



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

MISSISSIPPI DEPARTMENT OF EDUCATION

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
5	Poetry Out Loud: Celebrating the Leaders of the Civil Rights Movement	17-20 days
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Questions
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus: RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Additional: RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL. 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.7 Draw on information from multiple print or digital sources,</p>		<p>In this unit, students will develop their ability to read, write, and recite poetry while learning about important Civil Rights activists. They will explore a variety of poems, determine how an author’s voice and word choice can impact the reader, and analyze how poetry spoken aloud can influence the listener. Students will enhance their comprehension abilities through learning the reciprocal teaching strategy and will discover how to gather information from a variety of sources through note-taking. They will research the contributions of an unsung hero who made valuable contributions to the Civil Rights Movement. Students will then create their own narrative poem about this individual and share it aloud with the class during a <i>Poetry Out Loud</i> program.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can everyday people bring about change? • How can poetry tell a story? • How can you integrate information from multiple topics to write or speak about a subject through poetry?

demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

Focus:

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W. 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Speaking and Listening Standards

Focus:

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Additional:

SL.5.1c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Additional:

Unit Notes:

Note !: If students need more instruction of the poetry elements such as rhythm and rhyme, Below is another resource that can be used. [Read Write Think Poetry Lesson](#)

L.5.5a Interpret figurative language, including similes and metaphors, in context.

Text Set

Anchor Text

Ruby Bridges' Brave Step by Latorial Faison

Complementary Texts

Literary Texts

- “Dreams” by Langston Hughes
- “I, Too” by Langston Hughes
- ““The Human Family”” by Maya Angelou
- “Words Like Freedom” by Langston Hughes

Informational Texts

- [Civil Rights Activists: Ruby Bridges](#) by Newsela
- [Civil Rights Leader: Martin Luther King Jr.](#) by Newsela
- [Civil Rights on a City Bus](#) by Readworks
- [Walking Tall](#) by Readworks
- [What are Civil Rights?](#) by Newsela

Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [“A Change is Gonna Come”](#) by Sam Cook
- [Civil Rights Movement US History Music Video](#)
- [I Too Am America](#)
- [If You Give a Child a Word](#)
- [Martin Luther King Jr.](#)
- [Mini Bio: Langston Hughes](#)
- [Poetry Out Loud](#)

- [Separate but not Equal](#)
- [History of the Civil Rights Movement](#)
- [“The Human Family”](#)
- [What If I Had Three Minutes to Change the World?](#)

Summary of Lessons

Lesson 1: The Power of Poetry

Students will understand how a poem is different from other types of text, discover how poetry can tell a story, and realize that speakers and poets can express their point of view through poetry.

Lesson 2: The Beauty of a Poem

Students will explain how authors purposely structure different types of poems to create meaning, tone, and beauty, identify the rhyme scheme in different types of poems, and explain how rhyme, rhythm, and other elements (e.g., imagery and figurative language) contribute to the meaning, tone, and beauty of a text.

Lesson 3: A Change is Gonna Come

Students will understand why songs are considered a type of poetry, identify how the use of repetition can help develop the theme of a text, practice using reciprocal teaching strategies to better understand a text, and define civil rights and understand their importance to the past, present, and future of our country.

Lesson 4: I, Too, Am America

Students will identify and summarize the importance of the Civil Rights Movement, analyze a poem based on information they gather from multiple sources, use reciprocal teaching strategies to understand a variety of text, and explore poetry through reading and writing.

Lesson 5 The Brave Step

Students will identify the relevance of Ruby’s brave step as it relates to other events during the Civil Rights, identify how factual-information can be used to create a narrative poem and learn to summarize important information through note-taking.

Lesson 6: Civil Rights on a City Bus

Students will gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic and identify how the actions of Rosa Parks contributed to the Civil Rights Movement.

Lesson 7: I have a Dream

Students will gather relevant information from multiple sources about Martin Luther King Jr. and compose a narrative poem about his life.

Lesson 8: Poetry Out Loud Performance Task

Students will research the contributions of an unsung hero of the Civil Rights movement. They will create a narrative poem about the life of this hero and share their poem out loud through a Poetry Out Loud performance.

Performance/Culminating Task

Students will conduct research on an unsung hero who made great contributions to the Civil Rights Movement. Through researching multiple sources, they will gather information about this person's life. Students will then write a narrative poem about their chosen figure and present it to the class during a Poetry Out Loud Performance. Each poem must contain the following elements:

- At least 12 lines
- Follows a rhyme scheme specified by the student
- One example of figurative language

Standard(s) Assessed: RI.5.9, W.5.3, W.5.7, SL.5.4

Rubric for Performance/Culminating Task

	4	3	2	1
Guidelines	Poems contain all required elements as stated in the directions.	Poem contains most of the required elements as stated in the directions.	Poem contains some of the required elements as stated in the directions.	Poem contains few or no required elements as stated in the directions.
Idea and Content	Poem contains appropriate story elements, has a clear beginning, middle, and end, and contains accurate information.	Poem contains story elements with a beginning, middle, and end and contains mostly accurate information.	Poem contains some story elements with some accurate information.	Poem contains few or no story elements and has incorrect information.
Conventions	Punctuation and grammar are correct. The writing is free from spelling errors.	Minor errors are made in punctuation, spelling, or grammar.	A few errors in punctuation, spelling, or grammar	Many errors make the writing confusing and hard to read
Word Choice	The writer uses specific nouns and strong verbs and modifiers to capture the reader's attention.	The writer uses grade-appropriate nouns, verbs, and modifiers in most cases.	Stronger nouns, verbs, and modifiers are needed.	Contains general and overused words that do not create an interesting piece
Poetry Out Loud Performance	Presenter makes good eye contact, articulates clearly, and using body language appropriately.	Presenter makes some eye contact, articulates most words clearly, and uses some body language.	Presenter articulates the poem with no eye contact or body language.	Presenter does not make eye contact, spoken words are unclear, and no body language was used.

Lesson 1: The Power of Poetry

Focus Standard(s): RL.5.1

Additional Standard(s): RL.5.5, RL.5.6, SL.5.1c, SL.5.6,

Estimated Time: 90 minutes

Text(s): *Ruby Bridges' Brave Steps* by Latorial Faison

Resources and Materials:

- Handout 1.1: Ruby Bridges' Brave Step
- Handout 1.2 Question Strips
- [Latorial Faison's Blog](#)
- [Poetry Out Loud](#) (video)
- [If You Give a Child a Word](#) (video)
- [Three Minutes to Save the World](#) (video)
- Teacher Resources and Research:
 - [CPR Strategy](#)
 - [Context Clues Anchor Chart](#)
 - [Questioning Strategies to Engage All Learners](#)
 - [Jot-Pair-Share](#)
 - [Poetry Party PowerPoint](#)
- [Homework Poems](#)
- Poetry notebooks
- Glue
- Chart paper
- Markers

Guiding Question(s):

- How can poetry tell a story?

- How is poetry different from other types of text?
- How does a speaker captivate an audience?
- How can a poet's point of view be determined through his/her word choices and voice?

Lesson Target(s):

- Students will understand that a poem can tell a story.
 - Students will identify story elements in a poem.
- Students will understand how poetry is different from other types of text.
 - Students will identify parts of a poem.
- Students will understand how a poem can captivate an audience.
 - Students will identify ways that spoken language and body language can impact a poet's performance.
- Students will understand how a speaker expresses his/her point of view and voice through a poem.
 - Students will identify the point of view of the poet.
 - Students will identify the decisions authors make to achieve a purpose and present a specific point of view.

Vocabulary

Academic Vocabulary:

- Point of View
- Rhyme
- Stanza
- Syntax
- Voice

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and by labeling on an anchor chart.
- Model how to use the words in writing/discussion.
- Read and discuss the meaning of word in multiple contexts.
- Have students write/discuss using the words.


In-ConTEXT Vocabulary:

- Diverse
- Integration
- Segregation
- Unwavering

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the [CPR context clue strategy](#).
- OR
- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words.

