buy, use, or deal with something as a protest).</li><li>• On the board, write these phrases (to refer back to later in the lesson):<ul style="list-style-type: none"><li>– Montgomery bus boycott</li><li>– Rosa Parks</li><li>– Dr. King</li><li>– 1955–56</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with writing to dictate their paraphrase to the teacher instead of writing it in their journal.</li><li>• Provide the quote in home languages for ELL students.</li></ul>



## Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation  
(*Promises to Keep*, Page 21)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students:             <ul style="list-style-type: none"> <li>* “A few days ago (in Lesson 1) we learned the word ‘legacy.’ Recall with a partner what we meant by that word.”</li> </ul> </li> <li>• Give students time to think, and then talk with a partner.</li> <li>• Cold call a few students to share out. Listen for answers that define “legacy” as something special that is given by someone from the past. Focus students on the importance of this concept of legacy for this lesson: “Many people remember Jackie Robinson for the legacy he left. By breaking the color barrier in Major League Baseball, he allowed other athletes of color to also play Major League Baseball, but today we’re going to learn about another legacy that he left for us.”</li> </ul>	
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the learning target:             <ul style="list-style-type: none"> <li>* “I can make connections between Jackie Robinson’s personal history and the desegregation movement in America.”</li> </ul> </li> <li>• Focus on the word <i>desegregation</i>. Invite students to share anything that is familiar about that word. Look for students to share that segregation is part of <i>desegregation</i>. Ask students to remind a partner of the meaning of the word <i>segregation</i>. Remind students of the prefix “de-”: to remove, stop, or reverse. Then ask:             <ul style="list-style-type: none"> <li>* “Since you know the definition of segregation, what do you think <i>desegregation</i> means?”</li> </ul> </li> <li>• Look for answers showing an understanding that it means to end segregation.</li> <li>• Focus attention on the word <i>movement</i>. Say: “This is a word with more than one meaning, but all of the meanings are related. Show me with your hand one definition of ‘movement,’ as a verb, or action.” [Pause while the students demonstrate a hand movement.] “In this learning target, movement is a noun, a thing, and means the activity of lots of people who are working together towards one big goal. You may have heard of the Civil Rights <i>movement</i>, or the antiwar <i>movement</i>. Think about and tell your partner how these two meanings of movement are related.”</li> <li>• Listen for students to make connections between the two words.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual clues for the <i>connections</i> (two rings interlocked) and <i>between</i> (a person between two others) in the learning target.</li> <li>• Chart prefixes and suffixes that are taught, and the words that they are a part of, in the text <i>Promises to Keep</i>. Keep the chart posted throughout the module for students to reference.</li> </ul>



Comparing Multiple Accounts of the Same Topic:  
The Story of Bus Desegregation  
(*Promises to Keep*, Page 21)

Work Time	Meeting Students' Needs
<p><b>A. Building Knowledge about the 1930s and Bus Desegregation (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have <b><i>Promises to Keep</i></b> and their journals. Tell students they will focus on page 21. They will skip over page 20, since it is not essential to today's learning. They can read page 20 on their own at another time during the day, or for homework.</li> <li>• Tell students that in order to understand the connection between the bus boycott and Jackie Robinson, they need to read about events that happened many years before the bus boycott.</li> <li>• Display the <b>Jackie Robinson and Life in America anchor chart</b> (started in Lesson 2). Add a new row, and in the middle column write: "1939–1945." Ask students to share from the previous lesson's reading. <ul style="list-style-type: none"> <li>* "What was happening in the world during these years?"</li> </ul> </li> <li>• Listen for and record in the right-hand column of the chart: "World War II" and a brief explanation, such as "The United States was at war in Europe against Hitler." (See example in supporting materials.)</li> <li>• Ask students to now listen for examples of when Jackie Robinson faced segregation. Invite students to read along silently as you read aloud all of page 21.</li> <li>• Ask students: <ul style="list-style-type: none"> <li>* "What was one example of segregation that Jackie Robinson faced while he was in the army?"</li> </ul> </li> <li>• Give students thinking time, then cold call on someone. Listen for students to say that the army baseball team was segregated, and so was the bus that Jackie Robinson rode from the base into town—he had to ride separately. On the Jackie Robinson and Life in America anchor chart, record students' responses. (See supporting materials for a sample chart.)</li> <li>• Tell students this page includes evidence (facts, details) about two ways that Jackie Robinson fought against the injustice of segregation. (Note: This is not the same focus as Lesson 5, which emphasized cause and effect. Here, students are just identifying the details of Jackie Robinson's life during this time.) Ask students to do the following: <ul style="list-style-type: none"> <li>– Reread the page.</li> <li>– In their journals, write at least two sentences paraphrasing the evidence that they find.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide <i>Promises to Keep</i> in students' home languages for ELL students.</li> <li>• Provide sentence starters or stems for students who struggle with language, such as: "One thing that was happening during the early 1940s was _____."</li> <li>• Some students may need to reread page 21 in order to identify examples of segregation in the text.</li> <li>• Students who struggle with grade-level text may need to focus on particular paragraphs to identify the evidence in the text.</li> </ul>



## Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After 5 minutes, invite students to share what they wrote with a partner. They can add to or correct their notes based on what their partners share.</li> <li>Focus students whole group. Invite a few students to share. Listen for students to name Jackie Robinson's refusal to play sports and his arrest for sitting in the front of the bus. Record answers in the left-hand column of the anchor chart.</li> </ul>	
<p><b>B. Building Knowledge about the Montgomery Bus Boycott (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Redirect students' attention to the phrases written on the board: Montgomery bus boycott, Rosa Parks, Dr. King, 1955–56. Remind students they began the lesson by reading about and discussing the Montgomery bus boycott.</li> <li>Note the date, and allow students to notice that this event occurred 10 years after Jackie Robinson's bus segregation incident that they just read about. Tell students that now they will think about the ways these two events were the same and different.</li> <li>Tell students they are going to watch a short <b>video</b> about the Montgomery bus boycott. They will hear Martin Luther King Jr. say the same quote they heard at the start of class. Set purpose: Ask students to listen and watch for additional details about the incident.</li> <li>Play just the first 1:25 minutes of the video.</li> <li>Cold call students: <ul style="list-style-type: none"> <li>* "What additional information about the bus boycott did you get from watching this video?"</li> </ul> </li> <li>Add their contributions to the Jackie Robinson and Life in America anchor chart.</li> <li>Include details such as: "Rosa Parks was arrested for refusing to give up her seat to a white passenger" and "Almost all of the African American passengers refused to ride the buses."</li> <li>Distribute "<b>Rules for Riding Desegregated Buses</b>" (found in the supporting materials). Direct students' attention to the authors listed at the end, and allow them to notice that aside from the first introductory paragraph, Dr. Martin Luther King Jr. wrote this text.</li> </ul>	<ul style="list-style-type: none"> <li>Display the quote as the video plays for students who have difficulty with auditory processing.</li> <li>For students who struggle with grade level text, pre-highlight the text "Rules for Riding Desegregated Buses" for key words and phrases to help them formulate the gist.</li> <li>Strategically assign rules that are less challenging to those students who struggle with grade level text, or assign the same rules to a strong reader partnered with a student who struggles with grade-level text.</li> </ul> <p>Write the directions for Reading Rules for Bus Segregation Closely on the white board for students to refer to as they work.</p>



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read the first paragraph as students follow along. Ask students to turn and talk to a partner about the gist of this paragraph. Listen for them to say that the boycott worked, and the organizers want to give people advice about how to behave on the buses when they start riding them again. Be sure students understand the words <i>nonviolent</i> (without violence) and <i>dignified</i> (with respect or composed.) Be sure to point out the prefix “non” (not or without) in the word nonviolent. Remind students of the prefix “de” (in desegregate), which also means “not.”</li><li>• Read aloud the second paragraph and again ask students to formulate a gist statement. Listen for them to understand that the organizers want people to behave in a peaceful and dignified way that won’t cause violence or trouble. Focus on the word <i>integrated</i> (“bring together”). Help them to see the connection to the word <i>segregated</i> and <i>desegregated</i>, both of which have the root word <i>greg</i> (from the Latin meaning “a herd” or “group”).</li><li>• Assign one rule to each student; be sure at least two students have the same rule. Give and post the following directions:<ol style="list-style-type: none"><li>1. Circle the number of the rule to which you are assigned.</li><li>2. Read your rule carefully, and think about how the rule contributes to Dr. King’s goal of ensuring that everyone behaves in a “safe, dignified, and nonviolent manner.”</li><li>3. Look at the word that is in bold in your rule. Figure out its meaning from the context by looking it up, or by asking a friend.</li><li>4. Write the bolded word on a vocabulary index card, plus its definition and/or a picture that will help you remember the meaning on the back.</li></ol></li><li>• Give students about 3 minutes to follow these directions.</li><li>• Then ask students to get up and find a partner who read the same rule. Invite them, as pairs, to discuss:<ul style="list-style-type: none"><li>• “How did this rule contribute to Dr. King’s goal?”</li></ul></li><li>• As time allows, invite a few partners to share their thinking whole group.</li></ul>	





Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Work Time (continued)	Meeting Students' Needs
<p><b>C. Comparing and Contrasting Experiences (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will now work with both the “Rules for Riding Desegregated Buses” text and page 21 of <i>Promises to Keep</i>.</li><li>• Distribute the <b>Bus Desegregation Venn diagram</b> (located in the supporting materials). Ask students to label the left circle, “Jackie Robinson’s bus incident,” the intersection between the two circles, “Both events,” and the right circle, “the Montgomery bus boycott.” Remind them that they used a similar Venn diagram (in Lesson 3) when learning about the Great Migration. Review how to fill out a Venn diagram: aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles. See <b>Bus Desegregation Venn diagram (sample, teacher reference)</b> in supporting materials.</li><li>• Give students a few minutes in their groups to discuss and fill in one idea for each section of the Venn diagram.</li><li>• Briefly check for understanding. Ask each table to share out one example.</li><li>• Let students continue to fill out the Venn diagram for the remainder of the work time. Tell them it’s fine if they don’t finish; that will be part of their homework.</li></ul>	<ul style="list-style-type: none"><li>• Consider giving students who struggle reading complex text a partially filled-out Bus Desegregation Venn diagram.</li></ul>



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation  
(*Promises to Keep*, Page 21)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>Return to the first learning target. Ask students to write in their journals a response to the prompt:<ul style="list-style-type: none"><li>* "What are some of the connections between Jackie Robinson's personal history and the desegregation movement?"</li></ul></li><li>After a few minutes of writing, invite students to share their answers with a partner.</li><li>Collect journals to review responses. Look for an emerging understanding of Jackie Robinson as a pioneer in this movement who stood up for what he believed in a strong but nonviolent way when he experienced incidents of segregation.</li><li>Distribute <b>four index cards</b> to each student to complete the homework.</li></ul>	<ul style="list-style-type: none"><li>Partner ELL students with other students who speak the same home language.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Read pages 22–25 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card.</li><li>Choose three of the following vocabulary words from today's lesson: <i>desegregation</i>, <i>movement</i>, <i>boycott</i>, <input type="checkbox"/> <i>nonviolent</i>, <i>dignified</i>, <i>integrated</i>.</li><li>Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your four index cards as an admit ticket to the next class</li></ul>	<ul style="list-style-type: none"><li>Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading at grade level.</li><li>Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 6

## Supporting Materials



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Jackie Robinson and Life in America Anchor Chart  
(For Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s  1700s  1800s	
Family fled from sharecropping in Georgia to move to California.  Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black.  Moved to a house in a white neighborhood in California. Neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.  1919: “Red Summer.” Many black people were assaulted or killed during race riots and lynchings.  African Americans in the South were faced with poverty and segregation.



**Jackie Robinson and Life in America Anchor Chart**  
(Example for Teacher Reference)

<b>Jackie Robinson's Life</b>	<b>Time Period</b>	<b>What Was Happening in America?</b>
	1930–1939	
<p>Served in the army as a second lieutenant.</p> <p>Protested injustice by refusing to play any sport for the army.</p> <p>Was arrested for refusing to sit in the back of the bus; defended himself in military court and won.</p> <p>Honorably discharged from the army in 1944.</p>	1939–1945	<p>World War II: United States at war in Europe against Hitler.</p> <p>Army is segregated.</p> <p>Buses are segregated.</p>



Quote from Dr. Martin Luther King, Jr.

“For a number of years, the Negro passengers on the city bus lines of Montgomery have been humiliated, intimidated, and faced threats on this bus line. Just the other day, one of the fine citizens of our community, Mrs. Rosa Parks, was arrested because she refused to give up her seat for a white passenger. Mrs. Rosa Parks was arrested, taken down to jail, taken from the bus just because she refused to give up her seat. At present, we are in the midst of a protest of the Negro citizens of Montgomery representing some 44 percent of the population, 90 percent at least of the regular Negro bus passengers are staying off the buses, and we plan to continue until something is done.”

“Integrated Bus Suggestions”

Following their months-long bus boycott, the black citizens of Montgomery, Alabama, got word that the Supreme Court had decided in their favor, and that the buses would have to desegregate. The boycotters’ organization, the Montgomery Improvement Association, circulated the following flyer to advise people on how to behave in order to maintain the movement’s nonviolent character and enjoy a dignified victory.

### Integrated Bus Suggestions

December 19, 1956

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be reboarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in the face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed, it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study, and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept **goodwill** on the part of many.
2. The whole bus is now for the use of all people. Take a **vacant** seat.
3. Pray for **guidance** and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm **dignity** of our Montgomery people in your actions.
5. In all things observe ordinary rules of **courtesy** and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not **boast**! Do not brag!
7. Be quiet but friendly; proud, but not **arrogant**; joyous, but not boisterous.
8. Be loving enough to **absorb** evil and understanding enough to turn an enemy into a friend.



“Integrated Bus Suggestions”

**Now for some specific suggestions:**

1. The bus driver is in charge of the bus and has been instructed to obey the law. **Assume** that he will cooperate in helping you occupy any vacant seat.
2. Do not **deliberately** sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say, “May I” or “Pardon me” as you sit. This is a common **courtesy**.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and **goodwill** at all times.
5. In case of an **incident**, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose nonviolence you have **confidence**. You can uphold one another by glance or prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the **oppressor** and use moral and spiritual forces to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving **reconciliation** and social change.
9. If you feel you cannot take it, walk for another week or two. We have **confidence** in our people.

GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION

The Rev. M. L. King, Jr., President

The Rev. W. J. Powell, Secretary

Alabama Department of Archives and History, Montgomery, Alabama



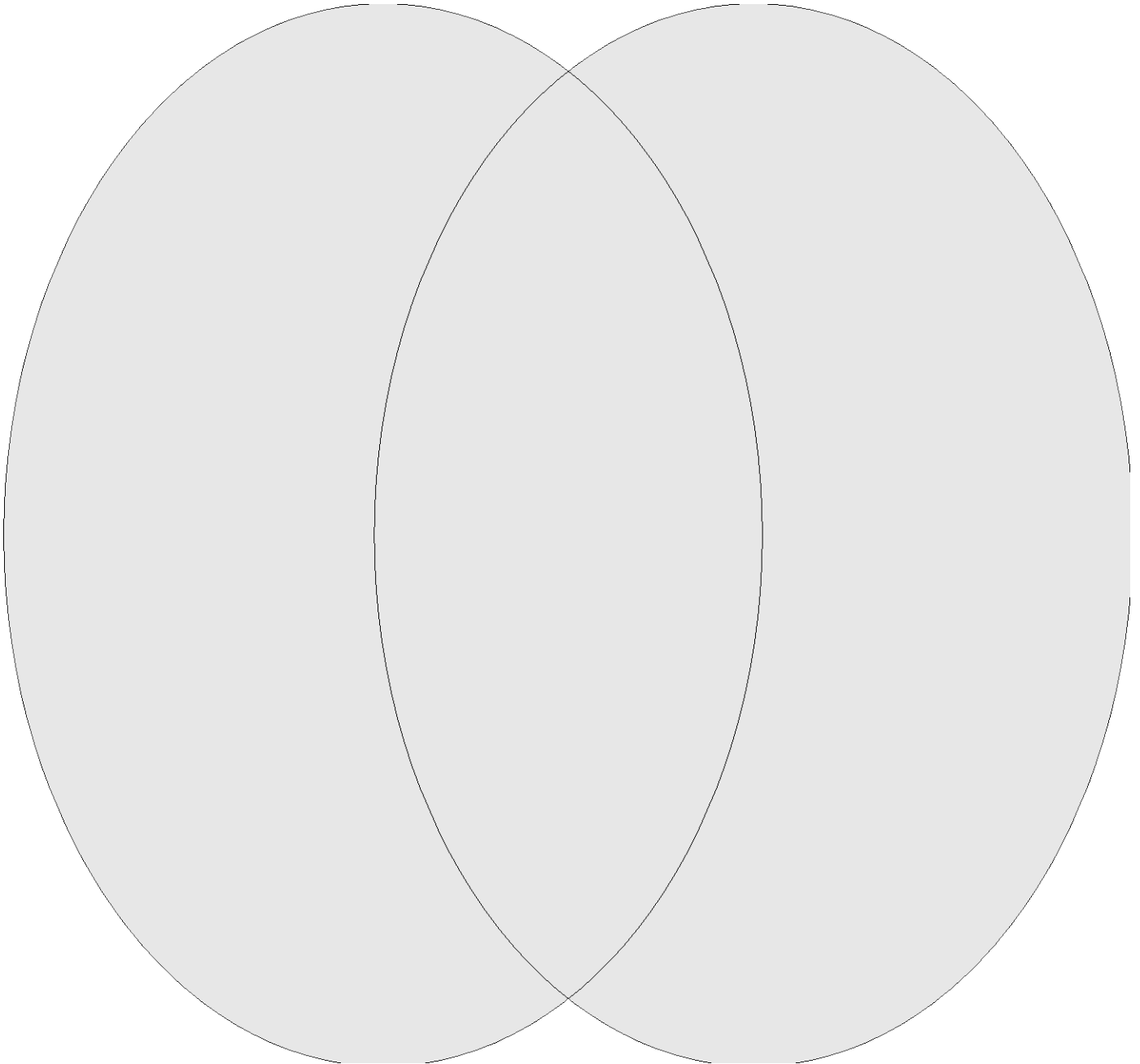


**Bus Desegregation Venn Diagram**

**Jackie Robinson's  
Bus Incident**

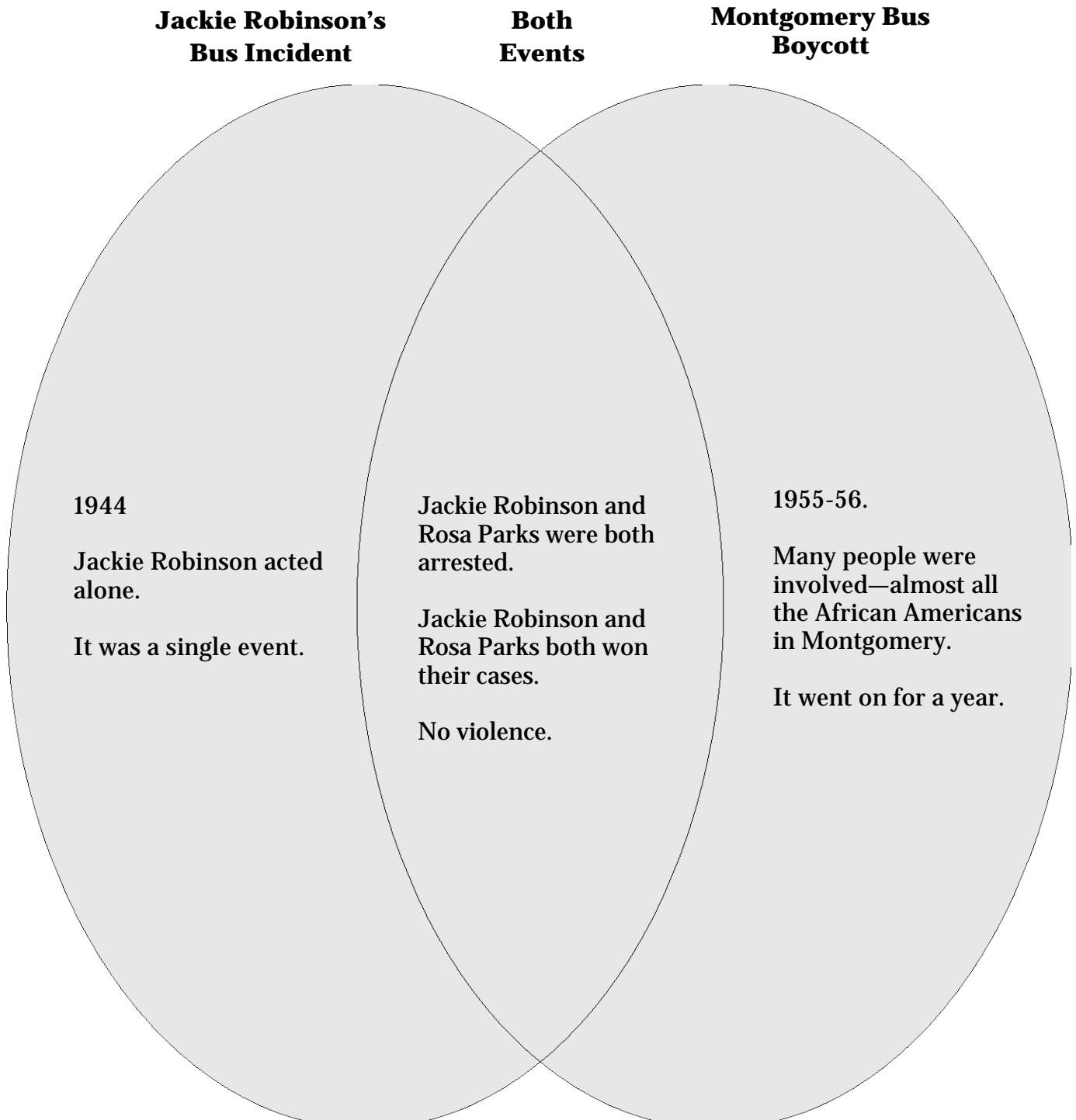
**Both Events**

**Montgomery Bus Boycott**





**Bus Desegregation Venn Diagram**  
(Sample for Teacher Reference)





EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 2: Lesson 7**

## **Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II (*Promises to Keep*, Pages 22–25)**



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**Inferring Author's Opinions and Writing Opinion Statements:**  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can make inferences using quotes from the text. (RI.5.1)  
I can summarize an informational text. (RI.5.2)  
I can determine the meaning of academic and content words or phrases in an informational text. (RI.5.4)  
I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)  
I can introduce the topic of my opinion piece. (W.5.1a)

**Supporting Learning Targets**

- I can summarize the information in *Promises to Keep* about segregation in professional baseball after World War II.
- I can infer journalists' opinions about segregation in professional baseball after World War II.
- I can write a sentence that states an opinion about segregation in professional baseball after World War II.

