



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"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Getting the Gist about Jackie □ as a “Civil Rights Champion” (10 minutes) B. Second Read: Developing an Opinion Based on Evidence (15 minutes) C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread pages 50–57 of <i>Promises to Keep</i>. Answer homework questions on index card. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. • 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. • Review: Jigsaw protocol (see Appendix). • Post: Learning targets.



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">• Jackie Robinson and Life in America anchor chart (all lessons)• Document camera or projector• <i>Promises to Keep</i> (book; one per student)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Students' journals• Evidence flags (10 per student)• Reading task card (one per student)• Opinion, Reasons, and Evidence graphic organizer (new; see supporting materials; one to display)• Determining Reasons and Evidence to Support My Opinion task card (one per student)• Index cards (four per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework cards from Lesson 12. Display the Jackie Robinson and Life in America anchor chart using a document camera or projector.• Ask students to turn and talk with a partner about what information from pages 46–49 of <i>Promises to Keep</i> can be added to the right-hand column of the chart: “What was happening in America” for the time period 1940s–1950s.• 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.• 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.• Say:<ul style="list-style-type: none">* “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.”	<ul style="list-style-type: none">• For homework review, intentionally partner ELL students with other students who speak the same home language.



Work Time	Meeting Students' Needs
<p>A. First Read: Getting the Gist about Jackie as a “Civil Rights Champion” (10 minutes)</p> <ul style="list-style-type: none"> 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. Read the first learning target with the students: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s role in the civil rights movement.” Direct students to open their books to pages 50–57, and display the Features of Informational Text anchor chart. 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"> – “The photographs give us an idea about what this passage is mostly about.” – “The captions share important details about the pictures.” Read the title “A Civil Rights Champion” (page 50) aloud. Ask students to discuss: <ul style="list-style-type: none"> * “What is the meaning of the term <i>civil rights</i>?” Listen for students to share ideas like: <ul style="list-style-type: none"> – “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.” 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. 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. 	<ul style="list-style-type: none"> Consider chunking the reading of pages 50–57 by pausing after each page and discussing the gist of each page. Some students may benefit from rereading pages 50–57 before forming a gist of the entire passage.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students:• “What does Jackie Robinson feel strongly about?” Listen for students to say things like: “civil rights” and “discrimination against black people.”• 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.”)• Prompt students to take 1 or 2 minutes to think about and discuss with their group members:<ul style="list-style-type: none">* “What is the gist of this chapter?”* “What was Jackie Robinson's role in the civil rights movement?”• Direct students to turn to a new page in their students' journals to write the gist of this chapter.• Cold call a few students to share what they have written. Listen for ideas such as:<ul style="list-style-type: none">– “Jackie Robinson felt it was important to be involved in the civil rights movement, to make an impact on the lives of others.”– Jackie Robinson was very involved with the civil rights movement to make sure there was equality for black people in America.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Developing an Opinion Based on Evidence (15 minutes)</p> <ul style="list-style-type: none"> Introduce the learning targets: <ul style="list-style-type: none"> * “I can explain Jackie Robinson’s impact on civil rights, using quotes from the text in <i>Promises to Keep</i>.” * “I can develop an opinion based on multiple pieces of evidence from the text.” Cold call several students to share out what they recall about the meaning of the word <i>explain</i> (make clear; describe my thinking). 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.” 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). 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>. Ask students to think about and then briefly discuss with their group: <ul style="list-style-type: none"> * “What does it mean to ‘develop’ an opinion?” Cold call each group to share whole class. Listen for: <ul style="list-style-type: none"> – “Have my own point of view about Jackie Robinson.” – “WHAT I think about Jackie Robinson.” – “A judgment I make about Jackie Robinson.” 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.” 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. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>quotes</i> (a quotation mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). 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. 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. Some students would benefit from text with sentences that have evidence within the text highlighted.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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">* “After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?”• Distribute 10 evidence flags to each student.• Display the Reading task card and distribute one to each student.• Read each step aloud to students. Clarify any instructions as necessary.• Direct students to take 7 to 8 minutes to complete the steps listed on their task cards.• Circulate to support as needed. Check in with each group to do the following:<ol style="list-style-type: none">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?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">• demonstrations: protests, marches, rallies• inducted: welcomed, accepted into• diversity: variety, range• address (n.): formal talk, speech• equality: fairness, equal opportunity• philosophy: viewpoint, thinking, way of life, values, beliefs• 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.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> 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"> * “What opinion do you have about Jackie Robinson as a champion for civil rights?” Cold call each group to share. Listen for: <ul style="list-style-type: none"> – “Jackie Robinson changed society a great deal through his involvement with civil rights.” – “Jackie Robinson was a great man who continued to impact society through his work for civil rights” – Jackie Robinson worked endlessly to ensure civil rights for African Americans.” 	<ul style="list-style-type: none">
<p>C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 minutes)</p> <ul style="list-style-type: none"> Introduce the learning target: <ul style="list-style-type: none"> * “I can support my opinion with reasons and evidence from the text.” Display the Opinion, Reasons, and Evidence graphic organizer and ask students to create this in their journals. 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"> * “The opinions are now ours; we are now working on writing our own opinion instead of just stating the author’s.” 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. Display the Determining Reasons and Evidence to Support My Opinion task card 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. Ask students to take 8–10 minutes to complete Part I of the task card. 	<ul style="list-style-type: none"> Some students will benefit from a partially filled-in Opinion, Reasons, and Evidence graphic organizer. Consider allowing students who struggle with reading complex text to read with a partner or the teacher.



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



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Focus their attention on the Jackie Robinson and Life in America anchor chart.• 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.”• In the far left column of the anchor chart, write: “After Jackie Robinson retired from baseball.” In the center column, add: “1950s–1970s.”• 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?”• 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.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s role in the civil rights movement.”• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.• 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.• Distribute four index cards to students for homework.	<ul style="list-style-type: none">• 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 _____.”



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• 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.• Choose three of the following vocabulary words from today's lesson: <i>impact, develop, civil rights, champion, demonstrations, inducted, diversity, address, equality, philosophy</i>.• 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.	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate details from the text and the definitions of their vocabulary words to someone at home.



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Supporting Materials



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Reading Task Card

Name:

Date:

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”):

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



Opinion, Reasons, and Evidence Graphic Organizer

Reason #2:	
Evidence (facts, details, information):	
Evidence:	
Evidence:	



Determining Reasons and Evidence to Support My Opinion Task Card

Name: _____

Date: _____

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



Determining Reasons and Evidence to Support My Opinion Task Card

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