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following “I Can” statements on the board:

- I can identify the structural elements of a poem.
- I can identify ways that spoken language and body language can impact a poet’s performance.
- I can identify the point of view of the poet.
- I can identify how a speaker expresses his/her point of view and voice through a poem.

Anticipatory Set/Introduction to the Lesson:

Note: Prior to this lesson, explore videos from [Poetry Out Loud](#). Practice reciting *Ruby Bridges’ Brave Step* or choose a dynamic speaker (parent, other educator, or student) to memorize and recite this poem to the class.

Recite [Ruby Bridges’ Brave Step](#) to the class. Be sure to provide an exemplary model for the following: voice and articulation, physical presence, evidence of understanding through storytelling, and dramatic appropriateness.

After the recitation, place students in pairs of two and conduct a [Turn and Talk](#) with the following questions:

- What did you notice about my words?

- Did this sound like a regular story? Why or why not?
- What did you notice about the way I spoke?
- What did you notice about the way I stood?

Have students share out responses.

Activity 1: Poem Analysis of Ruby Bridges' Brave Step

Provide students with **Handout 1.1 Ruby Bridges' Brave Step**. Have them glue the poem into their poetry notebooks. Instruct students to track the words as you again recite the poem aloud.

After the reading, display the poem on chart paper. This will be used as an anchor chart throughout the unit to identify important aspects of a narrative poem.

Ask students the following questions:

- What type of text is this? How do you know?
- What do you notice about the way this text is written?

Label and explain stanzas and lines on the chart calling detail to the terminology. Have students label and take notes in their poetry notebooks. Explain to students that when you refer to poems, you should use these terms because it provides a common language for all of us to understand where to look.

T: For example, let's look at Stanza 1, line 3. Do you see how easy that was to know exactly where I wanted you to look?

Place students into small groups of 4 or 5 and provide them with a number cube (dice) and **Handout 1.2 Question Strips**. Have them take turns rolling the cube and answering the corresponding question as a group. Review the answers with the whole class once each group has completed the task.

Explain to students, that although this is a poem, it still provides a clear narrative, or story, about the life of Ruby Bridges. Label the chart *Narrative Poem*. Underline the words *segregation*, *integration*, *unwavering*, and *diverse*. Utilize the strategies listed in the *In-ConText Vocabulary* portion of this unit in order to give the students an opportunity to understand the vocabulary of the poem.

T: This poem told a story, the story of Ruby Bridges. During this unit, we will learn about other important people from our nation's history-particularly those who made their voices heard and brought about important changes during the Civil Rights Movement. We will also explore poetry and become poets ourselves as we learn about various ways to tell stories through poetry. We will then create our own narrative poems about these historical figures and recite these out loud, much like my example at the beginning of this lesson, for the class.

Activity 2: Understanding the Speaker's Point of View (Voice)

Explain to students that one way to express a point of view or to let your voice be heard is to write about a topic like this author did. Explain that there are many decisions to be made so that your point of view is delivered the way you want it to be.

Direct students to take notes about important definitions and concepts in their poetry journals while you have the following discussion and as you create an anchor chart:

T: Authors choose speakers for their poems. Sometimes the speaker is not the author. This means that the one talking/narrating is the speaker. The text is being told from their point of view, which means from the way that they see things. From whose point of view is this story being told? What words/phrases helped you to determine this?

S:

T: Great! Let's record the word point of view and define it. Draw a thumb-nail sketch of eyes (or other representation) to provide a visual for this word.

T: An author's point of view shapes his/her opinion. Often, the speaker will have an opinion about the topic they are speaking about based off their point of view. What is the topic of the poem? What is the speaker's opinion of Ruby Bridges? How does this reflect their point of view? What words/phrases helped you to determine this?

S:

T: Great! Let's record an additional definition of point of view and draw a thumb-nail sketch to represent it.

T: When you have a positive opinion of something, how do you describe it? What about negative opinion? Authors will have their speakers do the same thing with their words, so explain this: How does the speaker's point of view determine how the events are described?

S:

T: Good job! Let's turn, talk, and record what we just learned. (Pause.) Often, though not always, the speaker's point of view is the same as the author. Sometimes, they are different when the author is trying to make a point by saying the opposite of what they mean, like when someone is sarcastic or when they talk about the weather being great when it is raining outside. However, many times, the author will choose a speaker to express his/her own point of view. What might the speaker's point of view say about the author's point of view? Is it the same? Is it different? What makes you think this?

S:

T: Great! Let's turn, talk, and record what we just learned. (Pause.) All of these details about the point of view and the words the author chooses to describe events can help to reveal why an author wrote this, the purpose for writing it. Why, or for what purpose, do you think this the author wrote this text? Explain what information from the text helps you to determine this? How does this purpose influence the decisions the author makes about the way events are described and the speaker's point of view?

S:

T: Great! Let's turn, talk, and record what we just learned. (Pause.) Now, tell me something that you learned that made you think differently about poetry, authors, or speakers.

Students share.

✓ Provide students with a notecard. Ask them the following question:

If you want to share your point of view on a topic, what are some of the best ways to deliver your message? What are some of the best decisions you could make?

Collect the cards and use a classroom checklist to determine which students need additional support with this concept.

Activity 2: The Power of the Performed Poem

Explain to students that just as powerful as the way the poem is written is the way in which it is said. The way a poem is voiced physically can help the author's opinion to be received better.

Instruct students to draw a line down the middle of a piece of paper in their poetry journal. Have them label one side as spoken language and one side as body language. Do the same on chart paper.

T: You will watch two videos of three poets. As you listen to them speak, write down positive things that you notice about the way they talk and move. Consider what makes their spoken poetry interesting.

Play the Videos, [If You Give a Child a Word](#) and [Three Minutes to Change the World](#). Provide the students with an opportunity to [Jot-Pair-Share](#) with partner. Choose students to share their ideas aloud and add these to the anchor chart. Tell students these will be the expectations for them whenever they read or recite a poem. Have students create a title for this list (e.g., Poetry Parameters, Rules for Reciting). Allow students time to practice reading and reciting the first stanza of *Ruby Bridges' Big Step* with a partner.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Pull students who struggle with reading fluency to the teacher table. Conduct a model read, echo read, choral read, and finally a modified cloze read, where one word is omitted, then two words, and so on until students can begin reciting the stanza on their own.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Encourage students to read and recite multiple stanzas and record on a computer.

Reflection and Closing:

Have students create a *Thoughts and Reflections* section of their poetry notebook and add this chart:

Date	Ideas to Remember	Examples/Explanations	How will I apply this to my performance task?

Work with students to complete the first day's reflection.

Homework

Student directions:

Choose a poem from [Homework Poems](#) to practice reading aloud to your family or friends at home. Record this table in your journal.

Poem:	Author:	Date:	Read Aloud To:
			<i>Have listener sign here</i>

Handout 1.1

Ruby Bridges' Brave Step
by Latorial Faison

The year was 1960
The day, November 14
When a little Black girl
Was brave in New Orleans

Her name was Ruby Bridges
Some called her Ruby Nell
She lived through segregation
And gained quite a story to tell

William Frantz Elementary
Would never be the same
It was no longer a White school
The day that Ruby came

On her first day of school
She was so strong and proud
She stepped boldly without stopping
Through fiercely threatening crowds

There were people filled with hatred
Who told Ruby to go back home
They did not want integration
They taunted Ruby to make it known

But little Ruby had protection
Her mother, US Marshalls, and her God
As she stepped into this new school
Her teacher, Ms. Henry, won her heart

Ruby was, sometimes, afraid
But she prayed and continued on
With her family, teacher, and community
She weathered integration's storm

Ruby Bridges' experience
Is a significant part of history
Her unwavering faith and courage
Resulted in what we now see

Schools all across America
Integrated and diverse
Children of every color and creed
Learning together, breaking the curse.

Handout 1.2: Question Strips

1. Who is the main character in this poem?
2. What is the setting of this poem?
3. What was the conflict/problem? How was it solved?
4. Who is telling this story? What words/phrases helped you to determine this?