**Ongoing Assessment**

- Vocabulary cards (from homework)
- Journals (author's opinion, topic sentence)



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Homework Review (5 minutes)</li><li>Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>First Read: Getting the Gist about Segregation in the United States after World War II (10 minutes)</li><li>Second Read: Inferring Journalists' Opinions (15 minutes)</li><li>Writing an Opinion Statement: Segregation in Baseball (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Reviewing Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read the timelines on pages 8 and 9 and page 25 of <i>Promises to Keep</i>. Answer homework questions on index cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows a similar pattern to Lesson 4. Students once again practice the skill of paraphrasing and recording the opinion they identify from a new page of the text in <i>Promises to Keep</i>. However, in this lesson students also write a topic sentence to state an opinion about segregation in professional baseball post–World War II. Students will continue to practice and refine their ability to write sentences for the introduction in Lesson 13 as a scaffold toward the writing they will complete for the end of unit assessment.</li><li>In advance: Add “Historical Newspapers/Magazines” to the Features of Informational Text anchor chart (used in Opening Part B).</li><li>Add to the Jackie Robinson and Life in America anchor chart. In the left-hand column of the chart, write: “After Jackie Robinson Returns from WWII.” In the center column of the anchor chart, write: “1940s–1950s.”</li><li>Prepare Journalists' Question strips (see materials note below).</li><li>Post: Learning targets.</li></ul>



**Inferring Author's Opinions and Writing Opinion Statements:**  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Lesson Vocabulary	Materials
opinions, segregation, explain (M1, M2A), reasons, evidence, topic, states, criteria; considered, pastime, post–World War II, rebuild, enormous, talent pool, business, accused, democracy, denied (all from page 25)	<ul style="list-style-type: none"><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Document camera or projector</li><li>• Historical images from newspaper/magazine articles about baseball in America (1940s–1950s) (one of each, to display)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Students' journals</li><li>• Lesson 7 task card (one per group)</li><li>• Journalists' Questions strips (one strip per group)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Opinion Exemplars page (one for display)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li><li>• Index cards (three per student)</li></ul>



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students they will participate in a Vocabulary in Action activity in which they will show an action that demonstrates the meaning of one of the vocabulary words they defined for homework.</li> <li>Ask students to pair up and take 2 minutes to complete the following:               <ol style="list-style-type: none"> <li>Choose one vocabulary word from your vocabulary cards from homework that you can “act out” (without using words).</li> <li>One partner takes 20 seconds to act the word out for his or her partner to guess (if your partner cannot figure out the word within that time, show him or her your vocabulary card and definition).</li> <li>The second partner follows the above two steps.</li> <li>As time permits, repeat with a second vocabulary card for each student.</li> </ol> </li> <li>Ask students to place the two vocabulary cards in their vocabulary folders or wherever they are storing vocabulary cards.</li> </ul>	<ul style="list-style-type: none"> <li>Consider predetermining the vocabulary words that students who struggle with language will act out, and “rehearse” with them before beginning the activity with the whole class. Some words (e.g., <i>boycott</i>, <i>nonviolent</i>) will be easier to act out than others.</li> </ul>
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the <b>Features of Informational Text anchor chart</b>, and point out the addition of historical newspapers/magazines to the chart. Tell students they will examine images of a sports newspaper and magazine from the 1940s–1950s in order to identify the features of articles published during that time.</li> <li>Next, use a <b>document camera or projector</b> to display the <b>historical images from newspaper/magazine articles about baseball in America (1940s–1950s)</b>, one page at a time. Pause after displaying each page and ask students to turn and talk with a partner about what features they notice from these newspaper and magazine covers or articles.</li> </ul>	<ul style="list-style-type: none"> <li>Students may need an explanation and discussion of the word <i>journalists</i> (reporters, people who tell others the news).</li> <li>Some students may never have seen a newspaper. Consider bringing one in for them to see and compare it to news on the internet, which they may have familiarity with.</li> </ul>



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call several students to share out whole group. Listen for:<ul style="list-style-type: none"><li>– “Name of the newspaper or magazine.”</li><li>– “Dates [month, day, and year or decade].”</li><li>– “Picture of who is being written about or interviewed.”</li><li>– “Names of players.”</li><li>– “Quotes.”</li><li>– “Captions.”</li></ul></li><li>• Add students' ideas to the anchor chart.</li><li>• Tell students that today they will closely read a passage from <b><i>Promises to Keep</i></b> to understand how some sports journalists brought attention to and tried to end segregation in American baseball after World War II.</li></ul>	





Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Segregation in the United States after World War II (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out <i>Promises to Keep</i> and place them in their regular groups of four. Students will remain in groups until Closing and Assessment.</li> <li>Read the first learning target with the students: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.”</li> </ul> </li> <li>Ask students to open their books to page 22. Ask them to follow along silently as you read pages 22–25 aloud (just read the main text, not the timeline that is a sidebar on page 25).</li> <li>Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> <li>* “What is the gist of this passage?”</li> <li>* “What was Major League Baseball like for African American ballplayers after World War II? What is your evidence?”</li> </ul> </li> <li>Direct students to turn to a new page in their <b>students' journals</b> to record the gist of this passage.</li> <li>Cold call a few students to share what they have written. Listen for ideas such as: <ul style="list-style-type: none"> <li>– “African American ballplayers were not allowed to play on Major League Baseball teams.”</li> <li>– “African American ballplayers had to play in the Negro Leagues.”</li> <li>– “There was a great deal of discrimination against African American ballplayers.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Strategically group stronger readers and writers with students who struggle with reading grade-level text.</li> <li>Students who struggle with large amounts of text may need to focus on one paragraph or page at a time. Consider chunking the text into smaller segments and providing them one at a time.</li> <li>Some students may need pages 22–25 reread before determining the gist.</li> </ul>



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Inferring Journalists' Opinions (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets: <ul style="list-style-type: none"> <li>* “I can infer journalists’ opinions about segregation in professional baseball after World War II.”</li> </ul> </li> <li>Remind students that they worked in Unit 1 to infer author’s opinions when they read about the importance of sports in American culture, in addition to Lesson 4 of this unit. Cold call several students to share out the meaning of the word <i>opinion</i> (point of view; WHAT the author believes).</li> <li>Focus the class’s attention on the first paragraph on page 24. Reread this entire paragraph aloud, as students follow along silently.</li> <li>Ask students to think about and then discuss: <ul style="list-style-type: none"> <li>* How did these sportswriters feel about segregation in professional sports?</li> </ul> </li> <li>Invite several students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> <li>– “They thought segregation was wrong, an injustice.”</li> <li>– “They wanted to end discrimination.”</li> </ul> </li> <li>Next, focus students’ attention on the series of questions that begins with the first full sentence on page 25. (Start: “They asked: Could ...” and end with “... color of their skin?”)</li> <li>Tell students that these were some of the questions that journalists in the 1940s and 1950s asked themselves about the segregation of professional baseball in America.</li> <li>Read the first question aloud as students follow along: <ul style="list-style-type: none"> <li>* “Could baseball truly be considered America’s pastime when black ballplayers and white ballplayers couldn’t play on the same field?”</li> </ul> </li> <li>Remind students that <i>pastime</i> is another way of saying <i>game</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Although this is not a Social Studies lesson, students unfamiliar with World War II may require a brief explanation and discussion to help them better understand the time period in which these articles were written.</li> <li>Provide a word bank of “feeling” words (e.g., angry, bad, sad) to choose from for students who find it difficult to produce language, as well as a sentence stem, such as: “I think sportswriters felt _____ [feeling word] about segregation in professional sports because _____.”</li> <li>Intentionally give the first question to groups with the most struggling readers, as it was already discussed whole group.</li> </ul>



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Say: “Given that we know these sportswriters felt segregation in professional sports was wrong, think about how we could use this question to help us think about the journalist’s <i>opinion</i> about baseball. Remember, an author’s opinion is WHAT he or she believes and can support with reasons and evidence.”</li><li>• Give students 1 minute to talk in their groups about how they might use this question to help them think about the journalists’ opinions about baseball.</li><li>• Cold call each group to share their thinking. Listen for ideas such as:<ul style="list-style-type: none"><li>* “Baseball was not America’s game if black ballplayers and white ballplayers could not even play on the same field.”</li></ul></li><li>• Probe students’ thinking by asking:<ul style="list-style-type: none"><li>* “Is this an opinion? Could someone disagree with or argue against the statement? Does this tell us WHAT the author believes?”</li></ul></li><li>• Tell students that each group will work together to form an opinion based on one of the other three questions on page 25.</li><li>• Distribute one <b>Lesson 7 task card</b> and one of the <b>Journalists’ Questions strips</b> to each group. Ask groups to read the directions on their card. Clarify any instructions as needed.</li><li>• Allow groups 7–9 minutes to complete their task cards.</li><li>• Circulate to support as needed. As students work, focus their attention on and clarify key vocabulary from the text (see “Lesson Vocabulary”). Encourage students to refer to the <b>Vocabulary Strategies anchor chart</b> for support with determining the meaning of unfamiliar or difficult words in the text.</li><li>• After groups complete their task cards, cold call groups to share out the opinion and how the key vocabulary helped them to determine that.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Writing an Opinion Statement: Segregation in Baseball (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: <ul style="list-style-type: none"> <li>* “I can write a sentence that states an opinion about segregation in professional baseball after World War II.”</li> </ul> </li> <li>• Invite several students to share out what they know about the meaning of the word <i>introduction</i>. Listen for: <ul style="list-style-type: none"> <li>– “It has the word introduce in it, and this is when readers would learn about something for the first time.”</li> <li>– “It is the first paragraph in a piece of writing.”</li> <li>– “It tells what the writing will be about.”</li> </ul> </li> <li>• Tell students that, based on what they have read so far, they are now going to write a sentence that shares an opinion about segregation in professional baseball. They can imagine that this sentence would be part of the introduction of an article one of the journalists might have written.</li> <li>• Say: “Before we begin to write an opinion statement, we will review and critique some examples. This will help us determine the criteria for a strong opinion statement.”</li> <li>• Invite a few students to share out what they know about the meaning of the word <i>criteria</i>. Listen for: “Standards used for making judgments about the quality of something.”</li> <li>• Display the <b>Opinion Exemplars page</b>. Ask for a volunteer to read each sentence aloud, or do so yourself.</li> <li>• Ask students to take 2 minutes to discuss in their groups: <ul style="list-style-type: none"> <li>* “What are the words in each sentence that let you know it is an opinion?”</li> <li>* “What patterns do you notice in these sentences?”</li> </ul> </li> <li>• Cold call each group to share. Listen for comments such as: <ul style="list-style-type: none"> <li>– “Each sentence had a ‘topic’ such as baseball, Harlem Renaissance, Jackie Robinson, or journalists.”</li> <li>– “Each sentence had ‘judgment’ words like ‘most,’ ‘worst,’ ‘amazing,’ ‘greatest,’ or ‘better.’”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider creating an anchor chart of “judgment” words for students to refer to as they write their own opinion sentences.</li> <li>• Post the directions for students to refer to as they work to write their sentences.</li> </ul>



**Inferring Author's Opinions and Writing Opinion Statements:**  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students that a good opinion statement will include the following:<ul style="list-style-type: none"><li>– The topic: the person, place, or thing that will be written about.</li></ul></li><li>• A “judgment” about the topic, such as “it is the best/worst/most/amazing.”</li><li>• Say: “Now you will write an opinion statement about segregation in professional baseball after World War II. As you prepare to write your sentence, think about what you read today and the opinions that journalists of the time had about this topic.”</li><li>• Ask students to take 2 to 3 minutes in their groups to complete the following:<ol style="list-style-type: none"><li>1. Think about and then discuss:<ul style="list-style-type: none"><li>* “Based on what you have read so far, what is your opinion about segregation in baseball after World War II?”</li></ul></li><li>2. Make sure to include a “judgment” word or phrase in your sentence (best, worst, terrible, etc.).</li><li>3. On your own, on the next blank page in your journal, write an opinion statement about segregation in <input type="checkbox"/> professional baseball after WWII.</li></ol></li><li>• As time permits, cold call several students to share their sentences whole group. Point out and compliment when sentences are on topic, and when sentences use judgment words. Emphasize to students that judgment words are key components of opinions.</li><li>• Collect students' journals to informally assess.</li></ul>	



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Focus their attention back to the <b>Jackie Robinson and Life in America anchor chart</b>.</li> <li>• Say: “As we read today, we learned many more details about what life was like in America for African Americans after World War II, in the 1940s–1950s.”</li> <li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What Was Happening in America?” for the 1940s–1950s.</li> <li>• Cold call several students to share. Listen for ideas such as: “Baseball was segregated,” “Jim Crow Laws were still used,” “There was discrimination against African American athletes,” “Journalists began to push for desegregation of professional sports,” and similar examples. Add students’ ideas to the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.</li> <li>• Repeat with the other three targets. Note students who show thumbs-down, as they may need more support summarizing information, identifying opinion, reasons, and evidence that an author uses to support an opinion, or writing an opinion statement.</li> <li>• Distribute three <b>index cards</b> to students for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider writing details about what was happening in America during the 1940s–1950s on index cards or strips of paper prior to debrief and giving them to students who struggle with language to read to their partner and share with the whole class.</li> </ul>



Inferring Author's Opinions and Writing Opinion Statements:  
Journalists' Opinions about Segregation Post–World War II  
(*Promises to Keep*, Pages 22–25)

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read the timelines on pages 8 and 9 and page 25 of <i>Promises to Keep</i>.</li><li>• On one of the index cards write one similarity and one difference between the two timelines. Justify your answer with one reason. Support your answer with at least two pieces of evidence from the text (pages 22–25).</li><li>• Choose two vocabulary words we worked with today: <i>topic, criteria, opinion, considered, pastime, post–World War II, rebuild, enormous, talent pool, business, accused, democracy, denied</i>.</li><li>• Record each word on a note card. On the back of each note card, draw a picture to show what the word means AND write a definition for the word. Bring your three note cards as an admit ticket to the next class. □</li></ul> <p><i>Note: Prepare timeline materials for Lesson 8.</i> <i>Review students' journals to determine their current level of mastery about opinion, reasons, evidence, and writing opinion statements. (Students will continue learning to write opinions throughout this module.)</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading on grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the similarities and differences and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 7

## Supporting Materials



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# Historical Images from Newspaper/Magazine Articles about Baseball in America (1940s–1950s)

**FINAL** **DAILY NEWS** **BROOKLYN QUEENS LONG ISLAND**  
Copyright by News Syndicate Co. Inc. NEW YORK'S PICTURE NEWSPAPER Trade Mark Reg. U. S. Pat. Off.  
 72 New York 17, Wednesday, April 16, 1947 2 Cents IN CITY 10 CENTS OUT OF CITY 15 CENTS

## DODGERS TOP BRAVES, 5-3; YANKS AND GIANTS LOSE

Stories Pages 66, 67



**Sliding** into second, Valo of the A's beats Keller's toss to get himself a double in 8th inning at the Yankee Stadium.

**Dragging One.** Jackie Robinson lays down a sacrifice and starts to scoot. First baseman threw ball wild to the bag, sending Robbie to second and Stanky to third in 7th inning.



**Brook at High Tide.** Eddie Stanky climbs the Flatbush one in a desperate attempt to haul down Edwards' high peg as McCormick helps himself to second base following passed ball in the first inning at Ebbets Field opener. Reese gets the ball away [→] for fast double play after erasing Torgerson at second in 2d inning. Brooks topped Braves, 5-3, thanks to some high class ballplaying by Pete Reiser. —Story page 67.

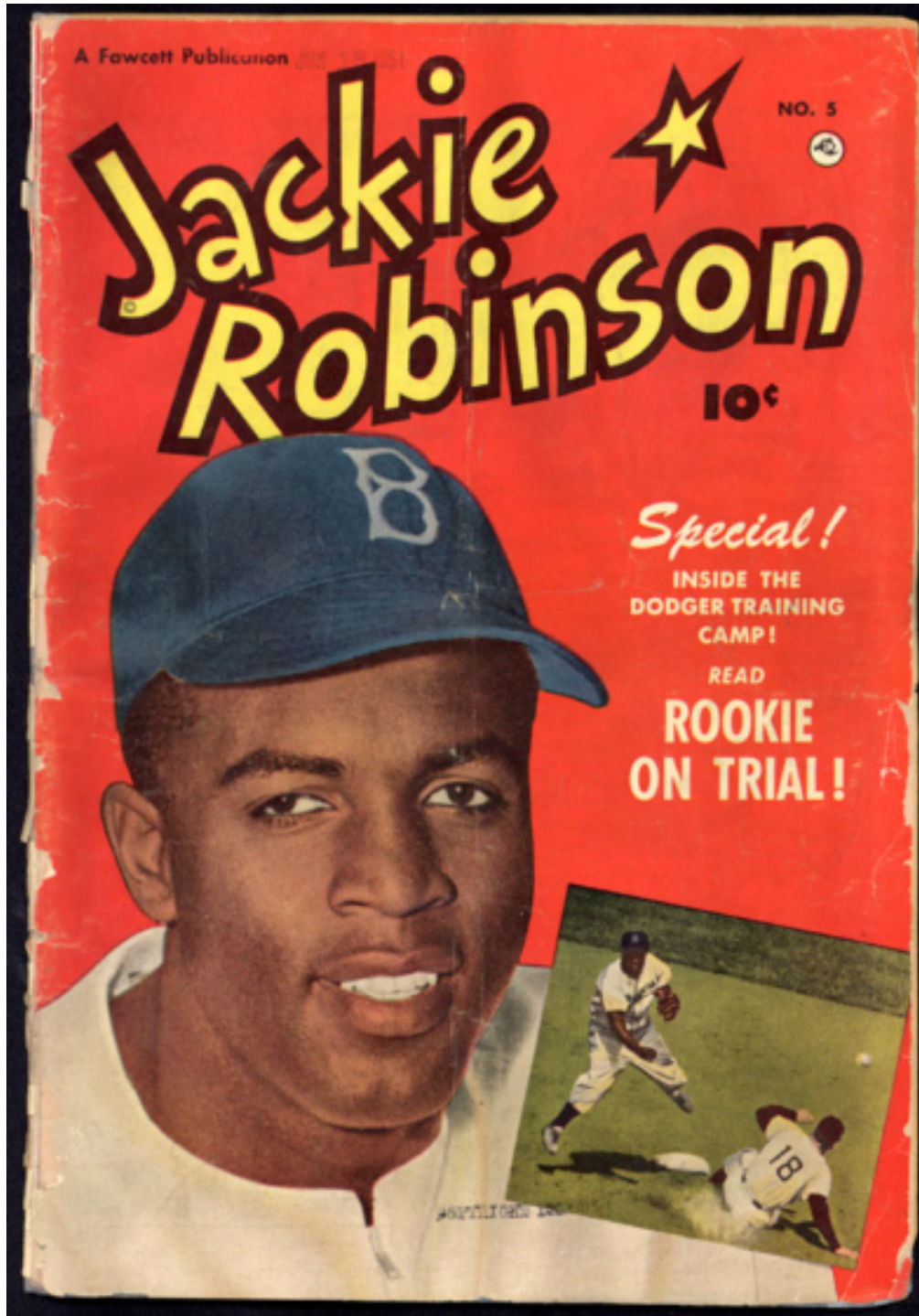


**Futile.** Keller slides into second too late to break up a twin kill as Athletics' Joost pegs ball (arrow) to first in 4th. Yanks lost opener, 6-1. —Story page 67.





Historical Images from Newspaper/Magazine Articles about  
Baseball in America (1940s–1950s)



Library of Congress, American Memory. LC-USZC4-6144 DLC

Lesson 7 Task Card

<p><b>Work with your group members to complete the following:</b></p>	<p><b>OPINION</b></p>	<p><b>Read your “Question Strip” and think about what it means.</b></p>
		<p><b>Focus on the key vocabulary in bold. Use a strategy from the Vocabulary Strategies anchor chart to help determine the meaning of these words. Discuss with your groups members:</b></p>
		<ul style="list-style-type: none"> <li>• What do these words mean?</li> </ul>
		<ul style="list-style-type: none"> <li>• How do these words help you think about what this question is about?</li> </ul>
		<ul style="list-style-type: none"> <li>• Think about and discuss: Based on this question journalists were asking, what can you infer about journalists’ opinions?</li> </ul>
		<ul style="list-style-type: none"> <li>• On a new page in your journal, independently write an opinion sentence based on the journalists’ question.</li> </ul>

Journalists' Questions Strips

**Directions:** Cut and distribute one strip to each group.

Could baseball truly be **considered** America's **pastime** when black ballplayers and white ballplayers couldn't play on the same field?

Could **post–World War II** teams afford to **rebuild** and be successful without including the **enormous** talent **pool** that existed within the Negro Leagues?

Could the **business** of baseball grow when it was being **accused** of racism?

Could the United States really consider itself a **democracy** if a portion of its population was **denied** basic human rights and opportunities simply because of the color of their skin?



**Opinion Exemplars Page**

1. **Baseball is the most entertaining of all professional sports.**
2. **The Jim Crow era was the worst period in American history.**
3. **Jackie Robinson was an amazing baseball player.**
4. **The Harlem Renaissance produced the greatest African American artists of the 20th century.**
5. **Journalists have better opportunities to influence social change than most people.**



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 8**

### **Explaining the Relationships between Events in a Historical Text: Contextualizing the History of Baseball (pages 8–9, 25)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can summarize an informational text. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

**Supporting Learning Targets**

- I can paraphrase key details from a text about the history of baseball and African American history.
- I can merge two timelines to create a chronology that connects baseball and African American history.
- I can summarize information in order to connect key events in the history of baseball and African American history.

**Ongoing Assessment**

- Vocabulary cards
- Similarity and Difference index card
- Merged timelines
- Journal (summary statement)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review (5 minutes)</li><li>B. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Paraphrasing Key Details in Two Timelines: Events in African American History and Events in Baseball in America (25 minutes)</li><li>B. Exploring Relationships between Events: Forming One Timeline (10 minutes)</li><li>C. Writing a Summary Statement: Connections between African American History and Baseball in America □ (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read pages 26–29 of <i>Promises to Keep</i>. Answer homework questions on index cards</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students revisit the historical and political content about key events in African American history from the timeline on pages 8 and 9 (which they first examined in Lesson 2). They will connect this timeline to one about key events in baseball history on page 25. This lets students keep practicing with RI.5.3 (following the sequence of events and analyzing relationships/connections).</li><li>• During the Opening, students sort vocabulary words into two categories: academic and domain-specific. This is a review of work they did with vocabulary from Module 2A. Review Lesson 2, Unit 1 from Module 2A to remind yourself of how this was introduced to students.</li><li>• In advance: Prepare timeline cards (see supporting materials). Each group of four will need a complete set of cards for BOTH timelines. Ideally, print the two sets of timeline cards on two different colors of paper. Cut each set into separate cards (one card per event).</li><li>• Review: Fist-to-Five in Checking for Understanding Techniques (see Appendix).</li></ul>





**Explaining the Relationships between Events in a Historical Text:**  
Contextualizing the History of Baseball (pages 8–9, 25)