Lesson 2: The Beauty of a Poem

Focus Standard(s): RL.5.7

Additional Standard(s): RF.5.4, SL.5.1c, SL.5.6, L.5.5a

Estimated Time: 120 minutes (2 days)

Text(s): “The Human Family” by Maya Angelou

Resources and Materials:

- [“The Human Family”](#)
- [The Human Family](#) (video)
- Teacher Resources and Research:
 - [WatchKnowLearn.org](#)
 - [Poems Kids Like](#)
 - [The Children’s Poetry Archive](#)
 - [Poetry for Grades 3-5](#)
 - [Poems to Play with in Class](#)
 - [Jot-Pair-Share](#)
 - [Poetry Party PowerPoint](#)
- [Homework Poems](#)
- Poetry notebooks
- Chart paper
- Markers

Guiding Question(s):

- How do authors structure poems differently to create meaning, tone, and beauty?
- How can learning to recite poems help me in other areas of life?

Lesson Target(s):

- Students will explain how authors purposely structure different types of poems to create meaning, tone, and beauty.

- Students will identify the rhyme scheme in different types of poems.
- Students will explain how rhyme, rhythm, and other elements (e.g., imagery and figurative language) contribute to the meaning, tone, and beauty of a text.
- Students will practice utilizing specific skills to recite poetry and add beauty to a text.
 - Students will utilize different strategies to memorize information.
 - Students will practice using appropriate body language and spoken language when reciting.
 - Students will determine what visual and/or multimedia elements can be used to add meaning, tone, and beauty of a text.

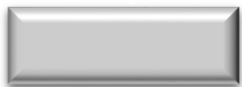
Vocabulary

Academic Vocabulary:

- Beauty
- Figurative Language
- Meaning
- Multimedia
- Rhyme Scheme
- Rhythm
- Tone

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and by labeling on an anchor chart.
- Model how to use the words in writing/discussion.
- Read and discuss the meaning of word in multiple contexts.
- Have students write/discuss using the words.

Content	Type of Text and Intention of Content
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following “I Can” statements on the board and review with students prior to the lesson:

- I can explain how authors purposely structure different types of poems to create meaning, tone, and beauty.
 - I will identify the rhyme scheme in different types of poems.
 - I will explain how rhyme, rhythm, and other elements (e.g., imagery and figurative language) contribute to the meaning, tone, and beauty of a text.
- I can practice utilizing specific skills to recite poetry and add beauty, tone, and meaning to a text.
 - I will utilize different strategies to memorize information.
 - I will practice using appropriate body language and spoken language when reciting.
 - I will explain how visual and multimedia elements contribute to the meaning, tone, and beauty, as well as determine which visual and multimedia elements will contribute to the meaning, tone, and beauty of a specific poem.

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Read or recite part of the poem, “[The Human Family](#).” Be sure to use the same body language and spoken language techniques found on the classroom anchor chart from the previous day’s lesson.

Provide students with a copy of “[The Human Family](#)”. Have them glue the poem into their poetry notebook. Then, instruct students to work with a partner to complete the following steps:

1. Partner A reads
2. Partners choral read
3. Partner B reads

Note: Consider having “poetry partners” in the classroom by selecting specific partners to work together each day. This may be done by pairing two students of similar oral reading fluency abilities or by matching students with differing (but not extremely differing) abilities. Name the stronger reader as Partner A.

- ✓ After the readings, lead a classroom discussion about this poem. Ask students the following:
- Is this a narrative poem? Why or why not?
 - How many stanzas do you see? How many lines are there?
 - What is this poem about?
 - What do you notice about this poem's structure compared to *Ruby Bridges' Brave Step*?

Activity 1: Rhythm, Rhyme Scheme, and other Elements

Explain to students that authors can add meaning, tone, and beauty to a text by creating rhythm, rhyme, and other elements, such as figurative language. Discuss the following words and their meanings. Display in the classroom as reference throughout the lesson.

Create sounds and/or movements to represent the meaning of each word.

- Rhyme- the repetition of similar sounds at the end of each line.
- Rhyme scheme- the pattern of rhymes at the ends of the lines of a poem.
- Rhythm- the flow of the words, created by stressed and unstressed syllables.
- Figurative Language- words or expressions (similes, metaphors, personification) that add beauty and meaning and set tone in a text.
- Meaning- both the reader's understanding of the contents and the reader's view of worth/significance of the poem.
- Tone- a writer's or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.
- Beauty- the visual, auditory, and emotional pleasure experienced while listening, reading, viewing the text.

Explain that authors intentionally add rhythm, rhyme, and other elements (such as figurative language) to achieve a purpose: add meaning, reveal a tone, or create beauty for the reader.

Note: Use "[Why Are Rhythm & Rhyme Important in Poems?](#)" to guide your discussion on the impact of these aspects of a poem.

Discuss how understanding rhythm should be determined to recite a poem effectively. Model for students how to determine the rhythm of *Ruby Bridge's Brave Step*. Work with students to identify the rhythm of "The Human Family." Discuss how understanding rhythm can also help with memorizing a poem.

Discuss how rhyme scheme adds beauty and meaning to a text. Model for students how to identify the rhyme scheme (*ABCB*) of *Ruby Bridge's Brave Step*. Work with students to identify the rhyme scheme of "The Human Family."

Discuss how figurative language adds even more to the beauty, meaning, and tone. Tell students that authors purposely choose similes and metaphors that enhance the images in your mind and the message they want to deliver. Display or provide students with a copy of some [tone words](#) and a portion of the poem "The Human Family" Explain more in depth tone and tone words. Display this question: Which word represents the tone of *Ruby Bridge's Brave Step*?

Model this process by choosing a word from the word list and provide a few lines/examples (including the figurative language) from the poem to support your word. Conduct a think aloud as you go through this process explaining why you have picked these lines/examples and how they prove (text evidence) the tone word you chose

Have the students do the same for the following question: Which word represents the tone of "The Human Family"? Be sure they locate some figurative language to that develops this tone. Have students discuss how the lines/examples from the poem prove (text evidence) the tone word they chose and also have them discuss how this process helps them understand and appreciate the beauty of the poem better.

Activity 2: Poetry Gallery Walk

Note: Prior to this activity, post a variety of chosen poems around the room or in the hallway. Number them 1-6 for easy identification as all poems do not have titles. Be sure the poems can be read in a manageable time frame. Use the links in the *Materials and Resources* portion to choose poetry that is appropriate and interesting to the students. Be sure to have one example of each of the poetry types listed.

Display the following words on the board or on chart paper: *Acrostic, Cinquain, Free Verse, Haiku, Diamante, and Ode*. Lead students in reading each word correctly.

T: Today, we will practice identifying different types of elements that impact the meaning, tone, and beauty of a text in a poetry gallery walk. Also, I want you to note the variety in poem types since we have been talking only about narrative. Basically, you need to see a variety of poems and how authors create meaning, tone, and beauty in a variety of poems. I will give you 20 minutes to explore the poetry. As you are reading each poem, consider the following:

- What does this poem mean?
- What is different about the structure of this poem?
- How does the author add beauty to the poem?
- How does the author add meaning?
- What is the tone? What words/phrases help create the tone?

(Display these questions in some way- project them, chart paper, or have copies for students)

Instruct students to open their poetry journals and divide three sheets of paper into two sections. Have them number each box to correspond with the numbered poetry sheets. Encourage students to write down their reflections after reading each poem.

Optional Activity: Discovering Types of Poems

Place students in heterogenous groups of 4 or 5. Provide direct instruction of each poetry type using an anchor chart and the following routine:

1. State the term.
2. Have students repeat the term.
3. Provide a student-friendly definition and write this on the anchor chart.
4. Display an example of the poem (not used in the gallery walk).
5. Discuss the elements of this type of poetry in detail-discussing stanzas, lines, rhythm, and rhyme scheme.
6. Have students take notes in their poetry journal.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Break each poetry term down by syllables. Identify the syllable type and have students practice saying and spelling the word through correctly through Phoneme-Grapheme-Mapping.
- Use a modified Frayer Model to help students learn the words more thoroughly.