Lesson Vocabulary	Materials
<p>academic, domain-specific (M2A), timeline, summarize, paraphrase (M1 and 2A), merge, chronology/chronological, link (v.)</p> <p>Pages 8–9: kidnapped, mention, ban, importation, rages, guarantees (M1), under the law (M1), grants</p> <p>Page 25: myths, reached, adapted, recorded, openly salaried, formed, rival, existence, alongside, further</p>	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Students' journals</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Timeline of Events in African American History cards (one complete set per group)</li><li>• Timeline of Events in Baseball in American History cards (one complete set per group)</li><li>• Jackie Robinson and Life in America anchor chart (all lessons, for display)</li><li>• Index cards (four per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get into their groups of four and to take out the vocabulary cards they completed for homework.</li><li>• Remind students of Module 2 when they studied Meg Lowman and the rainforest. They sorted vocabulary into two categories: academic and domain-specific (science) words. Ask a few students to remind the class what academic words are (words that help them understand concepts and can be used across all subjects) and what domain-specific words are (words about the specific topic or content: in Module 2, those words were about science).</li><li>• Tell students they will do something similar today. Now, the domain-specific words will be about history and baseball.</li><li>• Give the class 2 to 3 minutes to work with the completed homework cards for all group members to sort the cards into two categories: academic words and domain-specific words.</li><li>• Cold call a few groups to share out how they categorized some of their words and why. Be sure to have students give the definition of the words they choose to share. Listen for:<ul style="list-style-type: none"><li>– “We see these words in text in all subjects.”</li><li>– “These words are specifically about history or social studies.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider narrowing the number of vocabulary words for students in some groups in order to focus on just a few key words at a time.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text <b><i>Promises to Keep</i></b>, their <b>students' journals</b>, and the Similarity and Difference index card that they did for homework.</li><li>• Ask the class to turn to page 8. Students should recognize this page; they worked with it during Lesson 2. Refer students to the <b>Features of Informational Text anchor chart</b> and ask:<ul style="list-style-type: none"><li>* “What do we know about how <i>timelines</i> help readers in informational text?”</li></ul></li><li>• Listen for: “They help the reader sequence, or put things in order of how they happened.”</li><li>• Remind students that this is a timeline, even though there isn’t any actual line connecting these boxes, the boxes of text are placed in chronological order.</li><li>• Invite a few students to share out what they remember about that timeline. Listen for: “People are taken/kidnapped from Africa and brought to the United States,” “There were a lot of slaves in the United States in the 1700s and 1800s,” “In 1863, President Lincoln freed slaves,” or “The 13th Amendment made slavery illegal in the United States.”</li><li>• Direct students to turn to page 25 of <i>Promises to Keep</i>. Focus them on the timeline. (In a previous lesson, they focused more on the text in white.) Remind students that for homework they examined this timeline, and the one on pages 8 and 9, and wrote one similarity and one difference they noticed. Ask students, in their groups, to go round robin and simply read (not discuss) what each of them wrote on his/her index card.</li><li>• Then give groups a moment to discuss noticeable patterns in what they all wrote on their cards. Cold call a few students to share patterns or connections with the whole class.</li><li>• Collect students' Similarity and Difference index card.</li></ul>	<ul style="list-style-type: none"><li>• A sentence stem or starter (e.g., “I noticed _____ was the same in both timelines. One thing I noticed that was different in each timeline was _____.”) could benefit students who struggle with written language.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Paraphrasing Key Details in Two Timelines: Events in African American History and Events in Baseball in America (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Within each group of four, ask students to partner up (to form two pairs).</li><li>• Read aloud the learning target:<ul style="list-style-type: none"><li>* “I can paraphrase key details from a text about the history of baseball and African American history.”</li></ul></li><li>• Ask students to turn to a partner and remind them what the word <i>paraphrase</i> means, and the work they have done with that in the past. Cold call a student to share out. Listen for ideas such as:<ul style="list-style-type: none"><li>* “Paraphrasing is when you put text into your own words.”</li><li>* “We paraphrased the events in the timeline on pages 8 and 9 and added it to a note-catcher in our journals.”</li></ul></li><li>• Within each group of four, assign each pair one set of timeline cards: either the <b>Timeline of Events in African American History cards</b> (pages 8 and 9) or the <b>Timeline of Events in Baseball in American History cards</b> (page 25). Distribute a complete set of timeline cards to pairs for their assigned timeline.</li><li>• Give directions:<ol style="list-style-type: none"><li>1. With your partner, read the event listed on the card. Think about what that event is about.</li><li>2. For that event, focus on key vocabulary words and phrases in bold type. Use strategies from the Vocabulary Strategies anchor chart to determine the meaning of the words in bold. How do these words help you know what the event is about?</li><li>3. With your partner, talk about how you could paraphrase the text.</li><li>4. With your partner, write the paraphrase on the card.</li><li>5. Decide which person in your pair will come up to share with the class.</li></ol></li><li>• Clarify directions as needed. Then give students 10 minutes to complete the above steps for as many of the events as they can.</li><li>• Circulate among the groups, providing support and clarification as needed.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner struggling and stronger readers together to paraphrase events from the timelines.</li><li>• Intentionally assign the timeline from pages 8 and 9 of the text to struggling readers, as it has been read and discussed in a previous lesson.</li><li>• List directions for paraphrasing the events from the timelines for students to reference while the work.</li><li>• Some students may need additional time to complete all paraphrases. Consider allowing struggling readers and writers to paraphrase just two or three events instead of all eight.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Refocus students whole group. Ask the spokespeople for the Timeline of Events in African American History to raise their hands. Assign each spokesperson one event. (If class size is large, there may be duplicates.) Have the spokespeople bring the index cards for their events with them to the front of the class.</li> <li>• Once they are up front, ask the students to line themselves up in <i>chronological</i> order. Invite each student to read the date, the event, and their paraphrase to the class. Listen for accuracy and clarify understanding if necessary. Thank the spokespeople and ask them to return to their groups with their cards.</li> <li>• Repeat the process for the Timeline of Events in Baseball in American History.</li> <li>• Ask students to return to their groups with their cards.</li> </ul>	
<p><b>B. Exploring Relationships between Events: Forming One Timeline (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the learning target:             <ul style="list-style-type: none"> <li>* “I can merge two timelines to create a chronology that links baseball and African American history.”</li> </ul> </li> <li>• Ask students to discuss in their groups the meaning of the word <i>merge</i>. Invite a group to share their thinking. Listen for: “putting together, joining.”</li> <li>• Ask the class to focus on the word <i>chronology</i>. Invite students to share out what they know about that word. As class members share out, listen for comments such as: “It has some of the same parts as the word <i>chronological</i>, which means in order.” Explain to students that the prefix <i>chrono-</i> means “related to time” and the suffix <i>-ology</i> means “the study of.”</li> <li>• Ask students to discuss with a partner what they think putting these two word parts together means. Invite a few to share out and listen for: “The study of time, studying things about time, etc.”</li> <li>• Instruct group members to merge their cards, or put together the two timelines (Events in the History of both African Americans and Baseball in America), so they can see how events in both timelines connect to one another. Ask students to share out what they need to pay attention to when creating a timeline. Be sure they mention: “Events should be in order according to the date when they happened.”</li> </ul>	<ul style="list-style-type: none"> <li>• Add the prefix <i>chrono-</i> and suffix <i>-ology</i> to an anchor chart of prefixes and suffixes with definitions and examples. Leave posted throughout the module for students to reference.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students 3–4 minutes to arrange the cards in one timeline between them, either across tables and desks, or on the floor. Circulate to clarify or support as needed.</li><li>• Ask students to discuss with their group members anything they notice about the events now that they are in one timeline. Invite a few students from different groups to share out. Listen for ideas such as: “Professional baseball did not start until after the Civil War. The first African American professional baseball player did not start until 14 years after the 15th Amendment was passed.”</li></ul>	
<p><b>C. Writing a Summary Statement: Connections Between African American History and Baseball in America (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the third learning target:<ul style="list-style-type: none"><li>* “I can summarize information in order to connect key events in the history of baseball and African American history.”</li></ul></li><li>• Ask several students to share what they recall from previous modules about the meaning of <i>summarize</i> (to write a short statement about the main ideas of a text).</li><li>• Ask students to take 5 or 6 minutes in their groups to complete the following:<ol style="list-style-type: none"><li>1. Review and discuss the merged timeline.</li><li>2. Think about and discuss: How can I summarize the information about the events in the timeline AND write a summary statement of the text?</li><li>3. On your own, on a new page in your journal, write a one- or two-sentence summary.</li></ol></li><li>• Invite several students to share their summary whole group.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with writing to dictate their summary statement to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students on the <b>Jackie Robinson and Life in America anchor chart</b>. Ask students to discuss with their groups any new information that should be added, or previous information that should be clarified from what they discussed today.</li><li>• Ask a few students from different groups to share out their ideas. Add to or revise information on the anchor chart.</li><li>• Read each of the learning targets aloud, pausing after each one to allow for students to show a Fist to Five according to how they feel they have met each target. Notice which students give themselves a two, one, or fist for any learning target and check in with them later to discuss their challenges.</li><li>• Collect student journals to review as an assessment. Distribute four <b>index cards</b> to students for homework.</li></ul>	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 26–29 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card.</li><li>• Choose three of the following vocabulary words from today's lesson: <i>merge, chronology, link, kidnapped, mention, ban, importation, rages, guarantees, under the law, grants, myths, reached, adapted, recorded, openly salaried, formed, rival, existence, alongside, further</i></li><li>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your four index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Review the homework cards collected in Opening A to determine students' ability to form an opinion (respond to a question) and support their response with one reason and two pieces of evidence from the text (pages 22–25). Review students' journals to determine their ability to summarize information from text.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 8

## Supporting Materials



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Timeline of Events in African American History Cards

“1619

People **kidnapped** from Africa are **brought** to the Virginia colony.” (page 8)

Paraphrase:

“1776

There are approximately **2 million** slaves in the American colonies. After the American Revolution (1775–1783, approximately **55,000 free black** people live in what is now the United States.” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1787

The U.S. Constitution does not **mention** slavery, but it does **ban** the **importation** of slaves as of 1808.” (page 8)

Paraphrase:

“1861–65

The Civil War **rages** between the Union (the North) and the Confederacy (the South).” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1863

President Abraham Lincoln signs the Emancipation Proclamation, which **frees slaves** in the **Confederate states.**” (page 8)

Paraphrase:

“1865

The Thirteenth Amendment to the Constitution makes slavery **illegal** in the United States.” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1868

The Fourteenth Amendment **guarantees** all people born in the United States, including African Americans, **citizenship** and **equal** protection **under the law**. Native Americans are not included.” (page 8)

Paraphrase:

“1870

The Fifteenth Amendment **grants** all adult male citizens the right to vote.” (page 8)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1845

There are several **myths** about how and when professional baseball **reached** the continental United States. However, it is now commonly agreed that in 1845 the Knickerbocker Base Ball Club of New York **adapted** the European games of the past into the game we know today as baseball.” (page 25)

Paraphrase:

“1846

The first **recorded** game is played on June 19 at Elysian Fields in Hoboken, New Jersey, where the New York Knickerbockers lost to the New York Baseball Club.” (page 25)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1869

The Cincinnati Red Stockings became the first **openly salaried** team and are considered the first professional team.” (page 25)

Paraphrase:

“1876

The first major league, the National League, is **formed** in New York City.” (page 25)

Paraphrase:

“1882

There are two **rival** major baseball leagues in **existence**: the National League and the American Association. **Neither** league have any black players.” (page 25)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1884

Moses Fleetwood Walker from Ohio becomes the first black major leaguer when his team, the Toledo Blue Stockings, of the Northwestern League, joins the American Association.” (page 25)

Paraphrase:

“1887

White players complain that they don’t want to play **alongside** black players. Baseball owners vote **not to offer** any **further** major league contracts to black players.” (page 25)

Paraphrase:

“1920

The first national all-black league is **formed**.” (page 25)

Paraphrase:



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 9**

### **Identifying Supporting Reasons and Evidence for an Opinion: Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier (*Promises to Keep*, Pages 26–29)**



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Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about why Jackie Robinson was chosen to break the color barrier in baseball.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*.
- I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Journals
- Vocabulary cards
- Author's Opinion, Reasons, and Evidence graphic organizer
- Evidence flags



**Identifying Supporting Reasons and Evidence for an Opinion:**  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Review Homework and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. First Read: Getting the Gist about Jackie Robinson Being the Right Man to Break the Color Barrier in Baseball (10 minutes)</p> <p>B. Second Read: Identifying the Author's Opinion, Reasons, and Evidence (25 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this module at home.</p>	<ul style="list-style-type: none"><li>• This lesson follows a similar pattern to that of Lessons 2, 4, and 7. Students read pages 26–29 of <i>Promises to Keep</i> and use an Author's Opinion, Reasons, and Evidence graphic organizer to record the opinion, reasons, and evidence they identify.</li><li>• After students identify the author's opinion, reasons, and evidence they explain "how" the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as: "The opinion _____ is supported by the reason _____ BECAUSE the reason is an example of _____."</li><li>• In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.</li><li>• Review: Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets.</li></ul>



**Identifying Supporting Reasons and Evidence for an Opinion:**  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Lesson Vocabulary	Materials
reasons, evidence, opinion, context (all from previous lessons in this unit)  page 28: series, monologue, right injustice  page 29: determination, nonviolent, Noble Experiment	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Document camera or projector</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Students' journals</li><li>• Close Readers Do These Things anchor chart (from Unit 1)</li><li>• Author's Opinion, Reasons, and Evidence graphic organizer (one for display)</li><li>• Evidence flags (five per student)</li><li>• Lesson 9 task card (one per project)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Index cards (six per student)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li></ul>



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Opening	Meeting Students' Needs
<p><b>A. Review Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review Milling to Music with students. Ask students to meet with at least three other students to share the gist statements about pages 26–29 of <b><i>Promises to Keep</i></b> they wrote for homework.</li><li>• Ask students to keep their gist cards (for revision during Work Time) and place vocabulary cards with their other vocabulary cards from previous lessons.</li><li>• Say:<ul style="list-style-type: none"><li>* “We have read that many Americans, including journalists, started to ask questions about discrimination in Major League Baseball. Today we will read to learn about how Branch Rickey and Jackie Robinson worked together to make professional baseball an integrated sport.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language for the Milling to Music protocol.</li></ul>



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Jackie Robinson Being the Right Man to Break the Color Barrier in Baseball (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the first learning target with the students: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.”</li> </ul> </li> <li>Direct students to open their books to pages 26–29. Use a <b>document camera or projector</b> to display the <b>Features of Informational Text anchor chart</b>. Then ask students to look closely at pages 26–29 to identify the text features they notice on these pages. Ensure that they identify the photographs and magazine and newspaper covers as well as the captions on the sides of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> <li>* “The photographs help us ‘see’ the people the text may refer to.”</li> <li>* “The magazine and newspaper covers’ headlines give us a clue about what was happening/important news from this time.”</li> <li>* “The captions share important details about the pictures.”</li> </ul> </li> <li>Remind students that during a first read, they typically determine the gist. Ask students to follow along silently in their heads as they hear a first read of the text on pages 26–29 in its entirety.</li> <li>Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> <li>* “What is the gist of this passage?”</li> <li>* “Why was Jackie Robinson chosen to break the color barrier in baseball?”</li> </ul> </li> <li>Direct students to turn to a new page in their <b>students’ journals</b> to record the gist of this passage.</li> <li>Cold call a few students to share what they have written. Listen for: “Jackie Robinson had the character and ability to succeed as the first African American in Major League Baseball,” or “He was the first player to break the color barrier in baseball.”</li> </ul>	<ul style="list-style-type: none"> <li>Students may benefit from having the text read to them in smaller chunks, possibly one page at a time, with a pause after each page to determine and discuss the gist.</li> <li>Consider having a brief discussion about academic vocabulary: <i>break</i> (be the first one) and <i>barrier</i> (something that stops something else).</li> </ul>



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Identifying the Author's Opinion, Reasons, and Evidence (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the second and third learning targets aloud: <ul style="list-style-type: none"> <li>* "I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>."</li> <li>* "I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion."</li> </ul> </li> <li>Remind students they have been working on identifying an author's opinion and supporting reasons and evidence throughout the module.</li> <li>Cold call several students to share what they recall about the meaning of the words <i>reasons</i> (WHY the author believes an opinion or has a point of view), <i>evidence</i> (facts, specific details), <i>opinion</i> (WHAT the author believes; author's point of view), and <i>explain</i> (make clear; describe one's thinking).</li> <li>Refer students to the <b>Close Readers Do These Things anchor chart</b> and ask them what they have often done during the second read of a text. Listen for: <ul style="list-style-type: none"> <li>– "Identify main ideas/details."</li> <li>– "Read to locate or determine specific ideas/information."</li> </ul> </li> <li>Display the <b>Author's Opinion, Reasons, and Evidence graphic organizer</b> and ask students to create this graphic organizer on a new page in their journals.</li> <li>Tell students they will first work with their group members to determine the author's opinion: "WHAT the author believes."</li> <li>Focus students' attention on the last three paragraphs of page 27. Reread these paragraphs aloud (start: "Rickey studied the field ..." and end "... risk with Jackie Robinson?"). Ask students to follow along silently as you read these paragraphs aloud.</li> <li>Allow students 1 to 2 minutes to discuss in their groups: <ul style="list-style-type: none"> <li>* "What OPINION does Sharon Robinson share with us about Jackie Robinson's ability to integrate baseball?"</li> </ul> </li> <li>Invite several students to share their thinking whole group. Listen for: "The author says that Branch Rickey, scouts, and reporters universally agreed that Jackie Robinson was the right man to pioneer the integration of baseball."</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).</li> <li>Some students may need to be focused to specific paragraphs in order to determine the author's opinion.</li> <li>Consider allowing students who struggle with difficult text to find two to three pieces of evidence instead of five.</li> </ul>



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to think about and discuss what the “judgment” word is in this opinion. Cold call several students to share out. Listen for statements such as: “‘Right’ is a judgment word in this opinion sentence because it describes value, right versus wrong.”</li> <li>• Ask students to turn to their graphic organizers in their journals and paraphrase and record the author’s opinion (on the line below Author’s Opinion).</li> <li>• Distribute five <b>evidence flags</b> to each student. Display and distribute the <b>Lesson 9 task card</b>. Read each step aloud to students. Clarify any instructions as necessary. Ask students to take 10 minutes to complete the steps listed on their task cards.</li> <li>• Circulate to support as needed.</li> <li>• After 10 minutes, cold call several students to share out the reasons and evidence they identified in each chunk of text. Listen for examples such as:             <ul style="list-style-type: none"> <li>– “The opinion that Jackie Robinson was the right man to integrate baseball is supported by the reason Jackie Robinson had the ability, self-control, and courage to succeed.”</li> <li>– “Evidence to support this includes he had successfully played on integrated teams, he was a serious guy, confident, determined, agreed to a nonviolence approach.”</li> </ul> </li> <li>• Probe, asking several students to explain:             <ul style="list-style-type: none"> <li>* “How did the reason and evidence you identified help support Sharon Robinson’s opinion that Jackie Robinson was the right man to pioneer the integration of Major League Baseball?”</li> </ul> </li> <li>• Listen for students to make connections between the opinion and the reasons and evidence they identified:             <ul style="list-style-type: none"> <li>– “The opinion that Jackie Robinson was the right man to pioneer integration in baseball is supported by the reason that he had the athletic ability, self-control, and courage—this tells us WHY he was the right man to pioneer integration in Major League Baseball. The evidence gives specific examples of the character qualities Jackie Robinson had that would make him the right person: he was an aggressive competitor, mature, confident, determined, etc.”</li> </ul> </li> </ul>	



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<p><b>C. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target: <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>Remind students they have been working on this target throughout the year by developing their ability to determine the meaning of new words in a variety of texts. Display the <b>Vocabulary Strategies anchor chart</b> to refresh students' memory of strategies they have used.</li> <li>Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for: <ul style="list-style-type: none"> <li>– “It deepens our understanding of the text.”</li> <li>– “Understanding key or unknown vocabulary helps us understand the text better.”</li> </ul> </li> <li>Distribute six <b>index cards</b> to each student.</li> <li>Write the following words from the text where all students can see them: <i>series, monologue, right injustice, determination, nonviolence, Noble Experiment</i>.</li> <li>Ask students to take 6 to 8 minutes in their groups to complete the following: <ol style="list-style-type: none"> <li>Record each of the six words onto the index cards.</li> <li>Go back into the text to use context clues and apply vocabulary strategies to help determine the meaning of each word or phrase.</li> <li>Write a synonym or short definition for the word or phrase, and draw a picture to show the meaning of the word or phrase on the back of each card.</li> </ol> </li> <li>Circulate to listen in and support as needed. Be sure students determine the correct meanings for each word or phrase; they will use their new understandings about vocabulary to revise the reasons or evidence that they identified earlier (during Work Time B).</li> </ul>	<ul style="list-style-type: none"> <li>For students who struggle with language, consider narrowing the focus on specific key words to three to four of the vocabulary words rather than all six.</li> <li>Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.</li> <li>List and post the directions for revising reasons and evidence so that students can refer to them as they work.</li> </ul>





Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>After students complete their index cards, take 2 minutes to cold call students from various groups to share out the meaning of each vocabulary word. Listen for:<ul style="list-style-type: none"><li><i>series</i>: sequence, one after another</li><li><i>monologue</i>: uninterrupted speech (<i>mono-</i> [= one] + <i>-logue</i> [= speech])</li><li><i>right injustice</i>: correct unfairness or a wrong (right = correct, fix) (<i>in-</i> [= not] + <i>justice</i> [= fairness])</li><li><i>determination</i>: strength of mind; willpower; purpose</li><li><i>nonviolence</i>: peacefulness (<i>non-</i> [= not] + <i>violence</i> [= aggression, hostility])</li><li><i>Noble Experiment</i>: a different or new approach or strategy, for the purpose of improving something; an attempt to make something better</li></ul></li><li>Refer students to the Close Readers Do These Things anchor chart. Ask them to recall what they have frequently done after determining the meaning of key or unknown words from the text. Listen for: “Revise our thinking about main ideas or key details.”</li><li>Direct students to take 1 or 2 minutes to do the following:<ol style="list-style-type: none"><li>Reread your reasons and evidence (from Work Time B).</li><li>Think about and discuss as a group:</li><li>“Did I identify the author’s reasons and evidence that support the opinion?”</li><li>“Did I use key vocabulary accurately in my paraphrased reasons or evidence?”</li><li>Based on your new understanding of key vocabulary, revise the reasons or evidence you had listed.</li></ol></li><li>As time permits, invite several students to share whole group to explain what they revised based on new understandings about key vocabulary.</li><li>Collect students’ journals to informally assess.</li></ul>	



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Focus their attention on the <b>Jackie Robinson and Life in America anchor chart</b>. Say: <ul style="list-style-type: none"> <li>* “As we read today, we learned more information about Major League Baseball.”</li> </ul> </li> <li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What was happening in America?” in the 1940s–1950s.</li> <li>• Ask several students to share their thinking aloud. Listen for ideas such as: “Branch Rickey chooses Jackie Robinson to break the color barrier in Major League Baseball,” and similar examples. Add students’ ideas to the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by using the Thumb-O-Meter protocol.</li> <li>• Repeat with the second, third, and fourth learning targets: <ul style="list-style-type: none"> <li>* “I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.”</li> <li>* “I can explain how the reasons and evidence that I identify support Sharon Robinson’s opinion.”</li> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>• Note students who show thumbs-sideways or thumbs-down, as they may need more support summarizing information; identifying opinion, reasons, and evidence that support an opinion; or determining the meaning of unfamiliar words from context.</li> <li>• Give students a brief heads-up about the mid-unit assessment. They will read a new article about Jackie Robinson and get a chance to show what they know about how to identify the author’s opinion, reasons, and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students might benefit from a sentence starter, such as: “One thing that happened in America during the 1940–50s was _____.”</li> </ul>



**Identifying Supporting Reasons and Evidence for an Opinion:**  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Continue reading in your independent reading book for this module at home.</li></ul> <p><i>Note: In the next lesson, students will participate in a vocabulary “Alphabet Review” using index cards. Prepare the index cards for students to use during the Alphabet Review. Write one letter of the alphabet per index card. See Lesson 10 for details.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 9

## Supporting Materials



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Author's Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

Author's Opinion (WHAT the author believes):

Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	



Lesson 9 Task Card

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

Date: \_\_\_\_\_

**Work with your group members to complete the following:**

1. Independently reread pages 28 and 29 of the text.
2. Think about and discuss: What is one reason the author gives to support the opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate three to five pieces of evidence that support the reason you identified. Mark these with evidence flags.
5. Discuss the evidence you located with your group members.
6. Paraphrase the evidence you identified and record onto your graphic organizer, below the lines titled: "Evidence."



EXPEDITIONARY  
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## **Grade 5: Module 3A: Unit 2: Lesson 10**

### **Mid-Unit Assessment: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can identify the reasons and evidence the author uses to support an opinion in "Courage on the Field."
- I can determine the meaning of new words and phrases from context in an article.
- I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion.