- ✓ Working with their group members, instruct the students to carousel around the room to each poem and try to identify the poetry type. Have students write their answers on the three sheets used during the Gallery Walk. Use a checklist to monitor classroom understanding to determine if the lesson needs to be revisited.

Review the responses with the class.

Activity 3: Using Verbal Techniques to Enhance Beauty, Tone, and Meaning

Explain to students that the reader/reciter of a poem can enhance the beauty, tone, and meaning of the written poem through the way they physically say a poem. Remind students that, by the end of this unit, they will be writing and reciting their own poems. Inform them that they will watch a video of high school students from around the country who participated in Poetry Out Loud: A National Recitation Contents. Remind them that the rhythm is one way to memorize a poem and add beauty, meaning, and tone, but there are other things to consider. Tell them to listen for tips to improve their own practice of memorization and recitation and to record ones they want to try in their notebooks.

Show students the video, [Poetry Out Loud Tips](#).

Lead students in a discussion of the information presented, calling attention to particular methods they may already use when they are trying to memorize information in their own lives.

Continue the conversation by modeling a part of the Ruby Bridges poem that you have memorized. Be sure to use rhythm, rhyme, and other techniques. Explain how you memorized that part of the poem.

Explain to students what verbal techniques you used to recite the poem in order to add beauty, tone, and meaning. For example, if the part of the poem is serious, explain how to set your tone to express that. Explain how voice can show shifts in tone and feelings of the author or speaker. Have students discuss how the voice techniques might help them to add meaning to a poem.

T: You will now practice memorizing one stanza of a “The Human Family” using the methods we have discussed. I will give you a moment to think about which stanza you want to use.

Then instruct students to take 10 minutes to practice memorizing these lines any way they see fit. If they need to practice with a friend, they may do so. After 10 minutes, review with students, the previous day's anchor chart on Rules of Recitation/Parameters of Poetry. Ask students to spend another 5 minutes reciting their poem with appropriate spoken and body language. They may practice alone, with a friend, or with a recording device on the computer (if available).

Have students discuss what worked for them or what new methods they may try in the future.

Activity 4: Using Visual and Multimedia Techniques to Enhance Beauty, Tone, and Meaning

Explain to students that the reader/reciter of a poem can enhance the beauty, tone, and meaning of the written poem through the way they present their poem with paired visuals and multimedia. Display these questions and focus students to think about and jot down the answers to these questions while they watch [The Human Family](#).

- How similar or different do you feel when viewing the poem instead of just reading it?
- How does the author use visuals and multimedia to add beauty to the poem?
- How does the author use visuals and multimedia to add meaning to the poem?
- What is the tone? What visuals and multimedia help express the tone?

Have students share answers and discuss with the whole group.

Have students discuss how they could use visual and multimedia to enhance the beauty, meaning, and tone of a poem they will write for the end of the unit.

Reflection and Closing:

Instruct students to write in their *Thoughts and Reflections* section of their poetry notebook for the day.

Possible prompting questions:

- Which skills are needed to be able to read, memorize, and recite poetry effectively?
- What techniques will you use to add meaning, tone, and beauty to your poem in the end of the unit?
- How can these skills be important in other areas of your life?

Have students share their thoughts while participating in [Parallel Lines](#).

Homework

Student directions:

Choose a poem from [Homework Poems](#) to practice reading aloud to your family or friends at home. Practice memorizing and reciting a few lines with proper body language and spoken language. Be sure your voice matches an appropriate rhythm and tone as presented by the author. Record this table in your journal.

Poem:	Author:	Date:	Recited to:
			<i>Have listener sign here</i>

Lesson 3: A Change is Gonna Come

Focus Standard(s): RI.5.2

Additional Standard(s): RL.5.4, RL.5.7

Estimated Time: 90 minutes

Text(s): “A Change is Gonna Come” by Sam Cooke; [What are Civil Rights?](#) by Newsela

Resources and Materials:

- Handout 3.1 *A Change is Gonna Come*
- [A Change is Gonna Come](#)
- [Civil Rights Movement US History Music Video](#)
- Teacher Resources and Research:
 - [Poems of the Freedom Movement](#)
 - [CPR Strategy](#)
 - [Context Clues Anchor Chart](#)
 - [Questioning Strategies to Engage All Learners](#)
 - [Jot-Pair-Share](#)
 - [Poetry Party PowerPoint](#)
 - [Reciprocal Teaching: Powerful Hands-On Comprehension Strategy](#)
 - [Reciprocal Teaching](#)
 - [Reciprocal Teaching Reading and Learning Strategy](#)
 - [Reciprocal Teaching Strategies Worksheet](#)
 - [WIN graphic organizer](#)
- Poetry notebooks
- Chart paper
- Markers

Guiding Question(s):

- How are songs a type of poetry?
- How can a writer use repetition to aid in developing the theme of the text?
- How can I use reciprocal teaching to better understand what I am reading?
- What are civil rights? Why are they important?

Lesson Target(s):

- Students will understand why songs are considered a type of poetry.
- Students will identify how the use of repetition can help develop the theme of a text.
- Students will practice using reciprocal teaching strategies to better understand a text.
- Students will define civil rights and understand their importance to the past, present, and future of our country.

Vocabulary

Academic Vocabulary:

- Clarify
- Predict
- Question
- Repetition
- Summarize
- Tone

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and by creating an anchor chart.
- Create a gesture or movement for each term
- Model how to use the words in writing/discussion.
- Read and discuss the meaning of word in multiple contexts.
- Have students write/discuss using the words.

In-ConTEXT Vocabulary:

- Civil Rights

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the [CPR context clue strategy](#).
- OR
- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words.

Direct Instruction Text Vocabulary:

- Constitution

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures

- Integration
- Jim Crow laws
- Segregation
- Unalienable

- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Symbol

Type of Text and Interpretation of Symbol



Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following I Can statements on the board and review with students prior to the lesson:

- I can explain how songs are a type of poetry.
- I can recognize repetition in poetry and explain how it develops the central message of the text.
- I can use reciprocal teaching strategies to better understand a text.
- I can define civil rights and explain their importance to the past, present, and future of our country.

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Provide the students with **Handout 3.1 A Change is Gonna Come**. Have them glue the handout in their poetry notebook. Display the following questions and have students read the poem and answer the questions independently:

- What do you think this poem could be about? What is the theme of the poem.?
- What is the tone of this poem? (Provide the [tone words](#) handout.) What words/phrases in the poem reveal the tone?
- Do any of words/phrases add beauty to the poem? Which ones and how?
- What did you notice about how the poem is organized/structured, specifically the words and stanzas?

Have students share answers with a partner and then with the whole group.

- Check for understanding that students notice the repeated chorus, understand the gist of the poem, choose and support a tone word correctly, point out the figurative language (e.g., like a river...) add to the beauty.

Display and tell students to think about the following questions as they listen to the song.

- How does the song enhance the tone of the poem? Would you choose a different tone word now that you have heard the song?
- How does the song enhance the beauty of the poem?
- How does the song enhance the meaning of the poem?

Play the video, [A Change is Gonna Come](#).

Have students share answers with a partner and then with the whole group.

Introduce the term *repetition* to students. Provide direct instruction on the term by utilizing strategies found in the *Instructional Strategies for Academic Vocabulary* section. Lead students to locate, underline, and label the repetition found in the song within their poetry notebooks. Have a whole class discussion about the following ideas and questions:

- Authors can repeat sounds, syllables, words, phrases, lines, and stanzas. How does the author of this song use repetition?
- Why do authors use repetition? What is its impact on the reader? How does it help to enhance the theme?

Guide students to following conclusions:

- Repetition is a way to emphasize and clarify theme and/or produce an emotional effect about the theme.
- The repetition or restatement of words/phrases/sentences at intervals not only promotes clarity but encourages the acceptance of an idea. When you emphasize ideas through repeated words/phrases/sentences, competing ideas are weakened and sometimes are driven completely out of the audience's mind.
- Why do you think the author repeated "It's been a long time, a long time coming, but I know a change gonna come, oh yes it will" in this song? What was the intended impact? How did it impact you?

T: We will revisit this song a little later in the lesson.

Activity 1: Introducing Reciprocal Teaching

T: As we interact with more complex text, it is important that we have the knowledge of how to use a variety of strategies to help us interact with, navigate through, and comprehend information presented to us. Today, we will begin learning how to utilize a new strategy, known as [reciprocal teaching](#), that will help us be better readers and thinkers.

Display a skeletal (blank) version of four anchor charts labeled as *Predict*, *Clarify*, *Question*, and *Summarize*.

T: Good readers are able to do each of these four things as they read: predict, clarify, question, and summarize. While each of these strategies help readers understand the text better, they become even more powerful when used together.

Provide direct instruction of each term by using the script below:

T: The word is *predict*. What's this word?

S:

T: *Predict* means to make an educated guess about what is going to happen (*Write this definition on the anchor chart*). Our motion will be to create a crystal ball with our hands because fortune-tellers make predictions. (*State the definition again while doing the gesture.*) What does *predict* mean?

S: (*encourage students to use the gesture while saying the definition*)

T: When we predict, we use clues in the pictures, in the text features, the text itself, and possibly from other texts to help us determine what we think the text will be about. As we are reading, we are able to either confirm our predictions or change them based on the new information we receive. There are several ways we may phrase our predictions. We may say *I think... I predict...This passage will be about...* (List sentence starters on the anchor chart under the definition.)

T: Predictions may take place before you read or during reading. After you read, you will be able to confirm or adjust your original prediction. Turn to your elbow buddy and explain to them what it means to make a prediction.

S:

T: The word is *clarify*. What's this word?

S:

T: *Clarify* means to make something clear. (Write this definition on the anchor chart.) Our motion for clarifying will be to pretend we are looking through a magnifying glass. When we need to clarify something, we need to look at it more closely in order to truly understand what we are reading. You may need to clarify a word, a sentence, or an entire paragraph. Turn to your elbow buddy and tell them what the meaning of clarify.

S:

T: When we need to clarify something, there are several things we can do. (Divide the clarifying chart into two sections. Label one side *Word* and list the following strategies under this heading.) If we are having difficulty reading a word, we may need to try sounding it out with syllables, looking for familiar word parts, or asking a friend for help. If we are having difficulty understanding the meaning of a word, we might reread the text to see if we can clear up the misconception. We may need to use context clues, such as synonyms, antonyms, or descriptions found around the word. We might even need to use a dictionary, glossary, or thesaurus to help us figure out the meaning of the word. Good readers know when they need a word clarified and use appropriate strategies to clear things up. Turn to your elbow buddy and tell them ways to clarify a word.

S:

T: Sometimes, even when we understand how to read all of the words, we may still need to clarify an idea or the meaning of a sentence, paragraph, or story. (Write the word *Idea* in the next heading and list the following strategies as you explain them.) If the information seems confusing and unclear, we can reread the text a second time. We can look for text features. We may try to connect the information to something we have read about or experienced in our own lives. We may even ask a friend to help us when we are confused. Good readers realize when they are having difficulty understanding the ideas presented in a text. Turn to your elbow buddy and tell them ways to clarify confusing ideas.

S:

T: When we clarify words or ideas, there are several ways we might say this. (List the following sentence starters on the anchor chart: *I was confused by....so I..., I didn't understand..., so I...*)

T: You may need to clarify information before, during, or after reading, depending on the topic. It is important to realize when you need help with a word or idea and how you can figure things out.

T: Turn to your elbow buddy and tell them what you know about clarifying.

T: This word is *question*. What's this word?

S:

T: *Questioning* means to ask about something. (Write this definition on an anchor chart.) Our motion for questioning is to pretend we are a gameshow host holding a microphone. Tell your elbow buddy what *questioning* means and use the hand motion as you say it.

S:

T: Often *questioning* and *clarifying* go hand and hand. When we have a question about something, we need it clarified. There are questions we can answer that are called “Right There” questions which right there in the book. These questions often begin with *Where? When? Who? or How many?* There are more in depth questions known as “*Think and Search*” questions. These may begin as *What if? How did? Why did? How would you feel if? What might?* These questions require the reader to dig deeper into the text to locate then answer. Good readers ask and answer questions in their mind as they read.

T: Turn to your neighbor and tell that what you know about the strategy of *questioning*.

T: The last strategy we will focus on with reciprocal teaching is *summarizing*. What’s this word?

S:

T: *Summarizing* means to round up the main idea. (Write this definition on an anchor chart.) Our motion for summarizing is to pretend we are wielding a lasso around our heads. Tell your elbow buddy what *summarizing* means and use the hand motion as you say it.

S:

T: It’s important to know how to summarize, because it is impossible for our brain to remember every detail we read. Summarizing helps our minds remember the most important information. It also helps us share with others what we have read and learned. When we summarize nonfiction text, we determine the text structure (such as cause and effect, description, compare and contrast) and identify the main idea or topic along with a few important details-which are often found in subtitles or subheadings. When we summarize fiction text, we include the story elements-the characters, setting, main events from problem to solution or beginning to end.

T: Turn to your neighbor and tell them what you know about the strategy of *summarizing*.

Note: Reciprocal Teaching can also be introduced using characters-such as the Fantastic Four or the Fab Four. Providing props or pictures such as cowboy hats, play microphones, magnifying glasses, and a ball can help students make connections to these strategies. Consider allowing students to come up with their own gestures, characters, and props when learning about using each of these strategies together.

Activity 2: Exploring Civil Rights through Reciprocal Teaching

Activity 2a: Building Background Knowledge

Show students the [Civil Rights Movement US History Music Video](#). Ask students the following:

- What did you notice about the images you saw?
- Did you recognize any of the images or people?
- How did the song provide meaning to the visuals?
- How did the visuals provide meaning to the song?

The Civil Rights Movement was an important moment in our nation’s history. We are going to begin researching and learning more about it and about those who played an important role in the movement. First, we need to truly begin to understand what civil rights are. We will do that during our lesson today.

Activity 2b: Vocabulary Direct Instruction

Provide students with the Newsela passage [What are Civil Rights?](#) Provide brief, direct instruction on the following vocabulary words: *constitution*, *integration*, *Jim Crow laws*, *segregation*, and *unalienable* using the strategies in the *Instructional Strategies for Direct Instruction Text Vocabulary* section.

Activity 2c: Model

T: I am going to read the first portion of this article aloud to you, demonstrating how to use all four components of the reciprocal teaching strategy.

Conduct a thorough Think-Aloud of the first portion of the article. Make predictions by looking at the pictures, title, and text features. Clarify at least two different words. Choose one word that you cannot pronounce and use an appropriate strategy to decode. Choose another word whose meaning you cannot understand and use a clarifying strategy to address this. Then choose a

sentence or idea that needs clarifying (perhaps the Declaration of Independence quote) and clarify it by rereading. Ask and answer questions as you go along. Be sure to use the sentence frames listed on the anchor charts and the hand gestures as you utilize each strategy. Once you have completed the Think Aloud, use the following script to lead students through summarizing.

T: Now that I have read the article, I need to do one more strategy. Can anyone tell me what that is?

S:

T: Right, I need to summarize what I have read so I can remember what this portion was really all about. In order to do that I will use the WIN strategy. Display the [WIN graphic organizer](#) on the overhead or on chart paper. Continue doing a Think-Aloud to complete the graphic organizer and determine a summary for the text. (*W-Civil Rights I-rights of all citizens of a country (no matter color, gender, or religion) N-Civil rights are the rights of all citizens of a country-no matter their background.*)

2d: Guided Practice

T: Now we will continue to read the next portion together, using the same strategies. Again, I will read aloud as you follow along. I will stop at points so we can utilize our various strategies to understand the text better. Encourage students to utilize hand signals as they make predictions, clarify words, and ask and answer questions. After the text, again lead students through utilizing the WIN strategy to create a summary of this portion of the text.