**Ongoing Assessment**

- Mid-Unit 2 assessment
- Tracking My Progress, Mid-Unit 2 recording form





Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Alphabet Review (10 minutes)</p> <p>B. Review Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Review Opinion and Supporting Reasons and Evidence (5 minutes)</p> <p>B. Mid-Unit Assessment (25 minutes)</p> <p>C. Mid-Unit Assessment: Tracking My Progress (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Read pages 30–39 of <i>Promises to Keep</i>. Answer the homework question on an index card.</p>	<ul style="list-style-type: none"><li>• In Opening, Part A, students participate in an Alphabet Review with the Jackie Robinson and Life in America anchor chart and all their vocabulary cards from Unit 2. The purpose of this activity is to help students integrate their new vocabulary as they review this unit's central idea: "Individuals are shaped by and can shape society."</li><li>• In advance: Prepare the index cards for students to use during the Alphabet Review. Write one letter of the alphabet per index card. Each student will receive one letter/card. If your class is large, it is fine to repeat some letters. Note that some letters may be harder for students to use; consider just using letters for the words in the lesson vocabulary lists from Lessons 1–9 cards.</li><li>• The mid-unit assessment is "open book": Students may use their journals as well as refer to class anchor charts.</li><li>• For students who may finish the assessment early, have index cards available. They can choose two key or unfamiliar words from the assessment text "Courage on the Field" to add to their vocabulary cards.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>identify evidence, opinion, explain (M1 and M2A), support, context, reflect (M1 and M2A)</p> <p><i>Note: Do not pre-teach the vocabulary in the assessment text.</i></p>	<ul style="list-style-type: none"><li>• Alphabet index cards (one per student; see Teaching Note)</li><li>• Jackie Robinson and Life in America anchor chart (all lessons, for display)</li><li>• Vocabulary cards (from previous lessons)</li><li>• Opinion, Reasons, and Evidence graphic organizers (from previous Unit 2 lessons; students' completed copies)</li><li>• Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" (one per student)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• "Courage on the Field" (assessment text; one per student)</li><li>• Students' journals</li><li>• Tracking My Progress, Mid-Unit 2 recording form (one per student)</li><li>• Index cards (one per student)</li><li>• Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" (answers, for teacher reference)</li><li>• 2-Point Rubric: Writing from sources/short-response (for teacher reference; use this to score students' assessments)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Alphabet Review (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students: "Remember that in this unit, we are focusing on Jackie Robinson, an individual who was shaped by society but who also changed society. Now that you have closely read parts of <i>Promises to Keep</i>, in which the author, Sharon Robinson, expresses several opinions about her father, you will use what you have learned to identify another author's opinion about Jackie Robinson and the reasons and evidence that support that opinion."</li><li>• Give one <b>alphabet index card</b> to each student. Tell students they will participate in an Alphabet Review, using the <b>Jackie Robinson and Life in America anchor chart</b> as well as their <b>vocabulary cards</b>, and they should write at least one word or phrase with that letter of the alphabet on their card. Remind students that their word should be something important they have learned that relates to the topic they have been studying: how Jackie Robinson was influenced by events in society and how he influenced society.</li><li>• Give students 1 or 2 minutes to complete their card.</li><li>• Ask students to line up around the room in alphabetical order according to their index cards. Invite students to share out their review items, reading them aloud for the class. Ask students to listen to whether or not the item shared is similar to the one they wrote. If it is, they are to sit down. Continue down the line until everyone has had an opportunity to share if they are still standing.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally assign students who struggle with language a letter of the alphabet that has many things to choose from in both the anchor chart and vocabulary cards.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the first three learning targets:<ul style="list-style-type: none"><li>* "I can identify the reasons and evidence the author uses to support an opinion."</li><li>* "I can determine the meaning of new words and phrases from context in an informational article."</li><li>* "I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion."</li></ul></li><li>• Focus students' attention on the words <i>identify</i>, <i>evidence</i>, <i>opinion</i>, <i>explain</i>, <i>supports</i>, and <i>context</i>, one at a time.</li><li>• Ask students to share the meaning of each word aloud, one at a time. Listen for definitions such as:<ul style="list-style-type: none"><li>– <i>identify</i>: find out; decide; determine</li><li>– <i>evidence</i>: facts; proof; data; information</li><li>– <i>opinion</i>: point of view; position on an issue</li><li>– <i>explain</i>: give details, make clear, give reasons for</li><li>– <i>support</i>: reinforce; provide evidence; make claim stronger</li><li>– <i>context</i>: words and sentences around another word or phrase</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbols (e.g., a magnifying glass for <i>identify</i>, a checkmark for <i>evidence</i>, a person with a thought bubble for <i>opinion</i>) for academic words in learning targets.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Review Opinion and Supporting Reasons and Evidence (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that in a moment they will be taking an assessment in which they will be reading to identify an opinion as well as reasons and evidence to support that opinion.</li><li>• Tell them that they now have a few minutes to look back at the class anchor charts to review the ways that authors share their opinions and support these opinions with reasons and evidence.</li><li>• Direct students to look at their <b>Opinion, Reasons, and Evidence graphic organizers</b>. Ask students to consider and discuss:<ul style="list-style-type: none"><li>* "What did I learn about authors' opinions and about how authors <i>support</i> their opinions with reasons and evidence?"</li></ul></li><li>• Ask students to share out. Listen for:<ul style="list-style-type: none"><li>– "Opinions are a person's point of view or position on an issue."</li><li>– "Others may disagree with an author's opinion, so authors use evidence to support their opinions."</li><li>– "Reasons are WHY authors have their opinions, and evidence is the proof, facts, specific details, or information that supports an opinion."</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Take the opportunity to meet in small groups or individually with students who struggle with reading and written language to ensure that their graphic organizers are completed and to clarify any misconceptions.</li><li>• Remind students of the things they did with their groups the past several lessons. Refer them to the posted list of multistep directions.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mid-Unit Assessment (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on how hard they have been working on reading complex texts. Tell students that for the <b>Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field"</b> they will independently read a new article about Jackie Robinson.</li><li>• Ask students to refer to the <b>Close Readers Do These Things anchor chart</b>. Ask:<ul style="list-style-type: none"><li>* "What do we often do after we have read several texts about a topic?"</li></ul></li><li>• Listen for:<ul style="list-style-type: none"><li>– "Read a new text on the topic and respond to text-dependent questions."</li><li>– "Demonstrate our understanding of main ideas and key details."</li><li>– "Use vocabulary strategies to determine the meaning of vocabulary."</li></ul></li><li>• Display the <b>Vocabulary Strategies anchor chart</b> for students to reference during their assessment. Distribute the mid-unit assessment and the article "<b>Courage on the Field.</b>"</li><li>• Ask students to quickly scan the assessment. Address any clarifying questions.</li><li>• Tell students they will have 20 minutes to complete the questions about "Courage on the Field." Remind them to refer to their <b>students' journals</b> and anchor charts for support.</li><li>• Give students 20 minutes to work independently. Circulate to supervise and to remind students to use their resources. Since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• If students finish early, ask them to choose two key or unfamiliar words from "Courage on the Field." Ask students to copy each word onto its own index card, write a synonym AND definition on the back of the index card, and then add the cards to their vocabulary binders. Then invite those students to choose sections of <i>Promises to Keep</i> that they would like to reread or new sections to skim.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing a chunked version (a few paragraphs) of the article "Courage on the Field" to students who struggle with reading grade-level text.</li><li>• Provide extended time to complete the mid-unit assessment for identified ELL or IEP students who struggle with language.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Mid-Unit Assessment: Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target:<ul style="list-style-type: none"><li>* "I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion."</li></ul></li><li>• Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas like: "Look back at my work to think about what I did, how I did, what I am having trouble with, what I am doing well," etc.</li><li>• Remind students that they have done this type of self-assessment at the end of most mid-unit and end of unit assessments during previous modules.</li><li>• Distribute the <b>Tracking My Progress, Mid-Unit 2 recording form</b> to students. Read through the tracker and provide clarification as necessary for students.</li><li>• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the debrief.</li><li>• Collect students' Mid-Unit 2 Assessments.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with written language to dictate their Tracking Progress to the teacher or a partner.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Pair students up. Ask them to share the reflections on their Tracking My Progress recording forms.</li><li>• Invite several students to share out whole group.</li><li>• Collect students' Tracking My Progress forms to review.</li><li>• Distribute one <b>index card</b> per student for homework.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language for the debrief.</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 30–39 of <i>Promises to Keep</i>. What is the gist of these pages?</li><li>• Write the gist on an index card. Bring your index card as an admit ticket to the next class. □</li></ul> <p><i>Note: Review students' Mid-Unit 2 Assessments to assess their current level of mastery toward standards RI.5.2, RI.5.4, and RI.5.8 (see <b>Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" answers, for teacher reference and the 2-Point Rubric: Writing from sources/short-response</b>)</i></p> <p><i>Review students' Tracking My Progress forms to gauge how accurately students are self-assessing.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Students who struggle with language may need to dictate the gist of their vocabulary words to someone at home.</li></ul>





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# Grade 5: Module 3A: Unit 2: Lesson 10

## Supporting Materials



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**Mid-Unit 2 Assessment:**

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

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

Date: \_\_\_\_\_

<b>Directions:</b>	<ul style="list-style-type: none"><li>• Read the article “Courage on the Field.”</li></ul>
	<ul style="list-style-type: none"><li>• Read the assessment questions below. NOTE: These questions tell you what part of the article to focus on.</li></ul>
	<ul style="list-style-type: none"><li>• Reread the article, one paragraph at a time. Think about the answers to the assessment questions.</li></ul>
	<ul style="list-style-type: none"><li>• Answer the questions. Cite evidence from the text to support your answers when asked to do so.</li></ul>

1. The start of Jackie Robinson’s career in Major League Baseball was

- a. easy and fun
- b. difficult and a challenge
- c. in Chicago
- d. full of friends and family

2. **PART A:** According to the passage, the author’s **opinion** about Jackie Robinson is that he

- a. played professional baseball in New York
- b. suffered many struggles during his time in Major League Baseball
- c. was a special person
- d. helped to break the color barrier in Major League Baseball



**Mid-Unit 2 Assessment:**

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

2. **PART B:** All of the following are **reasons** that the author gives to support his opinion from PART A, **EXCEPT**

- a. Jackie Robinson had more than talent.
- b. Jackie Robinson was able to keep his cool.
- c. Jackie Robinson was courageous.
- d. Jackie Robinson opened baseball’s doors to more black players.

3. **PART A:** In the sentence “Despite all the challenges, Robinson proved he was every bit as good as the white players,” what does the word *despite* mean?

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3. **PART B:** What text from the article helped you determine the meaning of the word *despite*?

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**Mid-Unit 2 Assessment:**

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

4. One reason the author uses to support his opinion is *Jackie Robinson would have to face many challenges*. Identify which of the following statements are *evidence* the author uses to support that reason (mark all that apply):
- a. Players on other teams shouted racial insults at him.
  - b. He received death threats from racist fans.
  - c. Many leaders credited Robinson with playing a key role in the civil rights movement.
  - d. Those teammates didn’t offer Robinson much support.
5. Discuss one main idea from “Courage on the Field.” Be sure to give details (cite evidence) from the article in your response.

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**Mid-Unit 2 Assessment:**

Identifying Opinion, Reasons, and Evidence in the article “Courage on the Field”  
(Answers, for Teacher Reference)

1. The start of Jackie Robinson’s career in Major League Baseball was **(RI.5.2)**
  - a. easy and fun
  - b. difficult and a challenge**
  - c. in Chicago
  - d. full of friends and family
  
2. **PART A:** According to the passage, the author’s **opinion** about Jackie Robinson is that he **(RI.5.8)**
  - a. played professional baseball in New York
  - b. suffered many struggles during his time in Major League Baseball
  - c. was a special person**
  - d. helped to break the color barrier in Major League Baseball
  
2. **PART B:** All of the following are **reasons** that the author gives to support his opinion from PART A, **EXCEPT (RI.5.8)**
  - a. Jackie Robinson had more than talent.
  - b. Jackie Robinson was able to keep his cool.
  - c. Jackie Robinson was courageous.
  - d. Jackie Robinson opened baseball’s doors to more black players.**
  
3. **PART A:** In the sentence “Despite all the challenges, Robinson proved he was every bit as good as the white players,” what does the word *despite* mean? **(RI.5.4)**

**“Despite” means even though Jackie Robinson had challenges, he was still a good athlete.**



**Mid-Unit 2 Assessment:**

Identifying Opinion, Reasons, and Evidence in the article “Courage on the Field”  
(Answers, for Teacher Reference)

3. **PART B:** What text from the article helped you determine the meaning of the word *despite*?  
(RI.5.4)

**“By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball’s very first Rookie of the Year.”**

4. One reason the author uses to support his opinion is *Jackie Robinson would have to face many challenges*. ☐ Identify which of the following statements are *evidence* the author uses to support that reason (mark all that apply): **(RI.5.8)**
- a. Players on other teams shouted racial insults at him.**
  - b. He received death threats from racist fans.**
  - c. Many leaders credited Robinson with playing a key role in the civil rights movement.
  - d. Those teammates didn’t offer Robinson much support.**
5. Discuss one main idea from “Courage on the Field.” Be sure to give details (cite evidence) from the article in your response.

**[Note: there are several correct answers to this question, based on the subheadings in the article. Below is one sample response.]**

**Jackie Robinson had a strong character and was able to keep his cool as a leader. The text says, “Robinson never lost his cool” even when racists yelled at him or made death threats. He knew how to fight hard against all the “loneliness” and “abuse.” He knew everyone was looking at how he would behave, since he was the “only black man out there.” He was setting an example. It was partly because of his character that his teammates and fans began to respect him so much.**



## “Courage on the Field”

By Marc Stewart

In April 1947, Jackie Robinson played his first game for the Brooklyn Dodgers. Baseball—and America—would never be the same again.

Fifty years ago, on July 23, 1962, more than 10,000 people gathered at the Baseball Hall of Fame in Cooperstown, New York. They had come to witness a historic event. Jackie Robinson was about to become the first African-American to be inducted into the Hall of Fame.

Only 15 years earlier, few people would have dreamed that Robinson—or any black man—would receive such an honor.

### **The Color Barrier**

When Robinson began his baseball career in the 1940s, discrimination was a part of everyday life for most African-Americans. In many parts of the United States, black people couldn’t attend the same schools or eat in the same restaurants as white people.

Professional baseball was also segregated. An unwritten rule had barred African-Americans from the major leagues since the 1880s. Instead, black ballplayers had to play under poor conditions and for low pay in the Negro Leagues.

Branch Rickey, the president of the Brooklyn (now Los Angeles) Dodgers, wanted to change that. But he knew it would take a special player to break baseball’s color barrier. That player would need more than talent. He’d also need the courage not to fight back when faced with racism on and off the field. The man Rickey picked was Jackie Robinson.

### **Keeping His Cool**

The 28-year-old Robinson made history when he stepped onto the field for Brooklyn on April 15, 1947. No big-league player had ever faced the challenges that he did in his first season. He received death threats from racist fans. Players on other teams shouted racial insults at him. On road trips, he often wasn’t allowed to stay in the same hotels as his white teammates. Those teammates didn’t offer Robinson much support. Some of them didn’t like the idea of playing alongside a black man.

Through it all, Robinson never lost his cool. He knew there was too much at stake. “I had to fight hard against loneliness, abuse, and the knowledge that any mistake I made would be magnified because I was the only black man out there,” he later wrote in his autobiography.

Despite all the challenges, Robinson proved he was every bit as good as the white players. By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball’s very first Rookie of the Year.



**“Courage on the Field”**

**Changing the Game**

Robinson opened baseball’s doors to more black players. In 1948, slugging catcher Roy Campanella joined the Dodgers. He was followed in 1949 by pitching ace Don Newcombe. All three helped Brooklyn win its one and only World Series, in 1955. Because of Robinson, more teams signed black players, who finally got a chance to show all of America what they could do. Robinson retired from baseball after the 1956 season.

During his career, African-Americans had made many important gains in the struggle for equality. Many leaders credited Robinson with playing a key role in the civil rights movement. Martin Luther King Jr. called him “a legend in his own time.”

Robinson’s impact on the sports world is still felt today. “I wouldn’t be playing if it wasn’t for Jackie Robinson,” New York Yankees All- Star Derek Jeter told reporters in 2010. “He stands for a lot more than just baseball.”

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Tracking My Progress

Mid-Unit 2

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

Date: \_\_\_\_\_

**Learning target:** I can identify the reasons and evidence the author uses to support an opinion.

**1. Target in my own words is:**

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**2. How am I doing? Circle one.**

**I need more help  
to learn this.**



**I understand  
some of this.**



**I am  
on my way!**



**3. The evidence to support my self-assessment is:**

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Tracking My Progress

Mid-Unit 2

Name:

Date:

**Learning target:** I can determine the meaning of new words and phrases from context in an informational article.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
<b>1-point Response</b>	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
<b>0-point Response</b>	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

<sup>1</sup>From New York State Department of Education, October 6, 2012.



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# **Grade 5: Module 3A: Unit 2: Lesson 11**

## **Letters as Informational Text: Comparing and Contrasting Three Accounts about Segregation** *(Promises to Keep, Pages 38–39)*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

Supporting Learning Targets

- I can describe how the text features of a letter help readers.
- I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Three Perspectives Venn diagram
- Journals (synthesis writing)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader (10 minutes)</li><li>Review Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Letters as Informational Text (10 minutes)</li><li>Reading for the Gist: How Jackie Robinson Experienced Segregation (15 minutes)</li><li>Compare/Contrast Different Accounts of the Same Event (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Review Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read pages 40–45 of <i>Promises to Keep</i>. Answer the homework question on an index card. Finish the vocabulary cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows the same pattern as Lessons 3 and 6. Students compare and contrast multiple accounts of the same event. This lesson is focused on noting similarities and differences in the point of view they represent, as is called for by RI.5.6.</li><li>In advance: Add a new row to the Jackie Robinson and Life in America anchor chart; in the left-hand column, write: “After Jackie Robinson returns from WWII”; in the center column, write: “1946–1947.”</li><li>This lesson involves students reading the handwritten letter that is reproduced on page 39 of <i>Promises to Keep</i>. The letter itself is a primary source document, which is difficult to read. Consider reading it out loud to students if they have difficulty deciphering the cursive.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
text feature(s), points of view (M1 and M2A); appreciate, aim, pessimism, despair, victim, martyr, triumphs, victories	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Jackie Robinson and Life in America anchor chart (all lessons, for display)</li><li>• Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Three Perspectives Venn diagram (example, for teacher reference)</li><li>• Three Perspectives Venn diagram (one per student)</li><li>• Index cards (seven per student: six for lesson, one for homework)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Students' journals</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to get into their groups of four and take out their text <b><i>Promises to Keep</i></b>. Display the <b>Jackie Robinson and Life in America anchor chart</b> (begun in Lesson 2; see example in supporting materials). Tell students that this was a very significant time in terms of Jackie Robinson's impact on life in America. Say:             <ul style="list-style-type: none"> <li>* "Last night for homework you read about what happened during these two years that made Jackie Robinson famous and changed history."</li> </ul> </li> <li>Assign students to choose just one page that they read for homework to reread (either page 30, 31, 33, 34, or 36) in order to identify one fact about Jackie Robinson's life from that page. Tell the students:             <ul style="list-style-type: none"> <li>* "We will be recording facts about what happened in Jackie Robinson's life and in America during these two years on the anchor chart."</li> </ul> </li> <li>Give students a few minutes to reread.</li> <li>Then, using a quick Go 'Round process, call on all students one at a time to report one fact they have found. Record each new fact on the left-hand column of the anchor chart. Listen for facts such as: "signed with the Montreal Royals," "got married," "experienced racial threats," and "started playing for the Brooklyn Dodgers." (See sample or a completed anchor chart in supporting materials.)</li> <li>Ask:             <ul style="list-style-type: none"> <li>* "What does the book tell us about what was happening in America at this time?"</li> </ul> </li> <li>Listen for students to say that there was still racial segregation, especially in the South, and finally Major League Baseball teams were integrated for the first time. Challenge students to notice the impact on Jackie Robinson's life and on life in America. Be sure students understand how Jackie Robinson's life changed as life in America was changing.</li> </ul>	<ul style="list-style-type: none"> <li>Consider partnering students who struggle with reading grade-level text with stronger readers to reread the assigned pages.</li> <li>Some students may need the facts in the text pre-highlighted.</li> </ul>





Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to page 39 of the book. Ask: "What do you call this kind of informational text?" Listen for students to say that it is a letter.</li><li>• Review the learning targets:<ul style="list-style-type: none"><li>* "I can describe how the text features of a letter help readers."</li><li>* "I can compare and contrast three different perspectives (Jackie Robinson's, his wife's, and his daughter's) of the same event."</li></ul></li><li>• Remind students of the work that they have done with <i>text features</i> and how they identified the text features of various types of informational texts. Ask students to name a few text features they have already identified for <i>Promises to Keep</i>. Listen for: "photographs," "timelines," "primary source documents," etc.</li><li>• Remind students of the work they did in Module 1 (when reading <i>Esperanza Rising</i>) to understand the meaning of <i>point of view</i>, and how different characters may have different points of view on the same event. Ask students to discuss with a partner the definition of <i>point of view</i>. Ensure that they remember that <i>point of view</i> means perspective.</li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbols between the words <i>compare</i> and <i>contrast</i> (arrows going back and forth between the words) in the learning target.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Letters as Informational Text (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Informational Text anchor chart</b> and the <b>Features of Informational Text anchor chart</b>. If a letter is not already listed, add this to the Informational Text anchor chart.</li><li>• In the Type column of the Features of Informational Text anchor chart, add “letters.” Remind students that in the middle Elements column, we list the features or elements of the text. Ask students to name the features of a letter, listening for responses such as: “greeting,” “signature,” “written in the first person (I),” or “may be handwritten.” Draw students’ attention to the printed text at the beginning of the letter. Explain (if necessary) that this is called “letterhead” and that it gives us information about the organizational affiliation of the sender.</li><li>• Remind students that the elements of an informational text can help the reader more easily understand it. Ask them to consider how a letter’s features help the reader understand the text. Listen for responses such as:<ul style="list-style-type: none"><li>– “I can look at the greeting to see who it is addressed to and the signature to see who it is from.”</li><li>– “It’s personal, so it helps me understand what the writer means.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Some students may not be familiar with handwritten letters in this era of electronic correspondence. Have a brief discussion about how correspondence has changed over the years from handwritten letters to telegraphs to faxes to emails.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading for the Gist: How Jackie Robinson Experienced Segregation (15 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to turn to page 38 in <i>Promises to Keep</i>, and to read the text on that page independently. As they read, they should think about the questions:<ul style="list-style-type: none"><li>* “How did Jackie Robinson’s teammates treat him?”</li><li>* “How did this change over time?”</li></ul></li><li>Tell them to talk with their group members about the answers to these questions when they are finished reading. Listen in on conversations, clarifying when necessary.</li><li>Pause students’ conversations and ask them to use strategies to determine the meaning of the word <i>appreciate</i> (value) in the first sentence. Ask them to share the meaning with their group members and to come up with a gist statement for this page that includes the word <i>appreciate</i>. Circulate and listen for: “At first, Jackie’s teammates appreciated how he played but ignored him off the field, but after a few months they ‘warmed up’ to him as a person.”</li><li>Distribute the <b>Three Perspectives Venn diagram</b> to students (refer to the <b>Three Perspectives Venn diagram, sample answers, for teacher reference</b> throughout the discussion). Ask them to label one circle “Sharon Robinson’s Point of View.” Explain that <i>point of view</i> and opinion are very similar. In this lesson, focusing on three people’s points of view is not an opinion; instead, it is the way they saw an event from their experience. In this circle, invite students to write a sentence that summarizes Sharon Robinson’s perspective (point of view) on her father’s experience during his early months with the Dodgers. Look for students to write sentences such as: “After the first few months, his teammates came to accept him on and off the field.”</li><li>Focus students’ attention on page 39. Ask them:<ul style="list-style-type: none"><li>* “Who wrote this letter? How do you know?”</li></ul></li><li>When they say, “Jackie Robinson,” ask them to name the evidence in the text that led them to this answer. Look for students to identify the signature—<i>Jack</i>—as well as the Brooklyn Dodgers letterhead. Then ask them:<ul style="list-style-type: none"><li>* “Who do you think was the person who received this letter? What is your evidence?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>Highlight the sentence in the text that has the word <i>appreciate</i>.</li><li>Some students may benefit from a partially filled-in Three Perspectives Venn diagram note-catcher.</li><li>Highlight key words and phrases in the letter that would help students determine the gist.</li><li>Struggling readers may need the teacher to reread aloud the last three paragraphs on page 29.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Again, once they identify Jackie Robinson's wife, ask them to name the evidence that led them to that inference. Look for students to mention the greeting, and to say that they know that Jackie Robinson always began his letters to his wife with "Darling."</li><li>• Focus students' attention on the two sentences at the end of the second paragraph (starting: "The newspapermen ..." and ending, "It makes my promise that much easier and even if it were hard I would be careful"). Read these sentences aloud as the students follow along silently in the text.</li><li>• Ask:<ul style="list-style-type: none"><li>* "What does Jackie Robinson say his aim is?"</li></ul></li><li>• Listen for the answers like: "To get into the best possible shape and prove his worth as a baseball player."</li><li>• Ask:<ul style="list-style-type: none"><li>* "What does the word <i>aim</i> mean?"</li></ul></li><li>• Ensure that students understand that in this context, <i>aim</i> is a synonym for goal.</li><li>• Ask students to recall what Jackie Robinson's promise might be, and what the evidence is for their ideas. If they need prompting, remind them to return to page 29 in the book and to reread the last three paragraphs. Have them share their thoughts with their group. Circulate and listen for students to be talking about Jackie's promise to control his temper, be nonviolent in the face of threats, and gain acceptance through strong character and athletic ability.</li><li>• Tell students to label a second circle on their Three Perspectives Venn diagrams: "Jackie Robinson's Point of View." In this circle they should write a sentence that summarizes Jackie's thoughts about his early months on the Dodgers. Look for students to record ideas such as: "Jackie missed his family but was very focused on improving his skills as a baseball player."</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Compare/Contrast Different Accounts of the Same Event (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students to read the text that is at the bottom of page 39, in italics. Ask:<ul style="list-style-type: none"><li>* “Who is the speaker in these paragraphs? How do you know?”</li></ul></li><li>• When you have confirmed that students understand that Jackie’s wife, Rachel, is the speaker, ask students to talk with their partners about how Rachel Robinson remembers Jackie’s early years in Major League Baseball. Circulate and listen for students to say that it was hard for both of them to listen to the fans’ yelling, but that together they worked hard to keep their spirits up.</li><li>• Distribute six <b>index cards</b> to each student. Write the following pairs of words on the board and ask students to find them in the text:<ul style="list-style-type: none"><li>– Pessimism and despair</li><li>– Victim and martyr</li><li>– Triumphs and victories</li></ul></li><li>• Tell students that the meanings of these pairs of words are closely connected—so if they know the definition of one of the words in the pair, they can figure out the other.</li><li>• Ask them to work with their group members to find the definitions of all six words using strategies from the <b>Vocabulary Strategies anchor chart</b>:<ul style="list-style-type: none"><li>– <i>pessimism</i>: belief that the worst will happen</li><li>– <i>despair</i>: lack of hope</li><li>– <i>victim</i>: person who is harmed by another</li><li>– <i>martyr</i>: person who chooses to suffer for a cause</li><li>– <i>triumphs</i>: great victories</li><li>– <i>victories</i>: wins or successes</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Write the vocabulary words on the index cards for students who struggle with writing.</li><li>• If there is not enough time to complete the vocabulary cards during the lesson, students may finish them for homework.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After a few minutes, invite a few students to share out their definitions with the class so that all students can check their work. Ask students to record each word on a card, writing definitions and illustrations on the back.</li><li>• Tell students to label the third circle on their Three Perspectives Venn diagram: “Rachel Robinson’s Point of View.” In this circle they should write a sentence that summarizes Rachel’s thoughts about Jackie’s early months on the Dodgers. Look for students to record ideas such as: “It was hard for us to hold back our anger, but we supported each other through this difficult time.”</li><li>• Now have students work with their group members to come up with ideas about what all three points of view have in common. Instruct them to fill in these ideas in the middle intersection of the three circles. Circulate, looking for students to be sharing ideas such as:<ul style="list-style-type: none"><li>– “Jackie focused on being a great baseball player and made sure that he didn’t react with anger.</li><li>– “His teammates came to accept him after a few months.”</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their <b>students' journals</b>. Revisit the learning target: <ul style="list-style-type: none"> <li>* "I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event."</li> </ul> </li> <li>Tell students to record in their journals one way that the three points of view are different, and one way in which they are the same.</li> <li>Collect the students' journals to review their writing.</li> <li>Distribute <b>one index card</b> to students for homework.</li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with writing may benefit from dictating the debrief to a partner or teacher.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read pages 40–45 of <i>Promises to Keep</i>. What is the gist of these pages?</li> <li>Write the gist on an index card.</li> <li>Finish the vocabulary cards that were begun during the lesson. Be sure that on the back of each index card you draw a picture to show what the word means AND write a definition for the word. Bring all index cards as an admit ticket to the next class. □</li> </ul> <p><i>Note: Review students' journals. Look for student responses that show they understand that all three recognized that Jackie Robinson was gradually accepted over time, that Jackie focused on improving his athletic skills, that his wife was open about their ups and downs, etc. Note which students struggled with this writing so that they can receive extra support.</i></p>	<ul style="list-style-type: none"> <li>Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li> <li>Consider prewriting vocabulary words on index cards for students who struggle with writing.</li> <li>Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 11

## Supporting Materials



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**Jackie Robinson and Life in America Anchor Chart**  
(Example, for Teacher Reference)

<b>Jackie Robinson's Life</b>	<b>Time Period</b>	<b>What Was Happening in America?</b>
Before Jackie Robinson was born	1600s  1700s  1800s	
Family fled from sharecropping in Georgia to move to California.  Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black.  Moved to house in white neighborhood in California, and the neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.  1919—"Red Summer." Many black people were assaulted or killed during race riots and lynchings.  African Americans in the South were faced with poverty and segregation.



**Jackie Robinson and Life in America Anchor Chart**  
(Example, for Teacher Reference)

<b>Jackie Robinson's Life</b>	<b>Time Period</b>	<b>What Was Happening in America?</b>
Avoided serious trouble as a teenager.	1930–1939	World War II  The 1936 Olympics
Served in the army as a second lieutenant.  Protested injustice by refusing to play any sport for the army.  Was arrested for refusing to sit in the back of the bus; defended himself in military court and won.  Honorably discharged from the army in 1944.	1939–1945	World War II: United States at war in Europe against Hitler.  The army is segregated.  Buses are segregated.
Signed with the Montreal Royals.  Got married.  Experienced racial threats.  Started playing for the Brooklyn Dodgers.	1946–47	There was still racial segregation, especially in the South.  Minor league and finally Major League Baseball teams were integrated for the first time.



Three Perspectives Venn Diagram  
(Sample Answers, for Teacher Reference)

**Sharon Robinson's  
Perspective**

**After the first few months, his teammates came to accept him on and off the field.**

**Jackie Robinson's  
Perspective**

**Jackie missed his family but was very focused on improving his skills as a baseball player.**

**Jackie focused on being a great baseball player and made sure that he didn't react with anger.**

**Rachel Robinson's  
Perspective**

**It was hard to listen to the fans' yelling, but together we worked hard to keep our spirits up.**



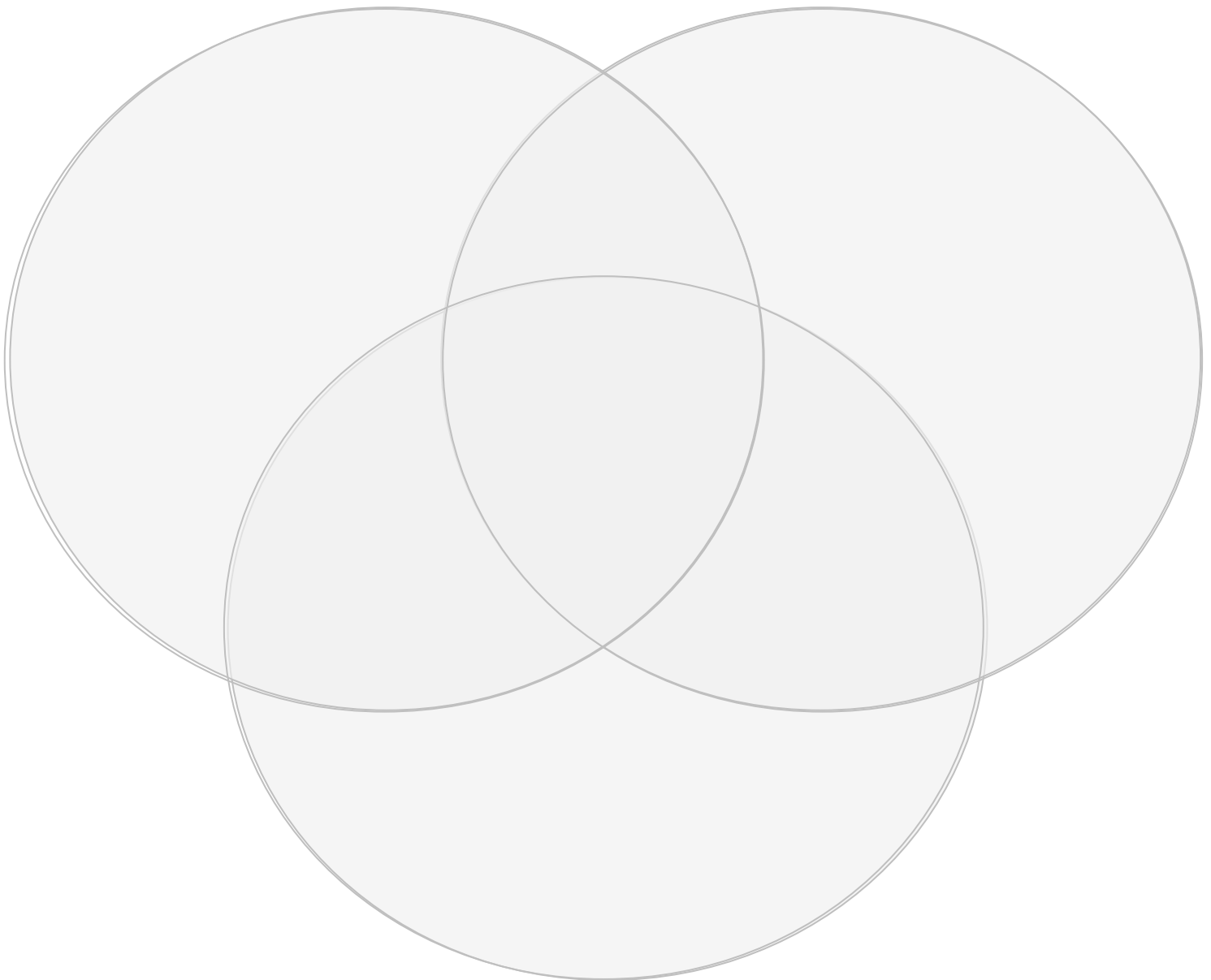
Three Perspectives Venn Diagram

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

\_\_\_\_\_  
Date:

**Sharon Robinson's  
Perspective**

**Jackie Robinson's  
Perspective**



**Rachel Robinson's  
Perspective**



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 12**

### **Identifying Supporting Reasons and Evidence for an Opinion: Exploring Jackie Robinson's Promise** *(Promises to Keep, Pages 38–45)*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about how Jackie Robinson was treated after joining the Brooklyn Dodgers.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*.
- I can explain how the reasons and evidence I identify support Sharon Robinson's opinion.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Journals (Author's Opinion, Reasons, and Evidence graphic organizer)
- Vocabulary cards
- Evidence flags



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Review Homework: Milling to Music (5 minutes)</li><li>Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>First Read: Getting the Gist about Jackie Robinson's Promise (10 minutes)</li><li>Second Read: Identifying Author's Opinion, Reasons, and Evidence (20 minutes)</li><li>Key Vocabulary to Deepen Understanding (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Review Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read pages 46–49 of <i>Promises to Keep</i>. Answer the homework question on an index card. Finish the vocabulary cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows a similar pattern to that of Lessons 2, 4, 7, and 9. Students will create and use an Author's Opinion, Reasons, and Evidence graphic organizer to record the opinion, reasons, and evidence they identify during a close read of pages 38–45 of <i>Promises to Keep</i>.</li><li>After students identify the author's opinion, reasons, and evidence, they are asked to explain "how" the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as "The opinion ... is supported by the reason ... BECAUSE the reason is an example of ..."</li><li>In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.</li><li>In advance: Add a new row to the Jackie Robinson and Life in America anchor chart. In the left-hand column, write: "Jackie Robinson joins the Brooklyn Dodgers." In the center column, write: "1947."</li><li>Review: Jigsaw protocol and Milling to Music in Checking for Understanding Techniques (see Appendix).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
reasons, evidence, opinion, context (review); resent, respect (38, caption), ambiguous, embraced (40), comradeship (41), integration (41), aggressor/aggressive (43), autobiography (44)	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Students' journals</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Document camera or projector</li><li>• Author's Opinion, Reasons, and Evidence graphic organizer (from Lesson 9; one to display)</li><li>• Evidence flags (two per student)</li><li>• Identifying Reasons task card (one per group)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Index cards (eight per student: seven for Work Time C and one for homework)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li></ul>





Opening	Meeting Students' Needs
<p><b>A. Homework Review: Milling to Music (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review Milling to Music with students. Ask students to meet with at least two other students to share the gist statements about pages 40–45 of <i>Promises to Keep</i> they wrote for homework.</li> <li>Ask students to hold onto their gist statements, as they will have the opportunity to revise them after reading these pages more closely during Work Time A.</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally partner ELL students with other students who speak the same home language for Milling to Music.</li> </ul>
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask the class to take out <i>Promises to Keep</i> and place the students in their groups of four. They will remain in these groups until Closing and Assessment.</li> <li>Ask students to turn to page 38 and focus their attention on the caption at the bottom of the page.</li> <li>Read the first two sentences aloud to students: <ul style="list-style-type: none"> <li>* “Dad used to say that it didn’t matter if somebody resented you. It only mattered if you could make him respect you.”</li> </ul> </li> <li>Invite several students to share out the meaning of the word <i>resented</i>. Listen for: “dislike,” “hate,” “offended by,” etc.</li> <li>Ask students to share the meaning of the word <i>respect</i>. Listen for: “admire,” “think highly of,” etc.</li> <li>Ask students to discuss in groups: <ul style="list-style-type: none"> <li>* “What did Jackie Robinson think really mattered?”</li> <li>* “What in the text makes you think so?”</li> <li>* “How is this an opinion?”</li> </ul> </li> <li>Cold call each group to share their thinking aloud. Listen for ideas like: <ul style="list-style-type: none"> <li>– “Jackie Robinson thought respect mattered more than whether or not someone liked you.”</li> <li>– “This is an opinion because it is a judgment about what matters and doesn’t matter.”</li> </ul> </li> <li>Explain to students that today they will read to learn more about how Jackie Robinson earned the respect of his teammates and fans, ultimately helping to change the way African Americans were treated in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Some students would benefit from a sentence starter or stem, such as: “Jackie Robinson thought _____ really mattered. This was his opinion because _____.”</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Jackie Robinson's Promise (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the first learning target with the students: <ul style="list-style-type: none"> <li>* "I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers."</li> </ul> </li> <li>Direct students to open their books to pages 40–45 and display the <b>Features of Informational Text anchor chart</b>. Then ask students to look closely at pages 40–45 to identify the text features they notice on these pages. Ensure that they identify the photographs, comic book cover, and captions that are on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> <li>– "The photographs help us 'see' the people the text may refer to."</li> <li>– "The comic book helps us understand how popular Jackie Robinson was."</li> <li>– "The captions share important details about the pictures."</li> </ul> </li> <li>Ask students what they typically do when they first read a new text. Listen for students to say: "Read to determine the gist," or "Summarize the main idea of the text." Ask students to follow along silently as they hear a first read of pages 40–45 (start: "White fan reaction ..." and end "... the motion picture <i>The Jackie Robinson Story</i>").</li> <li>Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> <li>* "What is the gist of this passage?"</li> <li>* "How did Jackie Robinson's teammates and fans feel about him?"</li> <li>* "What in the text makes you think so?"</li> </ul> </li> <li>Direct students to review the gist statements they wrote for homework, and then turn to a new page in their <b>students' journals</b> to record a revised gist of this passage.</li> <li>Cold call a few students to share their revised gist statements. Listen for ideas such as: <ul style="list-style-type: none"> <li>– "Jackie Robinson earned the respect of his teammates and fans."</li> <li>– "Jackie Robinson was admired by everyone."</li> <li>– Jackie Robinson became one of the most popular people in America."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>gist</i> (light bulb with a #1) and <i>main idea</i> (a light bulb).</li> <li>If you intend to call on a student who struggles with language to share out, consider letting the student know beforehand so s/he has time to prepare.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Identifying Author's Opinion, Reasons, and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the second and third learning target aloud: <ul style="list-style-type: none"> <li>"I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>."</li> <li>"I can explain how the reasons I identify supports Sharon Robinson's opinion."</li> </ul> </li> <li>Remind students they have been working on identifying author's reasons and evidence since Unit 1, when they read about the history of sports in America and considered the opinions of the authors of those articles.</li> <li>Cold call several students to share what they recall about the meaning of the words <i>reasons</i> (WHY the author believes an opinion or has a point of view), <i>evidence</i> (facts, specific details), <i>opinion</i> (WHAT the author believes; author's point of view), and <i>explain</i> (make clear; describe one's thinking).</li> <li>Refer students to the <b>Close Readers Do These Things anchor chart</b> and ask them what they have often done during the second read of a text. Listen for: <ul style="list-style-type: none"> <li>"Identify main ideas, details."</li> <li>"Read to locate or determine specific ideas/information."</li> </ul> </li> <li>Use a <b>document camera or projector</b> to display the <b>Author's Opinion, Reasons, and Evidence graphic organizer</b> and ask students to create this graphic organizer on a new page in their journals.</li> <li>Tell students they will first work with their group members to determine the author's opinion: "WHAT the author believes."</li> <li>Focus students' attention once again on the caption at the bottom of page 38. Read the first three sentences of the caption aloud (start: "Dad used to say ..." and end "... and the fans"). Ask students to follow along silently as these two paragraphs are read aloud.</li> <li>Allow students 1 to 2 minutes to discuss in their groups: <ul style="list-style-type: none"> <li>* "WHAT does Sharon Robinson believe about her father?"</li> </ul> </li> <li>Invite several students to share their thinking whole group. Listen for: "She believes her father's skill earned/gained him the respect of his teammates and the fans." Ask students to paraphrase and record the opinion onto the graphic organizers in their journals, on the line below: Author's Opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).</li> <li>Consider providing a partially filled-in Author's Opinion, Reasons, and Evidence graphic organizer.</li> <li>Consider further chunking text for students who struggle with reading at grade level to just a few sentences.</li> <li>Consider allowing students who struggle with reading to find one piece of evidence instead of two.</li> <li>Intentionally give students in each group who struggle with reading complex text the same chunk of text and give them more guided practice with the teacher during this time.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review the Jigsaw protocol with students. Assign each member of the group one chunk of the text:<ul style="list-style-type: none"><li>– Chunk 1: page 40</li><li>– Chunk 2: page 41</li><li>– Chunk 3: page 43</li><li>– Chunk 4: page 44, first paragraph and caption</li></ul></li><li>• Distribute two <b>evidence flags</b> to each student.</li><li>• Display the <b>Identifying Reasons task card</b>. Distribute one task card to each group. Read each step aloud to students. Clarify any instructions as necessary.</li><li>• Direct students to take 7 to 8 minutes to complete the steps listed on their task card.</li><li>• Circulate to support as needed.</li><li>• After groups complete the steps listed on the task card, cold call several students to share out the reasons and evidence they identified in each chunk of text.</li><li>• Ask several students to explain how the reason and evidence they identified supports the author's opinion that her father's skill earned him the respect of his teammates and the fans. Listen for students to make connections between the opinion and the reasons and evidence they identified.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>Review the learning target:<ul style="list-style-type: none"><li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li></ul></li><li>Remind students they have been working on this target throughout this module and in previous modules by developing their ability to determine the meaning of new words in a variety of texts. Display the <b>Vocabulary Strategies anchor chart</b> to refresh students' memory of strategies they have used.</li><li>Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for:<ul style="list-style-type: none"><li>– “To deepen our understanding of the text.”</li><li>– “Understanding key or unknown vocabulary helps us understand the text better.”</li></ul></li><li>Distribute seven <b>index cards</b> to each student.</li><li>Write the following words from the text where all students can see them: <i>ambiguous, embraced, comradeship, integration, aggressor, aggressive, and autobiography</i>.</li><li>Ask students to take 5 to 6 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Record each of the seven words onto index cards.</li><li>– Go back to the text to use context clues and apply vocabulary strategies to help determine what each word means.</li><li>– Write a synonym or short definition for the word, and draw a picture to show its meaning on the back of each card.</li></ul></li><li>Circulate to listen in and support as needed. Be sure that students determine the correct meanings for each word, as they will use their new understandings about vocabulary to revise reasons or evidence they identified during Work Time B.</li></ul>	<ul style="list-style-type: none"><li>Consider narrowing the focus on specific key words for students who struggle with language to three to four of the vocabulary words rather than all seven.</li><li>List and post the directions for completing vocabulary cards so students can refer to them as they work.</li><li>Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.</li><li>If students do not finish the vocabulary cards during the lesson, they may finish for homework.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word, whole group. Listen for:<ul style="list-style-type: none"><li>– <i>ambiguous</i>: unclear, confusing, uncertain</li><li>– <i>embraced</i>: accepted, welcomed, supported</li><li>– <i>comradeship</i>: friendship, companionship</li><li>– <i>integration</i>: combination, the adding to something to make it whole</li><li>– <i>aggressor</i> (n.): attacker, assailant</li><li>– <i>aggressive</i> (adj.): forceful, assertive, hard-hitting</li><li>– <i>autobiography</i>: a story someone writes about his or her own life; the word comes from auto (= self) + biography (= story of a person's life)</li></ul></li><li>• Refer students once again to the Things Close Readers Do anchor chart. Ask them to recall what that they have frequently done after determining the meaning of key or unknown words from the text. Listen for: "Revise our thinking about main ideas or key details."</li><li>• Direct students to take 1 or 2 minutes to do the following:<ol style="list-style-type: none"><li>1. Reread their reasons and evidence from Work Time B.</li><li>2. Based on new understandings about vocabulary, think about and discuss with group members:</li><li>3. Did I identify reasons and evidence that support the author's opinion?</li><li>4. Did I use key vocabulary accurately in my reasons and paraphrased evidence?</li><li>5. Revise reasons and evidence based on new understandings about key vocabulary.</li></ol></li><li>• As time allows, invite several students to share their revisions whole group and explain what they revised based on new understandings about key vocabulary.</li><li>• Collect students' journals to informally assess.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Focus their attention on the <b>Jackie Robinson and Life in America anchor chart</b>. Say: “As we read today, we learned many more details about what life was like in America for African Americans in the 1940s–1950s, after Jackie Robinson joined Major League Baseball.”</li> <li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart: “What was happening in America?”</li> <li>• Ask several students to share their thinking aloud. Listen for ideas such as: “Jackie Robinson became one of the most popular people in America,” “Brooklyn fans embraced Jackie Robinson and his family,” “People had mixed reactions to integration in baseball,” and similar examples. Add students’ ideas to the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.</li> <li>• Repeat with the second, third, and fourth learning targets: <ul style="list-style-type: none"> <li>* “I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.”</li> <li>* “I can explain how the reasons I identify support Sharon Robinson’s opinion.”</li> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>• Note students who show thumbs-down, as they may need more support summarizing information; identifying opinion, reasons, and evidence that an author uses to support an opinion; or determining the meaning of unfamiliar words from context.</li> <li>• Distribute <b>one index card</b> to students for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students would benefit from a sentence starter, such as: “One thing that happened in America during the 1940–1950s was _____.”</li> </ul>



**Identifying Supporting Reasons and Evidence for an Opinion:**  
Exploring Jackie Robinson's Promise (*Promises to Keep*, Pages 38–45)

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 46–49 of <i>Promises to Keep</i>. On your index card, write at least two details to add to the Jackie Robinson and Life in America anchor chart for 1940s–1950s.</li><li>• Finish vocabulary cards from the lesson today. Be sure to include a drawing to show what the word means AND write its definition on the back of each card. Bring all index cards as an admit ticket to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate details from the text and the definitions of their vocabulary words to someone at home.</li></ul>





EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 12

## Supporting Materials



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Identifying Reasons Task Card

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

Date: \_\_\_\_\_

**Work with your group members to complete the following:**

1. Independently read your chunk of text.
2. Think about and discuss: What is one reason the author gives to support her opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate two pieces of evidence that support the reason you identified. Mark these with evidence flags.
5. Discuss the evidence you located with your group members.
6. Paraphrase the evidence you identified, and record onto your graphic organizer below the lines titled: "Evidence."



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 2: Lesson 13**

## **Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Role in the Civil Rights Movement (*Promises to Keep*, Pages 50–57)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can summarize the information in *Promises to Keep* about Jackie Robinson's role in the civil rights movement.
- I can explain Jackie Robinson's impact on civil rights, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.
- I can support my opinion with reasons and evidence from the text.