Provide students with the [Reciprocal Teaching Strategies Worksheet](#) or have them divide their paper into four sections, labeling each section. Provide students with an opportunity to silently read “Rights on Paper but Not in Daily Lives” and make notes on their worksheet. Encourage students to continue using the gestures while they make these predictions, clarify words or ideas, or ask and answer questions. Carefully monitor students as they work, using a checklist to monitor which students need additional support. Once students have finished their silent reading, read the portion aloud to the class. Stopping periodically so students can add to their worksheet. Provide scaffolding support as needed and utilize the WIN strategy with students to create the summary.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide the 600L option for the article, [What are Civil Rights?](#)

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Provide the 1070L option for the article, [What are Civil Rights?](#)

✓ Provide students with a notecard. Ask them to create a summary of the entire article using the WIN Strategy. Collect these to identify which students need additional support on summarizing.

Activity 3: Revisiting “A Change is Gonna Come”

Ask students to locate “A Change is Gonna Come” in their poetry notebooks. Write the following questions on the board:

How does this song relate to civil rights?

What opinion/main idea about civil rights are they conveying?

Why do you think the author chose poetry/song to voice their opinion/main idea?

Tell students to consider this question as you replay the video from earlier in the lesson. Once again show the video, [Civil Rights Movement US History Music Video](#).

✓ Ask students to reflect and respond to the prompt. Have students share their responses with an elbow buddy. Listen carefully to the conversations and choose one or two to share their thoughts aloud.

Reflection and Closing:

Have students reflect and write in the *Reflections* portion of their poetry journal.

Homework

Student directions:

Choose a poem from your poetry notebook to practice reading and reciting aloud to your family or friends at home. Record the following:

Poem:	Author:	Date:	Read Aloud To:
			<i>Have listener sign here</i>

Handout 3.1**A Change Is Gonna Come****Sam Cooke**

I was born by the river in a little tent
Oh and just like the river I've been running ev'r since
It's been a long time, a long time coming
But I know a change gonna come, oh yes it will

It's been too hard living, but I'm afraid to die
'Cause I don't know what's up there, beyond the sky
It's been a long, a long time coming
But I know a change gonna come, oh yes it will

I go to the movie and I go downtown
Somebody keep tellin' me don't hang around
It's been a long, a long time coming
But I know a change gonna come, oh yes it will

Then I go to my brother
And I say brother help me please
But he winds up knockin' me
Back down on my knees, oh

There have been times that I thought I couldn't last for long
But now I think I'm able to carry on
It's been a long, a long time coming
But I know a change is gonna come, oh yes it will

Lesson 4: I, Too, Am America

Focus Standard(s): RI.5.2

Additional Standard(s): RF.5.4, RL.5.4, RI.5.7

Estimated Time: 120 minutes (2 days)

Text(s): “I, Too” by Langston Hughes

Resources and Materials:

- Handout 4.1 I, Too
- [The Civil Rights Movement](#) (video)
- [Mini Bio: Langston Hughes](#) (video)
- [I Too Am America](#) (video)
- [Civil Rights Field Trip](#)
- [Civil Rights Museum](#)
- [BrainPop](#)
- [Four Door Chart](#)
- Handout 4.2 Poetry Scavenger Hunt
- Handout 4.3 Poetry Choice Board
- [ReadWriteThink](#)
- Teacher Resources and Research:
 - [Fist to Five](#)
 - [Cornell/Two-Column Note-Taking Chart](#)
 - [Summarizing and Paraphrasing](#)
 - [LearnZillion](#)
 - [Newsela](#)
 - [Readworks](#)
 - [Commonlit](#)

- Inside Out & Back Again by Thanhha Lai
- The Way a Door Closes by Hope Anita Smith
- Black Cat Bone by J. Patrick Lewis
- Harlem by Walter Dean Myers
- Confetti Poems for Children by Pat Mora
- Sky Songs by Myra Cohn Livingston
- Poetry notebooks
- Chart paper
- Markers

Guiding Question(s):

- Why was the Civil Rights Movement important?
- How does identifying the main idea and key details help me understand the text?
- How can reciprocal teaching help me understand text more clearly?
- How can I express myself as a poet?

Lesson Target(s):


- Students will identify and summarize the importance of the Civil Rights Movement.
- Students will analyze a poem based on information they gather from multiple sources.
- Students will use reciprocal teaching strategies to understand a variety of text.
- Students will explore poetry through reading and writing.

Vocabulary**Academic Vocabulary:**

- Analyze
- Details
- Main Idea
- Paraphrase

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students write/discuss using the words

Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Activist • Boycott • Discrimination • Equality • Protest 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	
	Type of Text and Interpretation of Symbol Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
Understanding Lesson Purpose and Student Outcomes <ul style="list-style-type: none"> • I can explain main ideas about Langston Hughes and the Civil Rights Movement. • I can use reciprocal teaching to help me understand a text. • I can write an analysis about how I use information from a text to help me better understand another text. • I can read poetry with appropriate fluency and expression. <p>Anticipatory Set/Introduction to the Lesson: Poem of the Day</p> <p>Review the reciprocal teaching anchor chart from the previous lesson. Have students interact as they provide the student-friendly definitions, demonstrate the hand gestures, and discuss how to articulate each strategy.</p> <p>Provide students with Handout 4.1 “I, Too”. Have students place the poem in their poetry journal. On the page opposite the journal, have them divide the paper into four sections and write one of the four strategies in each box. Encourage students to jot down their</p>	

predictions, questions, words/ideas needing for clarifying, and a summary as they silently read through the passage text. Ask students to think about who, what, when, where, how, and why questions to determine their summary analysis.

Have students participate in a [Fist to Five](#) to show how confident they are in truly understanding this text after the first read.

Tell students that sometimes they need to build their background knowledge of a topic before they can really understand what the text is trying to say. Inform students that they will now learn more about the poet who wrote “I, Too.”

Play [Mini Bio: Langston Hughes](#)

Tell students that knowing more about an author can sometimes provide background knowledge to help them better understand a literary text that they wrote, because many times authors include their experiences or refer to their experiences in their writing. Read the poem aloud modeling how to make predictions (using the information they learned from the video), ask and answer questions, and clarify difficult information. Be sure to use background knowledge from the video to help clarify any difficult or confusing elements of the poem. Ask students if they have anything to add to the conversation based on their understanding of the biography.

Have students write *Analysis #2* in their journals and then create a new summary of what they believe the poem is about.

Play the video [I Too Am America](#) two times for the students to listen to and reflect upon its meaning. Conduct a final modeling of writing an analysis of how the main ideas about Langston Hughes learned in the video helped them to understand the meaning of the poem. Review with students, how using each of these strategies helped make the poem more meaningful to you as a reader.

Activity 1: The Civil Rights Movement

Lead a classroom discussion about the meaning of civil rights. Then, create a K-W-L Chart with students on the Civil Rights Movement. Complete the *Know* and *Want to Know* portion with the students. Focus students before completing the *Want to Know* portion, by having them contemplate the following question:

What would I want to know if I was to write a poem and incorporate information about the Civil Rights Movement?

If students still struggle, tell them to think of who, what, when, where, why, and how questions to which they do not already know the answer.

Provide direct instruction on the words *Activist*, *Boycott*, *Discrimination*, *Equality*, and *Protest* using the strategies found in the *Direct Instruction Text Vocabulary* portion of this lesson.

Tell students that they will learn about more information to help them make meaning of the poem. Play the video [History of the Civil Rights](#). Pause periodically to discuss portions more in depth and provide support on challenging vocabulary terms not already addressed.

Tell the students they will watch the video again, but this time you will model how to take notes by paraphrasing important information using the [Cornell/Two-Column Note-Taking Chart](#). Create or display the graphic organizer on chart paper (pg. 9). Explain to students how each portion works if they are unfamiliar with this method. Replay the video, pausing to model how to take notes by paraphrasing the information and determining the main idea and details. Then, work with the students to create a summary of the information presented.

Note: Students should have a strong understanding of paraphrasing, determining main idea, and summarizing prior to this unit. If not, see [Summarizing and Paraphrasing](#) for strategy suggestions or [LearnZillion](#) for video examples.

After the video, lead students to add information to the *L* section. Keep the K-W-L chart displayed to add information as the unit progresses.