**Ongoing Assessment**

- Vocabulary cards
- Journals (Opinion, Reasons, and Evidence graphic organizer)
- Evidence flags



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Homework Review and Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. First Read: Getting the Gist about Jackie □as a “Civil Rights Champion” (10 minutes)</li> <li>B. Second Read: Developing an Opinion Based on Evidence (15 minutes)</li> <li>C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread pages 50–57 of <i>Promises to Keep</i>. Answer homework questions on index card.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson follows a pattern similar to that of Lessons 2, 4, 7, and 12. But this lesson also marks a transition from RI.5.8 (reading to identify an author’s opinion) to W.5.1 (writing opinions). Students first read to identify evidence. They then develop their own opinions. They then reread to identify reasons (why they believe the opinion they developed) to paraphrase the supporting evidence they find. Thus, students are practicing the authentic iterative cycle writers take when examining evidence, forming opinions based on evidence, and then revisiting the text to refine their thinking.</li> <li>• Students again work with the Opinion, Reasons, and Evidence graphic organizer in this lesson. But note that the graphic organizer looks slightly different (see supporting materials). The word “author’s” no longer appears in the title, since that related to RI.5.8 (i.e., identifying Sharon Robinson’s opinion from the text). Instead, the graphic organizer now has the word “My” opinion, to clearly mark for students the transition from RI.5.8 to W.5.1. Today, they are forming their own opinions about Jackie Robinson.</li> <li>• In this lesson, students learn how to transition from the graphic organizer to writing an introduction. In the next two lessons, they continue to work to identify more evidence and reasons from the text and learn to write body paragraphs for an opinion essay.</li> <li>• In this lesson, students hear the chapter “A Civil Rights Champion” read aloud (except the captions). During both Lessons 13 and 14, students then revisit these pages several times more independently. The captions, although interesting, do not convey key information for these lessons. Students may want to go back and read the captions during independent reading time or for homework.</li> <li>• The writing instruction in Lessons 13–17 reinforces and builds on much of the work students did while writing their essays about <i>Esperanza Rising</i>. In advance: Review Module 1, Unit 2, Lessons 16–18.</li> <li>• Note that in Lessons 13–17, students are not taught to write a formal conclusion paragraph. Writing conclusions serves as part of the bridge at the start of Unit 3.</li> <li>• Review: Jigsaw protocol (see Appendix).</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
summarize, explain, quotes, opinion, supporting, reasons, evidence (from previous lessons), impact, develop; civil rights (50 M1), champion (50), demonstrations (53), inducted (55); diversity, address, equality, philosophy (57)	<ul style="list-style-type: none"><li>• Jackie Robinson and Life in America anchor chart (all lessons)</li><li>• Document camera or projector</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Students' journals</li><li>• Evidence flags (10 per student)</li><li>• Reading task card (one per student)</li><li>• Opinion, Reasons, and Evidence graphic organizer (new; see supporting materials; one to display)</li><li>• Determining Reasons and Evidence to Support My Opinion task card (one per student)</li><li>• Index cards (four per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their homework cards from Lesson 12. Display the <b>Jackie Robinson and Life in America anchor chart</b> using a <b>document camera or projector</b>.</li><li>• Ask students to turn and talk with a partner about what information from pages 46–49 of <b><i>Promises to Keep</i></b> can be added to the right-hand column of the chart: “What was happening in America” for the time period 1940s–1950s.</li><li>• Cold call several students to share out what their partners said. Listen for: “The Brooklyn Dodgers won the World Series in 1955,” “More black players cross the color barrier to join Major League Baseball,” “There was an integration period in Major League Baseball from 1947 to 1956,” “Jim Crow laws were still in effect,” and similar ideas. Add students’ ideas to the anchor chart.</li><li>• Collect students’ homework cards with information about “What was happening in America” from pages 46–49. Ask students to add their two vocabulary homework cards to their vocabulary folders.</li><li>• Say:<ul style="list-style-type: none"><li>* “We have read a great deal about the ways Jackie Robinson affected American society by breaking the color barrier in Major League Baseball. Today we will continue to read about Jackie Robinson’s life and learn about his role in the civil rights movement, as well as begin to write about opinions you form using reasons and evidence from the text.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• For homework review, intentionally partner ELL students with other students who speak the same home language.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Jackie as a “Civil Rights Champion” (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out <i>Promises to Keep</i>; place students in their groups of four. They will remain in groups until the Closing and Assessment portion of the lesson.</li> <li>Read the first learning target with the students: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s role in the civil rights movement.”</li> </ul> </li> <li>Direct students to open their books to pages 50–57, and display the <b>Features of Informational Text anchor chart</b>. Ask students to look closely at pages 50–57 to identify the text features they notice on these pages. Ensure that they identify the photographs and captions that are on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> <li>– “The photographs give us an idea about what this passage is mostly about.”</li> <li>– “The captions share important details about the pictures.”</li> </ul> </li> <li>Read the title “A Civil Rights Champion” (page 50) aloud. Ask students to discuss: <ul style="list-style-type: none"> <li>* “What is the meaning of the term <i>civil rights</i>?”</li> </ul> </li> <li>Listen for students to share ideas like: <ul style="list-style-type: none"> <li>– “I know from the UDHR (Module 1) that ‘rights’ are promises that are kept for everybody, so civil rights might mean having the same rights for everyone in the United States no matter their race or gender.”</li> </ul> </li> <li>Reinforce to students the connection between the word “rights” in the phrase <i>civil rights</i> and the “rights” in the phrase <i>human rights</i> (based on UDHR that students studied during Module 1). Explain that the word <i>civil</i> means “citizens,” so <i>civil rights</i> are promises that are kept for all the citizens of a community or nation.</li> <li>Ask students to focus now on the word <i>champion</i>. Invite students to turn to a partner and share what they know about that word. Ask a few students to share out. Most students will probably share a meaning related to the context of athletics: “winner, the best, etc.” Explain to students that Jackie Robinson was, in fact, an athletic champion: He helped to win many baseball games. But in the context of this chapter title, the word <i>champion</i> means someone who feels so strongly about something that they want to do something about it.</li> </ul>	<ul style="list-style-type: none"> <li>Consider chunking the reading of pages 50–57 by pausing after each page and discussing the gist of each page.</li> <li>Some students may benefit from rereading pages 50–57 before forming a gist of the entire passage.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students:</li><li>• “What does Jackie Robinson feel strongly about?” Listen for students to say things like: “civil rights” and “discrimination against black people.”</li><li>• Ask students to follow along silently as they hear a first read of pages 50–57. (Do not read the captions. Start at “After the 1956 baseball season ... “ and end, “Dad lived his philosophy.”)</li><li>• Prompt students to take 1 or 2 minutes to think about and discuss with their group members:<ul style="list-style-type: none"><li>* “What is the gist of this chapter?”</li><li>* “What was Jackie Robinson's role in the civil rights movement?”</li></ul></li><li>• Direct students to turn to a new page in their <b>students' journals</b> to write the gist of this chapter.</li><li>• Cold call a few students to share what they have written. Listen for ideas such as:<ul style="list-style-type: none"><li>– “Jackie Robinson felt it was important to be involved in the civil rights movement, to make an impact on the lives of others.”</li><li>– Jackie Robinson was very involved with the civil rights movement to make sure there was equality for black people in America.”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Developing an Opinion Based on Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the learning targets:           <ul style="list-style-type: none"> <li>* “I can explain Jackie Robinson’s impact on civil rights, using quotes from the text in <i>Promises to Keep</i>.”</li> <li>* “I can develop an opinion based on multiple pieces of evidence from the text.”</li> </ul> </li> <li>Cold call several students to share out what they recall about the meaning of the word <i>explain</i> (make clear; describe my thinking).</li> <li>Invite several students to recall the meaning of the word “influence” (from Lesson 5), which is similar to “impact.” Listen for suggestions like: “to have an effect on something or someone.”</li> <li>Cold call several students to recall and share the meaning of the words <i>quotes</i> (directly from the text; what someone says; in quotation marks), <i>opinion</i> (WHAT the author believes; author’s point of view), and <i>evidence</i> (facts, specific details).</li> <li>Tell students that today they will work to develop their <u>own</u> opinions about Jackie Robinson’s impact on American society, rather than identifying the author’s (Sharon Robinson’s) opinion as they have in previous lessons. Emphasize this key transition from reading and analyzing others’ opinions to forming one’s <u>own</u>.</li> <li>Ask students to think about and then briefly discuss with their group:           <ul style="list-style-type: none"> <li>* “What does it mean to ‘develop’ an opinion?”</li> </ul> </li> <li>Cold call each group to share whole class. Listen for:           <ul style="list-style-type: none"> <li>– “Have my own point of view about Jackie Robinson.”</li> <li>– “WHAT I think about Jackie Robinson.”</li> <li>– “A judgment I make about Jackie Robinson.”</li> </ul> </li> <li>Say: “Before we can develop an opinion about a topic, we have to know some facts and details about the topic so we can support our opinions with evidence. Our topic for this unit is Jackie Robinson’s impact on American society. Up to this point we have read mainly about Jackie Robinson’s impact on society through his participation in Major League Baseball. What we don’t know much about yet is what Jackie Robinson’s impact on society was after he stopped playing baseball.”</li> <li>Explain to students that when we want to learn more about a topic, it often helps to ask a question to help focus our attention on the most important details.</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>quotes</i> (a quotation mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).</li> <li>Post the question on the white board or a piece of chart paper for students to refer to as they reread the text and mark it for evidence.</li> <li>Consider further chunking the text for students who struggle with reading grade-level material by asking them to find evidence for one paragraph at a time.</li> <li>Some students would benefit from text with sentences that have evidence within the text highlighted.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students that as they independently reread pages 52–57 they will mark quotes in the text that give facts and details (evidence) to help answer the question:<ul style="list-style-type: none"><li>* “After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?”</li></ul></li><li>• Distribute 10 <b>evidence flags</b> to each student.</li><li>• Display the <b>Reading task card</b> and distribute one to each student.</li><li>• Read each step aloud to students. Clarify any instructions as necessary.</li><li>• Direct students to take 7 to 8 minutes to complete the steps listed on their task cards.</li><li>• Circulate to support as needed. Check in with each group to do the following:<ol style="list-style-type: none"><li>1. Ensure that the facts and details they marked with evidence flags help them to answer the question: After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?</li><li>2. Focus their attention on (and suggest strategies to help them determine the meaning of) key words that may help them to identify and understand evidence:<ul style="list-style-type: none"><li>• demonstrations: protests, marches, rallies</li><li>• inducted: welcomed, accepted into</li><li>• diversity: variety, range</li><li>• address (n.): formal talk, speech</li><li>• equality: fairness, equal opportunity</li><li>• philosophy: viewpoint, thinking, way of life, values, beliefs</li></ul></li></ol></li><li>• Invite a few groups to share aloud their thinking during group work. Listen for students to share ideas such as: “Jackie Robinson used his popularity or continued to promote civil rights by giving motivational speeches, writing newspaper columns, raising money for civil rights organizations, protesting, giving speeches, hosting jazz concerts to raise money for the civil rights movement, encouraging other athletes to support civil rights, and fighting for social justice and equality.”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After 7 or 8 minutes, pause students in their work. Ask them to remain in their groups, but focus whole group. Ask students to take 2 minutes to think about and then discuss in groups:               <ul style="list-style-type: none"> <li>* “What opinion do you have about Jackie Robinson as a champion for civil rights?”</li> </ul> </li> <li>Cold call each group to share. Listen for:               <ul style="list-style-type: none"> <li>– “Jackie Robinson changed society a great deal through his involvement with civil rights.”</li> <li>– “Jackie Robinson was a great man who continued to impact society through his work for civil rights”</li> <li>– Jackie Robinson worked endlessly to ensure civil rights for African Americans.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the learning target:               <ul style="list-style-type: none"> <li>* “I can support my opinion with reasons and evidence from the text.”</li> </ul> </li> <li>Display the <b>Opinion, Reasons, and Evidence graphic organizer</b> and ask students to create this in their journals.</li> <li>Ask students to notice the difference in this graphic organizer compared to the ones they have used previously. Invite a few students to share what they notice. Listen for: “the word ‘author’s’ is now replaced with ‘MY.’” Ask students to share why they think this word was changed, given what they are working on. Listen for students to share ideas such as:               <ul style="list-style-type: none"> <li>* “The opinions are now ours; we are now working on writing our own opinion instead of just stating the author’s.”</li> </ul> </li> <li>Review the Jigsaw protocol with students. Tell students that during this part of work time, students will participate in a “modified jigsaw.” The difference between this jigsaw and ones that students have participated in in the past is that today they will each read two chunks of text instead of one.</li> <li>Display the <b>Determining Reasons and Evidence to Support My Opinion task card</b> and distribute one per student. Point out that this task card has a Part I and a Part II. Read aloud the instructions for Part I. Clarify any directions as needed.</li> <li>Ask students to take 8–10 minutes to complete Part I of the task card.</li> </ul>	<ul style="list-style-type: none"> <li>Some students will benefit from a partially filled-in Opinion, Reasons, and Evidence graphic organizer.</li> <li>Consider allowing students who struggle with reading complex text to read with a partner or the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Circulate to support as needed. Prompt students' thinking as they work by asking:<ul style="list-style-type: none"><li>* "Is that an opinion?"</li><li>* "Could it be argued?"</li><li>* "Does your first reason explain WHY you believe the opinion?"</li><li>* "Is the evidence related to your first reason? Does the evidence support the opinion? Are they facts and specific details?"</li></ul></li><li>• After 8–10 minutes, pause students in their work. Read aloud the instructions for Part II of the task card.</li><li>• Assign students a different chunk of the text to read for Part II of the task card (chunk 1 now reads chunk 2; chunk 2 now reads chunk 3, etc.). Clarify directions as necessary.</li><li>• Allow students 7–8 minutes to complete Part II of the task card.</li><li>• Circulate to support as needed. Continue to prompt students' thinking by asking:<ul style="list-style-type: none"><li>* "Does your second reason explain WHY you believe the opinion?"</li><li>* "Is the evidence related to your second reason? Does the evidence support the opinion? Are they facts and specific details?"</li></ul></li><li>• After students complete Part II, invite members from each group to share out their opinion, one of their reasons, and one piece of evidence related to the reason.</li><li>• Listen for students to share ideas such as:<ul style="list-style-type: none"><li>– "My opinion is that Jackie Robinson worked hard for civil rights after retiring from Major League Baseball."</li><li>– "One reason WHY I believe this opinion is because Jackie Robinson contributed to the cause of civil rights in several ways."</li><li>– "This reason is supported by the fact (evidence) that he gave motivational speeches."</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Focus their attention on the Jackie Robinson and Life in America anchor chart.</li> <li>• Say: “As we read today, we learned many more details about Jackie Robinson’s impact on society through his involvement in the civil rights movement.”</li> <li>• In the far left column of the anchor chart, write: “After Jackie Robinson retired from baseball.” In the center column, add: “1950s–1970s.”</li> <li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right column of the anchor chart, “What was happening in America?”</li> <li>• Ask several students to share their thinking aloud. Listen for ideas such as: “the civil rights movement,” “protests for equality,” “Dr. Martin Luther King Jr. is involved in civil rights,” “all Major League Baseball teams have black, white, and Hispanic players but still only white executives and managers,” “Jackie Robinson gives his last public address,” and similar examples. Add students’ ideas to the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s role in the civil rights movement.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.</li> <li>• Repeat with the second through fourth learning targets. Note students who show thumbs-down, as they may need more support summarizing information; developing an opinion; supporting opinions with reasons and evidence; or determining the meaning of unfamiliar words from context.</li> <li>• Distribute four <b>index cards</b> to students for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students would benefit from a sentence starter, such as: “One thing that happened in America during the 1950s was _____. One thing that happened in America during the 1960s was _____. One thing that happened in America during the 1970s was _____.”</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 50–57 of <i>Promises to Keep</i>. On one of your index cards, write one thing that was happening in America during the 1960s.</li><li>• Choose three of the following vocabulary words from today's lesson: <i>impact, develop, civil rights, champion, demonstrations, inducted, diversity, address, equality, philosophy</i>.</li><li>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your index cards as an admit ticket to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate details from the text and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 13

## Supporting Materials



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Reading Task Card

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Name:

---

Date:

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**Work with your group members to complete the following:** ☐

1. Think about the question: After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?
2. Independently reread the text on pages 52–57 to locate facts and details (evidence) that answer the question.
3. Mark 7–10 facts or specific details that you locate with evidence flags.
4. Look for any of the following words that show up in your chunk of the reading. Be sure to use context clues to figure out what the word means. Think about why this word is particularly important given what your chunk of the text is about.
  - a. *demonstrations*
  - b. *inducted*
  - c. *diversity*
  - d. *address*
  - e. *equality*
  - f. *philosophy*
5. Think about and then discuss with your group members: Do the facts and details you located help to answer the question?



Opinion, Reasons, and Evidence Graphic Organizer

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

Date: \_\_\_\_\_

**MY Opinion (WHAT I believe about the topic; a “judgment”):**

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<b>Reason #1: (WHY the author believes an opinion):</b>	
<b>Evidence (facts, details, information):</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	



Opinion, Reasons, and Evidence Graphic Organizer

<b>Reason #2:</b>	
<b>Evidence (facts, details, information):</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	



Determining Reasons and Evidence to Support My Opinion Task Card

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

Date: \_\_\_\_\_

<b>Part I:</b>	
<b>OPINION</b>	<ul style="list-style-type: none"><li>• Think about and discuss: What is your opinion of Jackie Robinson as a champion for civil rights?</li></ul>
	<ul style="list-style-type: none"><li>• On your graphic organizer, write a topic sentence that states an opinion (on the line below: “MY Opinion”).</li></ul>
	<ul style="list-style-type: none"><li>• Make sure to use a “judgment” word in your sentence.</li></ul>
<b>REASON</b>	<ul style="list-style-type: none"><li>• Reread your first chunk of text (1, 2, 3, or 4) to help you identify a reason to support your opinion (WHY you believe the opinion).</li></ul>
	<ul style="list-style-type: none"><li>• On your graphic organizer, write one reason WHY you believe your opinion (in the space next to: “Reason 1”).</li></ul>
	<ul style="list-style-type: none"><li>• Use words or phrases from the text in your reason.</li></ul>
<b>EVIDENCE</b>	<ul style="list-style-type: none"><li>• Review your evidence flags to choose three facts and specific details that relate to Reason 1 and that support your opinion.</li></ul>
	<ul style="list-style-type: none"><li>• On your graphic organizer, paraphrase and record evidence in each of the three “Evidence” rows (under Reason 1).</li></ul>
	<ul style="list-style-type: none"><li>• Use words or phrases from the text in your paraphrased evidence.</li></ul>



Determining Reasons and Evidence to Support My Opinion Task Card

<b>Part II:</b>	
<b>REASON</b>	<ul style="list-style-type: none"><li>• Reread another chunk of text (1, 2, 3, or 4) to help you identify a second reason to support your opinion (WHY you believe the opinion).</li></ul>
	<ul style="list-style-type: none"><li>• On your graphic organizer, write another reason WHY you believe your opinion (in the space next to: “Reason 2”).</li></ul>
	<ul style="list-style-type: none"><li>• Use words or phrases from the text in your reason.</li></ul>
<b>EVIDENCE</b>	<ul style="list-style-type: none"><li>• Review your evidence flags to choose three facts and specific details that relate to Reason 2 and that support your opinion.</li></ul>
	<ul style="list-style-type: none"><li>• On your graphic organizer, paraphrase and record evidence in each of the three “Evidence” rows (under Reason 2).</li></ul>
	<ul style="list-style-type: none"><li>• Use words or phrases from the text in your paraphrased evidence.</li></ul>



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 2: Lesson 14**

## **Writing an Introduction and Body Paragraph That Support an Opinion: Jackie Robinson's Role in the Civil Rights Movement**



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**Writing an Introduction and Body Paragraph That Support an Opinion:**  
Jackie Robinson's Role in the Civil Rights Movement

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

a. a. I can introduce the topic of my opinion piece.

b. b. I can create an organizational structure in which I group together related ideas.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

**Supporting Learning Targets**

- I can write a topic sentence that states an opinion.
- I can write a paragraph to introduce a topic and my opinion.
- I can write a body paragraph that groups evidence together to support a reason.

**Ongoing Assessment**

- Index cards (from homework)
- Journals (Opinion, Reasons, and Evidence graphic organizer; introduction paragraph; Reason 1 body paragraph)



**Writing an Introduction and Body Paragraph That Support an Opinion:**  
Jackie Robinson's Role in the Civil Rights Movement

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Homework (5 minutes)</li><li>Engaging the Writer (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Writing Introduction Paragraphs (15 minutes)</li><li>Writing Reason 1 Body Paragraph: Grouping Evidence for a Reason (20 minutes)</li><li>Generating Criteria for an Opinion Essay and Self-Assessing My Writing (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Reviewing Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue your independent reading for this module at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students write an introduction paragraph and first body paragraph (based on one reason and supporting evidence they identified in Lesson 13). Then, in Lesson 15, students will apply their learning about writing body paragraphs more independently to write body paragraph 2, add linking words, and write a conclusion statement.</li><li>This lesson builds on some work students did in Lesson 7; review that lesson in advance.</li><li>Review: Fist to Five in Checking for Understanding Techniques (see Appendix).</li><li>Post: Learning targets.</li></ul>





**Writing an Introduction and Body Paragraph That Support an Opinion:**  
Jackie Robinson's Role in the Civil Rights Movement

Lesson Vocabulary	Materials
introduce, body, groups	<ul style="list-style-type: none"><li>• Jackie Robinson and Life in America anchor chart (all lessons)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Students' journals</li><li>• Opinion, Reasons, and Evidence graphic organizer (from Lesson 13)</li><li>• Document camera or projector</li><li>• Model introduction paragraph and graphic organizer (one to display)</li><li>• Model Introduction Paragraph Broken Down (sample, for teacher Reference)</li><li>• Model Reason #1 paragraph (one per student)</li><li>• Model Reason #1 Paragraph Broken Down (sample, for teacher Reference)</li><li>• Criteria for Writing Opinion Essays anchor chart (new; teacher-created; for display)</li><li>• Criteria for Writing Opinion Essays anchor chart (sample, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their homework cards from Lesson 13. Focus students on the <b>Jackie Robinson and Life in America anchor chart</b>.</li><li>• Ask students to turn and talk with a partner about what information from pages 50–57 of <b><i>Promises to Keep</i></b> can be added to the right-hand column of the chart (“What was happening in America?”) for the 1960s time period.</li><li>• Cold call several students to share out what their partner said. Listen for: “Negro baseball players were finally elected into the Baseball Hall of Fame,” “The civil rights movement was very active,” and similar ideas. Add these ideas to the anchor chart.</li><li>• Collect students’ homework card with “What was happening in America?” information from pages 50–57. Ask students to add their two vocabulary cards to their vocabulary folders.</li></ul>	<ul style="list-style-type: none"><li>• For homework review, intentionally partner ELL students with other students who speak the same home language.</li></ul>
<p><b>B. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>students’ journals</b> and turn to the <b>Opinion, Reasons, and Evidence graphic organizer</b> they created during Lesson 13. Invite students to reread their opinion, reasons, and evidence to remind themselves of the work they did.</li><li>• Tell students that today they will write introduction paragraphs as well as learn how to write a body paragraph for one of their reasons with evidence.</li></ul>	<ul style="list-style-type: none"><li>• Some students will benefit from a partially filled-in Opinion, Reasons, and Evidence graphic organizer.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Writing Introduction Paragraphs (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets:             <ul style="list-style-type: none"> <li>* "I can write a topic sentence that states an opinion."</li> <li>* "I can write a paragraph to introduce a topic and my opinion."</li> </ul> </li> <li>Ask students to recall the criteria for a good "topic sentence that states an opinion," from Lesson 7.</li> <li>Listen for students to share ideas such as:             <ul style="list-style-type: none"> <li>– "Tells the reader what the writing will mostly be about."</li> <li>– "Introduces a topic and opinion."</li> <li>– "The topic is the person, place, or thing that will be written about."</li> <li>– "An opinion is a judgment about the topic, such as, 'It is the best, worst, most amazing.'"</li> </ul> </li> <li>Say to students: "We are now going to learn how to take the opinion sentence you wrote and use it to help us write an introduction—a paragraph with two or three sentences that introduces a whole essay about our opinion. We will start by examining a model introduction paragraph written to introduce an opinion about Branch Rickey. Recall that we read about him on pages 26–29 of <i>Promises to Keep</i>."</li> <li>Ask students to turn and share with a partner what they remember about Branch Rickey (the person who convinced the Dodgers and the baseball commission to hire Jackie Robinson).</li> <li>Use the <b>document camera or projector</b> to project the <b>Model introduction paragraph and graphic organizer</b>. Read it aloud as the class follows along. Then invite students to share with a partner what they notice. Invite a few students to share out. Listen for comments such as: "The paragraph only has three sentences," "There is a sentence that introduces the topic and states the opinion," "There is a 'judgment' word," "The other sentences tell what the rest of the essay is going to be about by introducing the reasons," or similar comments. Probe as needed, asking students to focus on each sentence in turn (e.g., "What specifically do you notice about the first sentence? What words seem important? Why?").</li> <li>Remind students that they have already practiced writing introduction paragraphs that stated the topic in Module 1, when they wrote about Esperanza. And in this unit, in Lesson 7, they focused on two key criteria: stating the topic plus including an opinion that uses a "judgment" word. Now they will add one more criteria: "Tells what the rest of the essay will be about."</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>opinion</i> (exclamation point) and <i>topic</i> (thought bubble).</li> <li>Some students may need their own copy of the Model graphic organizer and introduction paragraph to refer to as they work.</li> </ul>



Writing an Introduction and Body Paragraph That Support an Opinion:  
Jackie Robinson's Role in the Civil Rights Movement

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask the class:</li><li>• “What do you notice about how the sentences and phrases in the graphic organizer were turned into sentences for the introduction?”</li><li>• Invite a few students to share out. Listen for: “The topic and opinion are clearly stated in the first sentence,” “The reasons that support the opinion follow the opinion sentence,” and “No evidence (facts, specific details) is given in the introduction.” As students share their ideas, either underline or highlight them in the projected paragraph. (See the <b>Model Introduction Paragraph Broken Down, Sample, for Teacher Reference</b> for specific sentences from the introduction paragraph students may mention).</li><li>• Ask students to turn to a new page in their journal and to have a go at drafting an introduction paragraph. Before students start, clarify that this is just a first draft. They will continue to work on this over the next few lessons (including sharing their drafts with a partner to get feedback).</li><li>• Direct students to refer to their own Opinion, Reasons, and Evidence graphic organizers (from Lesson 13) as they write their introduction paragraphs.</li><li>• Briefly review directions:<ol style="list-style-type: none"><li>1. Introduce the topic and state an opinion about the topic in a sentence; include a “judgment” word.</li><li>2. Write two sentences that will introduce what the rest of the essay will be about by using the two reasons they recorded on their graphic organizers (from Lesson 13).</li><li>3. Use the model paragraph as a guide.</li></ol></li><li>• Circulate to offer support and guidance.</li><li>• As time allows, cold call several students to share their introduction paragraphs whole group.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Writing Reason 1 Body Paragraph: Grouping Evidence for a Reason (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Read aloud the learning target: <ul style="list-style-type: none"> <li>* "I can write a body paragraph that groups together evidence to support a reason."</li> </ul> </li> <li>Ask students to think about the meaning of the word <i>groups</i> in this learning target. Invite a few students to share their thoughts. Listen for: "putting together," "joining, etc."</li> <li>Tell students that in a moment, they will use their notes from their Opinion, Reasons, and Evidence graphic organizers (from Lesson 13) to help them write their first body paragraph. This paragraph will be about Reason 1.</li> <li>Tell them that, first, they will look at a model to see how to do this. Continue to project the Model graphic organizer and paragraph (from Work Time A) for students.</li> <li>Then distribute the <b>Model Reason #1 paragraph</b>. Read it aloud to students. Ask them to look at the graphic organizer that is projected. Tell students to do the following: <ol style="list-style-type: none"> <li>Underline the sentence that states the reason.</li> <li>Write a #1 above the first piece of evidence.</li> <li>Write a #2 above the second piece of evidence.</li> <li>Write a #3 above the third piece of evidence.</li> <li>Circle the sentence that restates the reason.</li> </ol> </li> <li>After a few minutes, ask students to turn and talk to a partner about what they notice about how the reason and evidence was turned into a paragraph. Invite a few students to share their notices. Listen for comments such as: <ul style="list-style-type: none"> <li>– "The paragraph starts by stating the reason."</li> <li>– "The evidence is written in a complete sentence."</li> <li>– "The paragraph ends by restating the reason." (See the <b>Model Reason #1 Paragraph Broken Down, Sample for Teacher Reference</b> for specific sentences from the Reason 1 paragraph students may mention).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post the instructions for examining the Model Reason 1 paragraph for students to refer to as they work.</li> <li>Consider allowing students who struggle with writing to dictate their first body paragraph to a partner or the teacher.</li> <li>Consider allowing students who struggle with reading complex text to read with a partner or the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students that now it is their turn: <ul style="list-style-type: none"> <li>* “You will now draft your first body paragraph, for the first reason you identified. Use the evidence from your graphic organizer.”</li> </ul> </li> <li>• Ask students to turn to a new page in their journals and to take about 10 minutes to draft their first body paragraphs.</li> <li>• Circulate to provide support and clarify instructions if needed. Let students know they will have an opportunity to share their paragraphs for peer critique during the next lesson.</li> <li>• As time allows, invite students to share their Reason 1 body paragraphs with the whole group.</li> </ul>	
<p><b>C. Generating Criteria for an Opinion Essay and Self-Assessing My Writing (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• With the students, create the <b>Criteria for Writing Opinion Essays anchor chart</b>. Ask students to share: <ul style="list-style-type: none"> <li>* “What do you know about the criteria for a high-quality introduction paragraph?”</li> </ul> </li> <li>• Listen for students to share: <ul style="list-style-type: none"> <li>– “States the topic and opinion.”</li> <li>– “Use a judgment word.”</li> <li>– “Tell what the rest of the essay will be about (the reasons)”</li> </ul> </li> <li>• On the anchor chart, list the criteria under the heading: Introduction. See <b>Criteria for Writing Opinion Essays anchor chart (sample, for teacher reference)</b> in the supporting materials. Let students know that you will add to this chart as they establish criteria for the rest of their paragraphs. Ask: <ul style="list-style-type: none"> <li>* “What do you know so far about the criteria for a high-quality body paragraph for an opinion essay?”</li> </ul> </li> <li>• Listen for students to share: “Introduce a reason to support the opinion,” and “State evidence related to the reason.”</li> <li>• Ask students to reread their paragraphs with these criteria in mind: <ul style="list-style-type: none"> <li>* “Does your paragraph meet each of these criteria?”</li> <li>* “What is one criterion you would like help with from a partner?”</li> </ul> </li> <li>• Direct students to share their thinking with their group members.</li> <li>• Cold call several students to share their ideas with the class.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students as a whole class. Ask students to think and then share with a partner:<ul style="list-style-type: none"><li>* “What is important to remember when writing opinion essays?”</li></ul></li><li>• Invite a few partners to share out, asking other students to give a thumbs-up if they thought the same thing.</li><li>• Read each learning target aloud, pausing after each one for students to show a Fist to Five based on how they feel they are progressing toward meeting each target. Notice which students show 2, 1, or fist for any learning target, as they may need individual follow-up or clarification.</li></ul>	<ul style="list-style-type: none"><li>• Provide a sentence starter (e.g., “One important thing to remember when writing an opinion essay is _____.”) for students who struggle with language .</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue your independent reading for this module at home.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 14

## Supporting Materials



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### Model Introduction Paragraph and Graphic Organizer

MY Opinion (WHAT I believe about the topic; a “judgment”):

Branch Rickey played an important role in breaking the color barrier of Major League Baseball. He made the bold decision to recruit African American players into the Major Leagues. Eventually, he started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers.

<b>Reason #1 (WHY I believe the opinion):</b>	He made the bold decision to recruit African American players into the major leagues.
<b>Evidence (facts, details, information):</b>	He tried to convince the Dodger board to allow him to recruit African American players from the Negro Leagues (page 26).
<b>Evidence:</b>	He proposed integrated baseball to the first commissioner of baseball, Judge Kenesaw Mountain Landis (page 27).
<b>Evidence:</b>	After a new commissioner of baseball was appointed, Branch Rickey asked again that black players be allowed to play in the major leagues (page 27).
<b>Reason #2 (WHY I believe the opinion):</b>	He started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers (page 27).
<b>Evidence (facts, details, information):</b>	On August 28, 1945, Branch Rickey met with Jackie Robinson to discuss him playing for the Dodgers (page 28).
<b>Evidence:</b>	He studied Jackie Robinson as a player and person, to make sure he was the right one to break Major League Baseball’s color barrier (page 28).
<b>Evidence:</b>	He told Jackie Robinson that he would need to adopt a nonviolent approach to change for the first few years, for the sake of racial equality (page 28).



Model Introduction Paragraph Broken Down  
(Sample, for Teacher Reference)

<b>Topic:</b>	<b>Branch Rickey’s role in breaking the color barrier in Major League Baseball.</b>
<b>Opinion:</b>	<b>Branch Rickey played an important role in breaking the color barrier of Major League Baseball.</b>
<b>Reasons:</b>	<b>He made the bold decision to recruit African American players into Major League Baseball; and Branch Rickey started a “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodger</b>

S.



**Model Reason #1 Paragraph**

Branch Rickey made the bold decision to recruit African American players into the major leagues. A year after he was hired as the president of the Brooklyn Dodgers, Branch Rickey tried to convince the Dodger board to allow him to recruit African American players from the Negro Leagues. He also proposed integrated baseball to the first commissioner of baseball, Judge Kenesaw Mountain Landis, but Landis refused. However, he would not give up, and after a new commissioner of baseball was appointed, Branch Rickey once again proposed that black players be allowed to play in the major leagues, and the new commissioner agreed. Branch Rickey would not give up on his goal to make Major League Baseball an integrated sport where black and white players could play on the same field.



Model Reason #1 Paragraph Broken Down  
(Sample, for Teacher Reference)

<b>State the reason:</b>	<u>Branch Rickey made the bold decision to recruit African American players into the Major Leagues.</u>
<b>Evidence #1:</b>	<u>A year after he was hired as the president of the Brooklyn Dodgers, Branch Rickey tried to convince the Dodger board to allow him to recruit African American players from the Negro Leagues.</u>
<b>Evidence #2:</b>	<u>He also proposed integrated baseball to the first commissioner of baseball, Judge Kenesaw Mountain Landis, but Landis refused.</u>
<b>Evidence #3:</b>	<u>However, he would not give up, and after a new commissioner of baseball was appointed, Branch Rickey once again proposed that black players be allowed to play in the major leagues, and the new commissioner agreed</u>
<b>Restating the reason:</b>	<u>Branch Rickey would not give up on his goal to make Major League Baseball an integrated sport where black and white players could play on the same field.</u>



**Criteria for Writing Opinion Essays Anchor Chart**  
(Sample, for Teacher Reference)

<b>Introduction Paragraph:</b>	• State the topic and opinion.
	• Use a judgment word.
	• Tell what the rest of the essay will be about (the reasons).
<b>Body Paragraphs:</b>	• Introduce a reason.
	• State evidence related to the reason; supports the opinion.



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 2: Lesson 15**

## **Writing a Second Body Paragraph and Conclusion for an Opinion Essay: Jackie Robinson's Role in the Civil Rights Movement (*Promises to Keep*, Pages 50–57)**



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**Writing a Second Body Paragraph and Conclusion for an Opinion Essay:**

Jackie Robinson's Role in the Civil Rights Movement

*(Promises to Keep, Pages 50–57)*

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

**Supporting Learning Targets**

- I can write a body paragraph that groups evidence together to support a reason.
- I can use linking words to connect my reasons and evidence to my opinion.
- I can write a conclusion statement for my opinion essay.
- I can use feedback from a peer to revise my opinion essay to better meet the criteria.

**Ongoing Assessment**

- Vocabulary cards
- Journals (Opinion, Reasons, and Evidence graphic organizer; two body paragraphs; conclusion statement)



**Writing a Second Body Paragraph and Conclusion for an Opinion Essay:**

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Writer (5 minutes)</p> <p>2. Work Time</p> <p>A. Writing Reason 2 Body Paragraph: Grouping Evidence for a Reason (15 minutes)</p> <p>B. Using Linking Words and Writing a Conclusion Statement: Revising Opinion Essays (20 minutes)</p> <p>C. Critique and Feedback Session: Opinion Essay (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Do a first read of pages 58–62 of <i>Promises to Keep</i>. On your index card, write the gist of the reading.</p>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to that of Lessons 13 and 14, combining RI.5.8 (reading to identify an author's opinion) and W.5.1 (writing opinions).</li><li>• As noted in Lesson 13, students are not taught to write a formal conclusion paragraph in Unit 2, but rather a conclusion statement, as indicated by W.5.1d for the end of the essay.</li><li>• No new vocabulary words are introduced. Students review and apply vocabulary words from Lessons 13 and 14.</li><li>• In advance: Create the Linking Words anchor chart (based on linking words listed in Work Time B).</li><li>• Review: Milling to Music in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets.</li></ul>





**Writing a Second Body Paragraph and Conclusion for an Opinion Essay:**

Jackie Robinson's Role in the Civil Rights Movement

*(Promises to Keep, Pages 50–57)*

Lesson Vocabulary	Materials
groups, linking, connect, feedback, revise	<ul style="list-style-type: none"><li>• Students' journals</li><li>• Criteria for Writing Opinion Essays anchor chart (from Lesson 14)</li><li>• Opinion, Reasons, and Evidence graphic organizer (from Lesson 13)</li><li>• Document camera or projector</li><li>• Model introduction paragraph and graphic organizer (from Lesson 14; one to display)</li><li>• Model Reason #2 paragraph (one per student)</li><li>• Highlighters (one per student)</li><li>• Linking Words anchor chart (new; teacher-created)</li><li>• Conclusion Statement samples (one to display)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Index cards (one per student)</li></ul>



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to take out their <b>students' journals</b> and turn to the introduction paragraph and Reason 1 body paragraph they wrote during Lesson 14. Invite students to reread their body paragraphs to remind themselves of the work they did.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Writing Reason 2 Body Paragraph: Grouping Evidence for a Reason (15 minutes)</b></p> <ul style="list-style-type: none"><li>Review the learning target:<ul style="list-style-type: none"><li>* "I can write a body paragraph that groups evidence together to support a reason."</li></ul></li><li>Post the <b>Criteria for Writing Opinion Essays anchor chart</b>. Ask students to briefly turn and talk with a partner about the criteria for a body paragraph:<ul style="list-style-type: none"><li>* "How did you use this criteria to write the Reason 1 body paragraph (in Lesson 14)?"</li><li>* "What element of the criteria do you want to focus on most as you write the Reason 2 body paragraph?"</li></ul></li><li>Invite several partners to share their thinking whole group.</li><li>Tell students they will once again use their notes from their <b>Opinion, Reasons, and Evidence graphic organizers</b> (from Lesson 13) to help them write their second body paragraphs. This paragraph will be about Reason 2. Tell them that first, they will look at a model to review how to do this. Use the <b>document camera or projector</b> to project the <b>Model introduction paragraph and graphic organizer</b> for students.</li><li>Then distribute the <b>Model Reason #2 paragraph</b>. Read the Model Reason 2 paragraph aloud to students. Ask them to look at the graphic organizer that is projected. Ask students to do the following:<ol style="list-style-type: none"><li>Underline the sentence that states the reason.</li><li>Write a #1 above the first piece of evidence.</li><li>Write a #2 above the second piece of evidence.</li><li>Write a #3 above the third piece of evidence.</li><li>Circle the sentence that restates the reason.</li></ol></li></ul>	<ul style="list-style-type: none"><li>Provide nonlinguistic symbols for <i>reasons</i> (a question mark) and <i>evidence</i> (a check mark).</li><li>Consider further chunking of the text for students who struggle with reading grade-level text by asking them to find evidence for one paragraph at a time.</li><li>Some students would benefit from text that is highlighted with sentences that have evidence within the text.</li><li>Some students may benefit from having an individual sheet that has the Criteria for Writing Opinion Essays listed so they may check each one off as they complete it.</li></ul>



## Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After a few minutes, ask students to turn and talk to a partner about what they notice about how the reason and evidence was turned into a paragraph. Invite a few students to share their notices. Listen for comments such as:               <ul style="list-style-type: none"> <li>“The paragraph starts by stating the reason.”</li> <li>“The evidence is written in a complete sentence.”</li> <li>“The paragraph ends by restating the reason.”</li> </ul> </li> <li>Tell students that now they will draft their second body paragraph, for the second reason and pieces of evidence each identified and recorded on their graphic organizers (from Lesson 13).</li> <li>Ask students to turn to a new page in their journal and to take about 7 to 8 minutes to draft their second body paragraph.</li> <li>Circulate to provide support and clarify instructions if needed. Let students know they will have an opportunity to share their paragraphs for peer critique during Work Time C.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>B. Using Linking Words and Writing a Conclusion Statement: Revising Opinion Essays (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Read aloud the learning targets:               <ul style="list-style-type: none"> <li>* “I can use linking words to connect my reasons and evidence to my opinion.”</li> <li>* “I can write a conclusion statement for my opinion essay.”</li> </ul> </li> <li>Focus students on the word <i>linking</i> and ask them to talk with a partner about what they know about that word. Ask a few partners to share. Listen for: “It means to join things together, like when things are connected, grouping things.”</li> <li>Ask students to think about what the word <i>connect</i> means in the first learning target. Invite a few students to share their thoughts. Be sure that “the words have to show how the reasons are organized in the essay or that the evidence goes with the reason” is shared.</li> <li>Distribute <b>highlighters</b>. Ask students to take a few minutes to look again at the Model Reason 2 paragraph. This time, they should focus on words that help the reader know which reason it is and how the evidence links to the reason. Ask students to highlight the words that are linking words, those that show order, or somehow connect the reasons and evidence.</li> <li>Invite a few students to share some of the words they highlighted. Listen for the words or phrases: “On August 28, 1945 [date],” “however,” “after,” or “once.”</li> </ul>	<ul style="list-style-type: none"> <li>Provide a nonlinguistic symbol for <i>linking</i> (two rings interlocked).</li> <li>Allow students who struggle with writing to dictate the draft of their Reason 2 body paragraph and their conclusion statement to a partner or the teacher.</li> </ul>



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Display the <b>Linking Words anchor chart</b> and list the words shared. Ask students to share other linking words they know from their readings or writing with their group members. Call on a few groups to share their words aloud. Some words students may share are: one, first, second, third, next, most, now, besides, finally, in addition, furthermore, another, in addition, as well as, because, since, therefore, as a result, so, especially, and for example.</li><li>• Ask students to review body paragraph 1 (from Lesson 14) and body paragraph 2 (from Work Time A). Allow students a few minutes to reread and revise their draft body paragraphs. Ask:<ul style="list-style-type: none"><li>* “What linking words did you already include?”</li><li>* “Where might you add a linking word?”</li></ul></li><li>• Direct students to share their linking words with a partner. Cold call several students to share aloud whole group.</li><li>• Refocus students whole group. Draw students' attention back to the Criteria for Writing Opinion Essays anchor chart. Ask:<ul style="list-style-type: none"><li>* “What else should we add to our list of criteria?”</li></ul></li><li>• Listen for students to say: “Use linking words,” and add this response to the anchor chart.</li><li>• Display the <b>Conclusion Statement samples</b> and read each aloud.</li><li>• Ask students to think about and then discuss with a partner:<ul style="list-style-type: none"><li>* “What is a conclusion statement?”</li></ul></li><li>• Invite several students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none"><li>– “A sentence that ties all the ideas together at the end of an essay.</li><li>– “Restates the main opinion.”</li></ul></li><li>• Direct students to reread their topic sentences that state an opinion and introduction paragraph, and then briefly skim to read their body paragraphs.</li><li>• Ask students to think about and then discuss with a partner:<ul style="list-style-type: none"><li>* How could I restate my opinion as a conclusion statement?</li><li>* How can I tie the ideas in my essay together in one sentence?</li></ul></li></ul>	



## Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Give students 2 minutes to write a conclusion statement for their essays.</li> <li>• Invite several students to share whole group.</li> <li>• Focus the class once again on the Criteria for Writing Opinion Essay anchor chart. Ask students:               <ul style="list-style-type: none"> <li>* “What else should we add to our list of criteria?”</li> <li>* Listen for them to say: “conclusion” or “conclusion statement,” and add it to the anchor chart.</li> </ul> </li> </ul>	
<p><b>C. Critique and Feedback Session: Opinion Essay (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning target:               <ul style="list-style-type: none"> <li>* “I can use feedback from a peer to revise my opinion essay to better meet the criteria.”</li> </ul> </li> <li>• Tell students they will now work with a partner to critique and give feedback on each other's essays, based on the Criteria for Writing an Opinion Essay (introduction, body paragraphs, conclusion statement).</li> <li>• Partner students and remind them, when working with their partner, to do the following:               <ul style="list-style-type: none"> <li>– Be specific.</li> <li>– Be kind.</li> <li>– Stay on topic (talk about the criteria).</li> <li>– Thank your partner.</li> </ul> </li> <li>• Allow students 8–10 minutes total to critique and give feedback on each other's essays. Circulate to listen and provide support to redirect or clarify if necessary.</li> <li>• Allow 3 to 4 minutes for students to revise their introductions, body paragraphs, or conclusion statements based on the feedback they received from their partners.</li> <li>• Congratulate students on working hard in applying their new writing skills. Tell students that in the next lesson they will return to the text and finish reading <b><i>Promises to Keep</i></b>. They will continue to practice forming an opinion, determining reasons, and identifying evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally switch a student's partner after every critique and feedback to allow students to have as much exposure to as many different peers' writing as possible.</li> <li>• Provide nonlinguistic symbols for <i>feedback</i> (two people talking) and <i>revise</i> (a person writing).</li> <li>• Create and post an anchor chart for Things to Remember When Giving Feedback.</li> <li>• Provide sentence stems for students to use when giving feedback, such as: “I like that you _____. You _____ well. One thing that you could do better is _____.”</li> </ul>



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Ask students to consider:<ul style="list-style-type: none"><li>* How did peer critique, based on the Criteria for Writing an Opinion Essay, help me to improve my draft essay?</li></ul></li><li>• Invite several students to share their thinking aloud.</li><li>• Read each learning target aloud and ask students to think about how they have progressed in meeting each one. Ask students to choose one that they feel they are meeting very well and one they feel they still need to work on. Remind them that in a few days (Lesson 17), they will be writing an opinion essay “on demand” to show what they know.</li><li>• Ask students to share with a partner the learning target they are meeting well and the one with which they are struggling.</li><li>• Distribute one <b>index card</b> to each student for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Do a first read of pages 58–62 of <i>Promises to Keep</i>. On your index card, write the gist of the reading. Bring your index card as an admit ticket to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Students who struggle with language may need to dictate their gist to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 15

## Supporting Materials



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**Model Reason #2 Paragraph**

Branch Rickey started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers. On August 28, 1945 Branch Rickey met with Jackie Robinson to discuss him playing Major League Baseball for the Brooklyn Dodgers’ field team, the Montreal Royals. However, even before arranging the meeting, Branch Rickey took the time to study Jackie Robinson as a player and person, to make sure he was the right one to break Major League Baseball’s color barrier. After a lengthy conversation, Branch Rickey told Jackie Robinson that he would need to adopt a nonviolence approach for the sake of achieving racial equality in baseball. Once Jackie Robinson agreed to Rickey’s terms, the “Noble Experiment” began with Jackie Robinson as the first African American to break the color barrier in Major League Baseball.