T: Turn to “I, Too” in your poetry notebook. We will once again visit this poem by listening to a famous actor recite it. We will then create a final analysis of the text, using the new information you know about the Civil Rights Movement and the author, Langston Hughes. Play the video [I Too Am America](#) two times for the students to listen to and reflect upon its meaning. Have students write *Analysis #3* in their poetry notebook. Conduct a Think-Aloud of the final analysis to help the students find the true meaning of the poem. Review with students how building background knowledge and note-taking helped make the poem more meaningful to the readers.

Activity 2: Literacy Stations

Explain to students that they will participate in a variety of centers to help them explore poetry and the Civil Rights Movement further. Allow students to spend between 15 minutes at each center.

Activity 2a: Guided Reading

Choose an appropriately-leveled nonfiction article about the Civil Rights Movement for each group. ([Newsela](#), [Readworks](#), and [Commonlit](#) provide free downloadable material). Using the [Four Door Chart](#) (pg. 106-112) Provide scaffolding support through gestures, modeling, and sentence frames. Encourage students to show each gesture when they realize they are utilizing one of the strategies in their mind. This will signal to the teacher that they are “thinking about thinking” and can share their strategy with the class.

Activity 2b: Computer Station

Choose from the following options or allow students to choose one of the following to complete this station’s activity:

- Have students complete a virtual [Civil Rights Field Trip](#) and create a one sentence summary about each location listed, using the WIN summarizing strategy.
- Have students explore the [Civil Rights Museum](#) online.
- Have students visit [BrainPop](#) and complete activities related to the Civil Rights Movement.

Activity 2c: Fluency Station

Have students choose a poem found in their poetry notebooks that they enjoy and follow the student-directed steps below:

1. Choose a poem you enjoy.
2. Read and reread the poem until you are able to do it fluently and with appropriate tone and expression. Use the spoken language portion of the Rules for Recitation/Parameters for Poetry to guide you.
3. Record your reading on the computer (or other recording device). State the name of the poem and your name. (*This is, “Ruby Bridges’ Brave Step” by Sarah Smith.*)
4. Play back the recording. Listening carefully to ensure all expectations were met.

5. If you are pleased with the recording, save it in the recordings file with the name of the poem and your name. This can be used later in a listening center.

Note: Explicit instruction will be needed on how to use the recording device.

Activity 2d: Poetry Station

Provide students with **Handout 4.2 Poetry Scavenger Hunt**, allow them to search through the classroom library to find poems to match each of the boxes.

Once students have completed the scavenger hunt, allow them to begin writing poems in their own notebooks using the chart found on **Handout 4.3 Choice Board**. This may be given as a handout to students or displayed on chart paper. Students may create these using one of the resources found at [ReadWriteThink](#) and then copy their finished poem into their notebooks.

Note: Prior to this lesson, be sure to have printed copies of poems or poetry books available for students. See the *Resources and Materials* section for ideas.

Reflection and Closing:

Have students turn to their *Thoughts and Reflections* section of their poetry notebook and add to their chart.

Homework

Student directions:

Choose a poem from your poetry notebook to practice reading and reciting aloud to your family or friends at home. Record the following:

Poem:	Author:	Date:	Read Aloud To:
			<i>Have listener sign here</i>

Handout 4.1: “I, Too”

I, Too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I’ll be at the table
When company comes.
Nobody’ll dare
Say to me,
“Eat in the kitchen,”
Then.

Besides,
They’ll see how beautiful I am
And be ashamed—

I, too, am America.

Handout 4.2: Poetry Scavenger Hunt

Poetry Scavenger Hunt

A poem that uses rhyme:	A poem with a metaphor: Write the metaphor and explain its impact.	A poem with 12 lines:
A poem with 8 stanzas:	A poem with repetition: Write the repeated phrase and explain its impact.	A poem that follows the <i>ABCB</i> rhyme scheme:
A narrative poem:	A poem with a simile: Write the simile and explain its impact.	A free verse poem:

Handout 4.3: Choice Board

Poetry Choice Board

Choose at least three of the following to write poetry about the Civil Rights Movement

Write an acrostic poem using a key term from the Civil Rights Movement.	Write a poem using an <i>ABAB</i> rhyme scheme	Write a diamante poem.
Write a poem using an <i>ABCB</i> rhyme scheme.	Write 3 haiku poems.	Write a free verse poem with at least 4 stanzas.
Write 2 cinquain poem.	Write a poem with at 12 lines.	Write a poem using figurative language.

Lesson 5: The Brave Step

Focus Standard(s): RI.5.2

Additional Standard(s): RF.5.4

Estimated Time: 120 minutes (2 days)

Text(s): *Walking Tall* (770L); *Civil Rights Activists: Ruby Bridges* (930L)

Resources and Materials:

- [Separate but not Equal](#) (video)
- [Civil Rights Activists: Ruby Bridges](#) (article)
- [Walking Tall](#) (article)
- Handout 5.1 Timeline
- “Ruby Bridge’s Brave Step” by Latorial Faison
- [Time for Justice Timeline](#)
- [Four Door Chart](#)
- [“A Change is Gonna Come”](#)
- Teacher Resources and Research:
 - [Mingle-Pair-Share](#)
 - [Reciprocal Teaching Bookmark](#)
 - [Cooperative Table Groups and the Fab Four](#)
 - [Fishbowl](#)
 - [Cornell/Two Column Note Taking Strategy](#)
 - [Carousel Activity](#)

Guiding Question(s):

- What is the relevance of Ruby’s brave step in relation to the timeline of the Civil Rights Movement?
- How can a narrative poem be formed by gathering information from a nonfiction text?

- How can I summarize information clearly and effectively through note-taking?

Lesson Target(s):

- Students will identify the relevance of Ruby’s brave step as it relates to other events during the Civil Rights.
- Students will identify how factual information can be used to create a narrative poem.
- Students will paraphrase, determine the main idea and key details, and summarize important information through note-taking.

Vocabulary

Academic Vocabulary:

- Paraphrase
- Main Idea
- Summary

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-Context Vocabulary:

- Desegregate
- Dwindle
- Marshals
- Segregated

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the [CPR context clue strategy](#).
- OR
- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words.

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)



Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following I Can statements on the board and review with students prior to the lesson:

1. I can identify the relevance of Ruby's brave step as it relates to other events during the Civil Rights.
2. I can identify how an author uses factual information to create a narrative poem.
3. I can paraphrase information, determine the main idea, and summarize what I have read.

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Have the students locate **Handout 1.1 "Ruby Bridges' Brave Step"** With a partner, allow them to read the poem using the following steps:

1. Choral Read
2. Partner A Reads
3. Partner B Reads
4. Choral Read

Review important poetic elements with the students such as rhyme scheme, stanzas, lines, and tone. Then ask the following questions:

T: What type of poem is "Ruby Bridges' Brave Step"?

S:

T: What makes it a narrative poem?

S:

T: Today we will learn more about the life of Ruby Bridges and see how the author of this poem, Latorial Faison, used information found in nonfiction text to create this narrative.

Activity 1: Timeline and Reciprocal Teaching

Provide students with the [Time for Justice Timeline](#). Tell students they are going to utilize the reciprocal teaching strategies they have learned to read and interpret this visual. Place students into groups of 4 or 5 and provide students with the [Four Door Chart](#) found on page 112. Have students work together through each of the four strategies, providing scaffolding support as needed.

T: What type of visual do you think this is?

S:

T: Yes, it is a timeline of the Civil Rights Movement. A timeline is a helpful visual that organizes the sequence of important events in the order in which they happened. As we explore the Civil Rights Movement, it is important to understand when and where events took place. We will not cover every event that happened during the Civil Rights Movement, but we will continue to learn about several important aspects. *(Draw a line on chart paper).*

T: When does this timeline start?

S: *(Write date on timeline after response.)*

T: When does this timeline end?

S: *(Write date on timeline after response.)*

T: What kind of events are on the timeline?

S:

T: Which events do you see on this timeline that we have already discussed?

S: *(Include the dates and events as students provide them, showing them how to go back and research specific dates on websites or in articles they read if needed.)*

T: We will continue to use this timeline throughout our unit to help us get a clear picture of when different events took place.