### Conclusion Statement Samples

1. The importance of Branch Rickey's role in helping to break the color barrier in Major League Baseball cannot be denied.
2. Branch Rickey helped to change Major League Baseball forever.
3. Branch Rickey made bold decisions and started the "Noble Experiment" with Jackie Robinson to help make Major League Baseball an integrated sport.



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 2: Lesson 16**

## **Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Legacy (*Promises to Keep*, Pages 58–63)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using quotes from the text. (RI.5.1)  
I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)  
I can determine the meaning of content words or phrases in an informational text. (RI.5.4)  
I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can summarize the information in *Promises to Keep* about Jackie Robinson's legacy.
- I can explain Jackie Robinson's legacy, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

**Ongoing Assessment**

- Evidence flags
- Vocabulary cards
- Gist card (from homework)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud: Getting the Gist about Jackie Robinson's Legacy (10 minutes)</p> <p>B. Rereading Pages 60 and 61: Developing an Evidence-Based Opinion about Jackie Robinson's Legacy (20 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue your independent reading for this module. Finish the vocabulary cards from the lesson today.</p>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to Lesson 13. Students work with pages 58–63 of <i>Promises to Keep</i>, which they read once independently for homework. They will locate evidence, develop an opinion, and then support their opinion with a reason and multiple pieces of evidence. This reading is in preparation for the end of unit assessment (Lesson 17), in which students will use the information they gather in this lesson to fill out the graphic organizer and write an opinion essay about Jackie Robinson's legacy.</li><li>• In advance: Add a new row to the Jackie Robinson and Life in America anchor chart. In the left-hand column, write: "After Jackie Robinson died"; in the center column, write: "1972–present."</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
summarize, explain, quotes, opinion, supporting, reasons, evidence, topic sentence, context (all from previous lessons), develop; legacy (60); path, tribute, contributions, engaged (61)	<ul style="list-style-type: none"> <li>• Document camera or projector</li> <li>• Jackie Robinson and Life in America anchor chart (all lessons)</li> <li>• <i>Promises to Keep</i> (book; one per student)</li> <li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li> <li>• Evidence flags (six per student)</li> <li>• Lesson 16 Reading task cards (one per student)</li> <li>• Students' journals</li> <li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li> <li>• Index cards (five per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their homework cards from Lesson 15. Use a <b>document camera or projector</b> to display the <b>Jackie Robinson and Life in America anchor chart</b>. Ask students to review their gist cards on their own, and then turn to talk with a partner about what information from pages 58–62 of <i>Promises to Keep</i> can be added to the right-hand column of the chart ("What was happening in America?") for the 1970s time period.</li> <li>• Cold call several students to share out what their partner said. Listen for: "Jackie Robinson died," "The Robinson Foundation was started," and similar ideas. Add students' ideas to the anchor chart.</li> <li>• Say: "Throughout this module, we have been thinking about this big question: 'How have athletes broken barriers during the historical era in which they lived?' We have read a great deal about the ways Jackie Robinson impacted American society by breaking the color barrier in Major League Baseball. Today we will continue to read about Jackie Robinson's life and learn about his role in the civil rights movement, as well as begin to write about opinions you form using reasons and evidence from the text."</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally partner ELL students with others who speak the same home language for homework review.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud: Getting the Gist about Jackie Robinson's Legacy (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out <i>Promises to Keep</i>. Place them in their groups of four. (Students will remain in their groups until Closing and Assessment.)</li><li>• Read the first learning target with the students:<ul style="list-style-type: none"><li>* "I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy."</li></ul></li><li>• Direct students to open their books to pages 58–63. Display the <b>Features of Informational Text anchor chart</b>. Ask students to look closely at pages 58–63 to identify the text features they notice. Be sure they identify the photographs and captions that are on the sides and bottoms of these pages.</li><li>• Ask several students to share out:<ul style="list-style-type: none"><li>* "How do these text features help us as readers?"</li></ul></li><li>• Listen for:<ul style="list-style-type: none"><li>– "These photographs are in color, so it makes me think this passage will have details from the present, or a more recent time period."</li><li>– "Gives us an idea about what this passage might be about."</li><li>– "The captions share important details about the pictures."</li></ul></li><li>• Read aloud the title of this chapter, "Jackie Robinson's Legacy" (page 58). Ask students to think about and share out the meaning of the word <i>legacy</i>. Listen for them to share ideas such as:<ul style="list-style-type: none"><li>– "A person's reputation."</li><li>– "What people think of a person after they are no longer living."</li><li>– "When a person has influence on a society or community even after he she is no longer living."</li></ul></li><li>• Tell students even though they read these pages for homework, they will hear them read aloud again in order to dig into this challenging text.</li><li>• Ask students to follow along silently as they listen to pages 58–62 in their entirety, plus the caption on page 63: "Through their words and actions, my parents taught me the importance of keeping promises."</li></ul>	<ul style="list-style-type: none"><li>• Consider chunking the reading of pages 58–62 by pausing after each page and discussing the gist of each page.</li><li>• Some students may benefit from rereading pages 58–62 before forming a gist of the entire passage.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Prompt students to take 1 or 2 minutes to think about and discuss with their group members:             <ul style="list-style-type: none"> <li>* “What was Jackie Robinson’s <i>legacy</i>?”</li> </ul> </li> <li>Cold call a few students to share what they wrote. Listen for ideas such as:             <ul style="list-style-type: none"> <li>– “Jackie Robinson’s legacy continues through the work of his foundation, and his family’s work with the Jackie Robinson Foundation.”</li> <li>– “Because Jackie Robinson made such an impact on our society, there are parks and other facilities named after him.”</li> </ul> </li> </ul>	
<p><b>B. Rereading Pages 60 and 61: Developing an Evidence-Based Opinion about Jackie Robinson’s Legacy (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the learning targets:             <ul style="list-style-type: none"> <li>* “I can explain Jackie Robinson’s legacy, using quotes from the text in <i>Promises to Keep</i>.”</li> <li>* “I can develop an opinion based on multiple pieces of evidence from the text.”</li> </ul> </li> <li>Cold call several students to share out what they recall about the meaning of the words <i>explain</i> (make clear; describe my thinking), <i>quotes</i> (directly from the text; what someone says; in quotation marks), <i>opinion</i> (WHAT the author believes; author’s point of view), and <i>evidence</i> (facts, specific details).</li> <li>Tell students that now, as in a previous lesson (Lesson 13), they will work to develop their own opinion about Jackie Robinson’s impact on American society. To do so, they of course have to first read carefully, thinking about the author’s (Sharon Robinson’s) opinion and evidence. But as they transition to writing, they will also have their OWN opinion about how Jackie Robinson’s impact on society is a legacy.</li> <li>Cold call several students to share what they recall about what it means to develop an opinion.</li> <li>Listen for:             <ul style="list-style-type: none"> <li>– “Have my own point of view about Jackie Robinson, based on information I locate in the text.”</li> <li>– “WHAT I think about Jackie Robinson, based on facts and specific details.”</li> <li>– A judgment I make about Jackie Robinson, based on new information.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>quotes</i> (a quotation mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).</li> <li>Post the question on a white board or piece of chart paper for students to reference as they reread the text and mark it for evidence.</li> <li>Some students would benefit from highlighted sentences that show evidence within the text.</li> <li>Provide a sentence stem for students, such as: “I believe _____ about Jackie Robinson’s legacy.”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Be clear with students that in the next lesson they will write an essay based on the reading they are doing today. So now, it is particularly important they read carefully.</li><li>• Remind students that when we want to learn more about a topic it is helpful to ask a question to focus our attention on the most important details from the text.</li><li>• Tell students that as they read they will mark quotes in the text that give facts and details (evidence) to help answer the question:<ul style="list-style-type: none"><li>* “What is Jackie Robinson’s legacy?”</li></ul></li><li>• Ask several students to restate the question in their own words.</li><li>• Distribute six <b>evidence flags</b> to each student.</li><li>• Display the <b>Lesson 16 Reading task cards</b> and distribute one to each student. Read each step aloud. Clarify any instructions as necessary.</li><li>• Direct students to take about 10 minutes to complete the steps listed on their task cards.</li><li>• Circulate to support as needed. Check in with each group to check the evidence flags showing the facts and details that helped them to answer the question:<ul style="list-style-type: none"><li>* “What is Jackie Robinson’s legacy?”</li></ul></li><li>• Listen for students to share ideas such as:<ul style="list-style-type: none"><li>– “Children across the United States choose to study Jackie Robinson for history projects.”</li><li>– “His number 42 is retired.”</li><li>– “There are organizations, parks, and schools across America named after him.”</li><li>– “The Jackie Robinson Foundation provides opportunities for students to become community leaders.”</li><li>– “Foundation scholars give back to their communities.”</li></ul></li><li>• Ask students to take 2 minutes to think about and then discuss in groups:<ul style="list-style-type: none"><li>* “What opinion do you have about Jackie Robinson’s legacy?”</li></ul></li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to write their opinions under the gist they wrote in their <b>students' journals</b>. Tell students to now return to the evidence they flagged in the text, reread it, and think about two reasons they have for the opinion they wrote. Ask them to write those two reasons under their opinion.</li> <li>• Cold call each group to share their ideas about their opinions whole class. Listen for:             <ul style="list-style-type: none"> <li>– “Jackie Robinson has an extraordinary amount of influence in America even today.”</li> <li>– “Even though Jackie Robinson is no longer living, he left an incredible legacy of leadership and hope.”</li> </ul> </li> </ul>	
<p><b>C. Key Vocabulary to Deepen Understanding (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning target:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>• Remind students that they have been working on this target throughout this module and in previous modules. Display the <b>Vocabulary Strategies anchor chart</b> for student reference.</li> <li>• Distribute five <b>index cards</b> per student.</li> <li>• Write the following words from the text where all students can see them: <i>legacy, path, tribute, contribution, engaged</i>.</li> <li>• Ask students to take 8–10 minutes to complete the following in their groups:             <ol style="list-style-type: none"> <li>1. Record each of the seven words onto index cards.</li> <li>2. Go back into the text to use context clues and apply vocabulary strategies to help determine the meaning of each word.</li> <li>3. Write a synonym or short definition for the word and draw a picture to show the meaning of the word, on the back of each card.</li> </ol> </li> <li>• Circulate to listen in and support as needed. Be sure students determine the correct meanings for each word, as they will use their new understanding about vocabulary to revise the opinion topic sentence, reason, or evidence they identified during Work Time B.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider narrowing the focus on specific key words for students who struggle with language to two or three of the vocabulary words rather than all five.</li> <li>• List and post the directions for completing vocabulary cards so students can refer to them as they work.</li> <li>• Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.</li> <li>• If students do not finish the vocabulary cards during the lesson, they may finish for homework.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word, whole group. Listen for:<ul style="list-style-type: none"><li>– <i>legacy</i>: a person's influence on a society or community even after he or she is no longer living</li><li>– <i>path</i>: course of action</li><li>– <i>tribute</i>: compliment; honor; sign of respect; acknowledgement</li><li>– <i>contributions</i> : involvement; role in achieving something</li><li>– <i>engaged</i>: be involved in; take part in</li></ul></li><li>• Collect students' journals.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Focus their attention on the Jackie Robinson and Life in America anchor chart. Say:<ul style="list-style-type: none"><li>* “As we finished the book <i>Promises to Keep</i> today, we learned about the legacy of Jackie Robinson.”</li></ul></li><li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What was happening in America?”</li><li>• Ask several students to share their thinking aloud. They should be noticing Jackie Robinson had an influence on what was happening. Listen for ideas such as: “Parks, organizations, and schools are named after Jackie Robinson,” “The Jackie Robinson Foundation develops young leaders and scholars who contribute to their communities,” “The struggle for equality continues,” and similar examples. Add students' ideas to the anchor chart.</li><li>• Read the first learning target aloud:<ul style="list-style-type: none"><li>* “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy.”</li></ul></li><li>• Ask students to indicate their progress toward the learning targets by showing thumbs-up or thumbs-down.</li><li>• Repeat with the rest of the learning targets. Note students who show thumbs-down; they may need more support summarizing information; developing an opinion; supporting opinions with reasons and evidence; or determining the meaning of unfamiliar words from context.</li><li>• Remind students they will complete the end of unit assessment in the next lesson. They will get to show all they have learned about writing opinion essays by using information they found in the text today to organize their thinking. Then they will write an introduction paragraph and two body paragraphs, one for each reason they identified today. They may use their journals and all of the anchor charts they have created as a class.</li></ul>	<ul style="list-style-type: none"><li>• Some students would benefit from a sentence starter, such as: “One thing that was happening in America that was a reflection of Jackie Robinson's legacy was _____.”</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue your independent reading for this module.</li><li>• Finish the vocabulary cards from the lesson today. Be sure to draw a picture to show what the word means AND write a definition for it on the back of each card. Bring your index cards as an admit ticket to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Consider prewriting vocabulary words on index cards for struggling writing students.</li><li>• Students who struggle with language may need to dictate the definitions of their vocabulary words to someone at home.</li></ul>



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# Grade 5: Module 3A: Unit 2: Lesson 16

## Supporting Materials



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Lesson 16 Reading Task Card

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

Date: \_\_\_\_\_

**Work with your group members to complete the following:** ☐

1. Think about the question: What is Jackie Robinson's legacy?
2. Independently reread pages 60 and 61 to locate facts and details (evidence) to answer the question. (Start at: "Each year, children ..." and end with "... and active in an ever changing world.")
3. Mark three to five facts or specific details that you locate with evidence flags.
4. Think about and then discuss with your group members: Do the facts and details you located help to answer the question?



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## **Grade 5: Module 3A: Unit 2: Lesson 17**

### **End of Unit Assessment:** Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

**Supporting Learning Targets**

- I can write a paragraph to introduce the topic and my opinion.
- I can write reason body paragraphs that group evidence together to support a reason.
- I can use linking words to connect my reasons and evidence to my opinion.
- I can reflect on my learning about how evidence is used to support an opinion.
- I can write a conclusion statement for my opinion essay.

**Ongoing Assessment**

- End of Unit 2 Assessment
- Tracking My Progress, End of Unit 2 recording form





Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets (7 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit Assessment (40 minutes)</p> <p>B. End of Unit: Tracking My Progress (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"><li>• Students take the End of Unit 2 Assessment: On-Demand Opinion, Reason, and Evidence Essay about Jackie Robinson's Legacy. They build on their graphic organizers from Lesson 16 in order to plan and write a three-paragraph essay sharing their opinions about Jackie Robinson's legacy stating two reasons with evidence from pages 58–62 of <i>Promises to Keep</i>. In Unit 3, students will learn how to write a conclusion about their opinion.</li><li>• This assessment is an “open book” on-demand writing assessment. Students may use their texts, their notes, and their vocabulary cards.</li><li>• For this assessment, students are expected to meet just the key criteria for success listed in the Teacher Resources, not the fuller PARCC rubric. The full PARCC Analytical Writing Rubric is included in the supporting materials simply for teacher reference. In Unit 3, students' will work with the teacher across multiple lessons to co-construct a similar rubric, and their writing will then be assessed using the rubric.</li></ul>



Lesson Vocabulary	Materials
topic, opinion, body paragraphs, group, evidence, support, reason, linking words (all from previous lessons)	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• End of Unit 2 Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy (which includes the Opinions, Reasons, and Evidence graphic organizer that students use to plan their essay) (one per student)</li><li>• Lined paper (two pieces per student)</li><li>• Students' journals</li><li>• Vocabulary cards (students' own from throughout the unit)</li><li>• Jackie Robinson and Life in America anchor chart (from Lesson 2)</li><li>• Criteria for Writing Opinion Essays anchor chart (from Lesson 14)</li><li>• Linking Words anchor chart (from Lesson 15)</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Reviewing Learning Targets (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Compliment students on all that they have learned about Jackie Robinson through their close analytical reading of <b><i>Promises to Keep</i></b>. Get them excited about the opportunity they have today to write their own opinion about his legacy and support that opinion with reasons and interesting facts and details (evidence). Remind them that they will be writing about a section of the text they have already read three times (during Lesson 16).</li> <li>• Ask students to turn to a partner and share something they want to remember from the pages they discussed yesterday (about Jackie Robinson's legacy) that they want to be sure to include in their essay.</li> <li>• Review the first three learning targets:             <ul style="list-style-type: none"> <li>– “I can write a paragraph to introduce the topic and my opinion.”</li> <li>– “I can write body paragraphs that group evidence together to support a reason.”</li> <li>– “I can use linking words to connect my reasons and evidence to my opinion.”</li> </ul> </li> <li>• Review key vocabulary. Focus students' attention on the words <i>topic</i>, <i>opinion</i>, <i>body paragraphs</i>, <i>group</i>, <i>evidence</i>, <i>support</i>, <i>reason</i>, <i>linking words</i>, and <i>evidence</i>. Ask students to share the meaning of these words aloud. Listen for definitions such as:             <ul style="list-style-type: none"> <li>– topic: what something is about; subject</li> <li>– opinion: point of view; position on an issue</li> <li>– body paragraphs: the paragraphs after the introduction in an essay</li> <li>– group: put together</li> <li>– evidence: proof; facts; data; information</li> <li>– support: reinforce; provide evidence; make claim stronger</li> <li>– reason: why someone believes what they believe</li> <li>– linking words: connected words; words that help the reader know what goes together or comes next</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students who struggle with recalling the meaning of many academic words at one time would benefit from learning target annotations from previous lessons. Display them for students to see, and divide the class into groups to focus on each one. Allow them to share out the meaning of the key academic vocabulary in each.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 2 Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy</b> (which includes the Opinions, Reasons, and Evidence graphic organizer that students will use to plan their essay) and two pieces of <b>lined paper</b>. Invite students to quickly skim the assessment.</li><li>• Point out to students that they are going to write an essay. Tell students they for this assessment, they should refer to <i>Promises to Keep</i> from this unit, their <b>students' journals</b> with graphic organizers they recorded opinions and evidence onto, their <b>vocabulary cards</b>, and the anchor charts: <b>Jackie Robinson and Life in America</b>, <b>Criteria for Writing Opinion Essays</b>, and <b>Linking Words</b> the class created.</li><li>• Direct students to focus on the Criteria for Success listed at the bottom of the assessment. Ask students to pay particular attention to the fact that they will need to organize their opinion, reasons, and evidence before writing their paragraphs.</li><li>• Review with students the criteria for a good opinion essay on the Criteria for Writing Opinion Essays anchor chart. Address any clarifying questions.</li><li>• Circulate to supervise. Because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• If students finish the assessment early, they may read independently or begin work on the End of Unit 2, Tracking My Progress recording form.</li></ul>	<ul style="list-style-type: none"><li>• Provide students who struggle with language extra time to complete the assessment.</li><li>• Consider allowing students who struggle with writing the opportunity to dictate their end of unit assessment to a teacher.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit: Tracking My Progress (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target:<ul style="list-style-type: none"><li>* “I can reflect on my learning about how evidence is used to support an opinion.”</li></ul></li><li>• Ask students to recall the meaning of the word <i>reflect</i> (look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well).</li><li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b> to students. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students.</li><li>• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the lesson debrief.</li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbol for <i>reflect</i> (a thought bubble above a person's head).</li><li>• Consider allowing students who struggle with language to dictate their Tracking My Progress recording form to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on how much they have learned about Jackie Robinson's legacy through their close reads and discussions.</li><li>• Pair up students. Ask them to share the reflections on their Tracking My Progress recording forms.</li><li>• Invite several students to share out with the whole group.</li><li>• Pique students' interest for the upcoming unit. Say:<ul style="list-style-type: none"><li>* "In Unit 3, you will apply what you have learned about forming opinions, identifying reasons and evidence, and writing opinion essays while you research one of two other famous athletes from the past."</li></ul></li><li>• Collect students' Tracking My Progress recording forms.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language for the debrief.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home. <input type="checkbox"/></li></ul> <p><i>Note: Be sure to prepare all research texts for the three expert groups that students will be in for Unit 3. Group research will begin in Lesson 3 of that unit.</i></p> <p><i>Review the end of unit assessments to assess students' progress on standards W.5.1 and W.5.9. Be prepared to return the assessments to students in Lesson 9 of Unit 3.</i></p>	



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# Grade 5: Module 3A: Unit 2: Lesson 17

## Supporting Materials



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**End of Unit 2 Assessment:**

Writing an Opinion Essay with Supporting Evidence about  
Jackie Robinson's Legacy

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

Date: \_\_\_\_\_

What opinion do you have about Jackie Robinson's legacy? After reading *Promises to Keep* about how Jackie Robinson changed America, write an essay in which you share an opinion about Jackie Robinson's legacy. Include an introduction paragraph and two body paragraphs, one for each reason. Be sure each reason paragraph includes at least three pieces of evidence from the text. (Remember, you don't have to write a conclusion yet.) Also be sure you include key vocabulary from the text.

**Directions:**

1. Refer to your resources: *Promises to Keep* (pages 58–63), your journal, your vocabulary cards, and our class anchor charts.
2. Remind yourself of your opinion about Jackie Robinson's legacy that you wrote in your journal.
3. Organize your ideas: Use the Opinion, Reasons, and Evidence graphic organizer to plan your writing. Be sure to refer to the notes you took in your journal and the evidence flags in the text.
4. Write an essay that includes the following:
  - an introduction paragraph
  - two body paragraphs (one for each reason)
  - supporting evidence for the reason and opinion
  - key vocabulary





**End of Unit 2 Assessment:**  
Writing an Opinion Essay with Supporting Evidence about  
Jackie Robinson's Legacy

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

Date: \_\_\_\_\_

**Criteria for  
Success and  
Self-Assessment:**

- I organized my essay before writing, using the Opinion, Reasons, and Evidence graphic organizer.
- I wrote an introduction paragraph that:
  - Introduces the topic and clearly shows what I think about Jackie Robinson's legacy (my opinion)
  - Introduces the reasons I believe my opinion
- I wrote two body paragraphs that each:
  - Clearly introduce each reason
  - Provide three pieces of evidence (facts, specific details, information) to support my reason and opinion
- I wrote high-quality paragraphs that use:
  - Correct punctuation
  - Correct grammar
  - Complete sentences that stay on topic
  - Key vocabulary used accurately



**End of Unit 2 Assessment:**  
Opinion, Reasons, and Evidence Graphic Organizer

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

Date: \_\_\_\_\_

**MY Opinion (WHAT I believe about the topic; a “judgment”):**

\_\_\_\_\_

\_\_\_\_\_

<b>Reason #1: (WHY the author believes an opinion):</b>	
<b>Evidence (facts, details, information):</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	



**End of Unit 2 Assessment:**  
Opinion, Reasons, and Evidence Graphic Organizer

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

\_\_\_\_\_  
**Date:**

<b>Reason #2: (WHY the author believes an opinion):</b>	
<b>Evidence (facts, details, information):</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	



Grades 4 and 5 Expanded Scoring Rubric for Analytic and Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b> *Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide		The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).



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<b>Construct Measured</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
<b>Writing Written Expression Development of Ideas</b>		The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the topic and/or narrative elements by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.



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<b>Construct Measured</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
<b>Writing Written Expression Organization</b>		The student response demonstrates effective coherence, clarity, and cohesion, and includes a strong introduction and conclusion.	The student response demonstrates coherence, clarity, and cohesion, and includes an introduction and conclusion.	The student response demonstrates limited coherence, clarity, and/or cohesion, and may or may not include a clear introduction and/or conclusion.	The student response demonstrates a lack of coherence, clarity, and cohesion.
<b>Writing Written Expression Clarity of Language</b>		The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.	The student response attends to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	The student response shows limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.	The student response shows little to no awareness of the norms of the discipline. The student response lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.



Grades 4 and 5 Expanded Scoring Rubric for Analytic and Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing</b>  <b>Knowledge of Language and Conventions</b>	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates limited coherence, clarity, and/or cohesion, and may or may not include a clear introduction and/or conclusion. The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.



Tracking My Progress:  
End of Unit 2

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

Date: \_\_\_\_\_

**Learning target:** I can write a paragraph to introduce the topic and my opinion.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress:  
End of Unit 2

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

Date: \_\_\_\_\_

**Learning target:** I can write body paragraphs that group evidence together to support a reason.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress:  
End of Unit 2

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

Date: \_\_\_\_\_

**Learning target:** I can use linking words to connect my reasons and evidence to my opinion.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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