Activity 2: Reciprocal Teaching with Ruby Bridges**Activity 2a: Timeline Continues**

Today, we are going to learn more about Ruby Bridges. What do we already know about Ruby from the poem, “Ruby Bridges’ Brave Step?” (Add Ruby’s Brave Step to the timeline if it has not already been added.) Tell students they will watch a short video about a very important court case known as *Brown v. Board of Education*. Tell them to pay close attention to the date of this case and consider how it is relevant to Ruby’s story.

Show students the video [Separate But Not Equal](#). Then provide students with **Handout 5.1 Separate But Not Equal Timeline**. Have students match the statements with the dates. Monitor students closely, tell them if they are unsure of a date, to leave it blank. Replay the video if needed, pausing to allow students to match up their timeline to the commentary.

Conduct a [Mingle-Pair-Share](#) while playing “[A Change is Gonna Come](#)” to allow students to share and compare answers with their fellow classmates. Follow the script below each time you stop:

1. (E) When was the 14th Amendment passed? What major event did this follow? What was its significance?
2. (D) When did *separate but equal* begin plaguing the nation? What did *separate but equal* imply?
3. (B) When did the NAACP file a lawsuit on behalf of Brown and others? Why was this lawsuit filed?
4. (A) When did the supreme court agree to hear the case?
5. (C) When did the supreme court rule in favor of *Brown v. Board of Education*? What was the importance of this ruling?

Review the timeline and answers with the students. Add the important dates to the Civil Rights Movement Timeline written on chart paper.

Activity 2b: Cooperative Learning with Reciprocal Teaching

Place students into groups of 4 or 5. Provide each student with the article, [Walking Tall](#) and with a [Reciprocal Teaching Bookmark](#) (found on page 21). Using the guide from [Cooperative Table Groups and the Fab Four](#) (pages 102-103) provide direct instruction to students on how to use reciprocal teaching in a cooperative group. Consider choosing a few students who have shown mastery of these strategies to participate in a [Fishbowl](#) to provide scaffolding support for their classmates. Instruct students to make predictions, ask and answer questions, and clarify information verbally. After they have finished reading the entire passage, have them write their summary of the text on a notecard.

Activity 2c: Summarizing

Once students have worked through the entire text using reciprocal teaching, tell them they will now work through the text a second time to determine if their summary contains the most relevant information.

T: Sometimes, when reading a lot of information at once, it is important to take notes on the most important information. This is something you will need to be able to do going forward as you conduct your own research.

Using the [Cornell/Two Column Note Taking Strategy](#) from the previous lesson, model for students how to take notes using the first section of the article. Provide each group with a sheet of chart paper with the graphic organizer from page 9. Assign each group a different section from the text, instructing them to complete the graphic organizer about their section and to summarize their section based on the main idea and details written. Once all students have completed this assignment, post the chart paper around the room. Provide each group with a different color marker and have them participate in a [Carousel Activity](#), making comments on each other's charts. Review the findings as a whole class.

Have students return to the same summarizing notecard and create a new summary on the back using the information they have gathered and read around the room. Hold a discussion where they compare/contrast their initial summary to the summary created after taking notes and determining the main idea of each section.

Activity 3: Analyzing *Ruby Bridges' Brave Step*

Have students locate *Ruby Bridges' Brave Step* in their poetry notebook. Display the poem on the overhead or on chart paper. Read or recite the poem aloud to students once more. Then, choose one representative of each group to return to their graphic organizer and read their summary aloud. As each group reads their summary, work with students to locate the same information in the narrative poem. If information is not found, ask students why they think the poet, Latorial Faison, chose to leave it out. Tell students they will be doing the same thing that Faison did. You will be researching someone who contributed to the Civil Rights Movement and using the information you gathered, to create a narrative poem.

- ✓ Refer back to the classroom timeline, and ask students if there are more dates and events they can add. Ask the following questions:
 - What is interesting and significant about the year that Ruby Bridges took her brave step?
 - Why do you think it took so long for the schools in New Orleans to desegregate?

Reflection and Closing:

✓ T: How can we apply what we learned about today to our performance task?

Direct students to place ideas to the reflections section of their notebook. Model one or two examples for students.

Ideas to Remember	Example/Explanation	How will I apply this idea to my performance task?

Homework

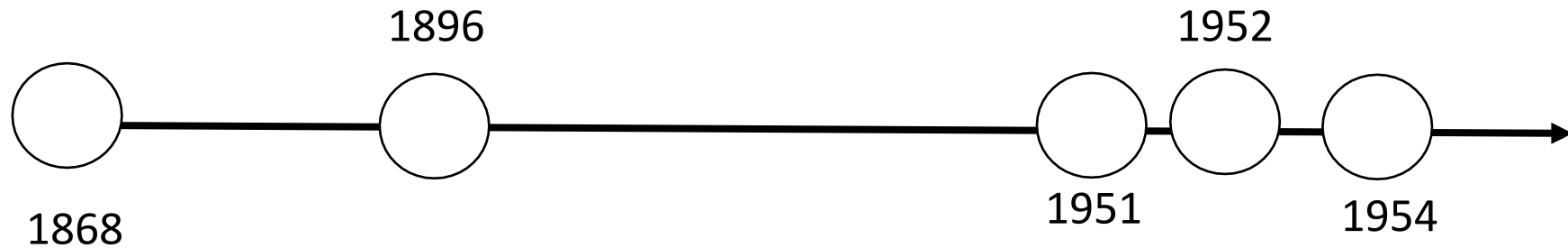
Student directions:

Choose a poem from your poetry notebook to practice reading and reciting aloud to your family or friends at home. Record the following:

Poem:	Author:	Date:	Read Aloud To:
			<i>Have listener sign here</i>

Handout 5.1 Timeline

Separate but Not Equal Timeline



- A. The Supreme Court agreed to hear the lawsuit filed on behalf of Brown.
- B. The NAACP filed a class action lawsuit on behalf of Brown and others.
- C. The Supreme Court handed down the landmark decision *Brown v. Board of Education*, declaring that separate but equal was unconstitutional.
- D. *Separate but equal* began plaguing the nation.
- E. The 14th Amendment was passed.

Lesson 6: Civil Rights on a City Bus

Focus Standard(s): RI.5.2, RI 5.9, W. 5.3

Additional Standard(s):

Estimated Time: 180 minutes (2 days)

Text(s): “Words Like Freedom” by Langston Hughes

Civil Rights on a City Bus

Resources and Materials:

- Handout 6.1 “Words Like Freedom”
- Handout 6.2 Four Square template
- [Civil Rights on a City Bus](#)
- [Rosa Parks: Civil Rights Activist](#) (video)
- Teacher Resources and Research:
 - [Cornell/Two-Column Note-Taking Chart](#)
 - [Summarizing and Paraphrasing](#)
 - [Newsela](#)
 - [Readworks](#)
 - [Commonlit](#)

Guiding Question(s):

- How can I use relevant information from multiple sources to create a narrative poem?
- What is the relevance of Rosa’s actions as it relates to other events during the Civil Rights?

Lesson Target(s):

- Students will gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.
- Students will identify how the actions of Rosa Parks contributed to the Civil Rights Movement.

Vocabulary

Academic Vocabulary:

- Relevant

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words

In-Context Vocabulary:

- Boycott
- Commuter
- Defiance
- Violating

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the [CPR context clue strategy](#).
- OR
- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words.

Symbol

Type of Text and Interpretation of Symbol



Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following I Can statements on the board and review with students prior to the lesson:

- I can gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.
- I can identify the relevance of Rosa's actions as it relates to other events during the Civil Rights.

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Provide students with **Handout 6.1 Words Like Freedom** and have them add it to their poetry notebook. Have students follow these steps. Instruct students to read through the poem three times and write a reflection in their journal about what they think this poem means and how it could relate to the Civil Rights Movement.

T: Langston Hughes is the author of this poem. What do we remember about Langston Hughes?

S:

T: Does this poem connect to the Civil Rights Movement? If so, how?

S:

Choose a student to read the poem out loud for the class.

Activity 1: Civil Rights on a City Bus

T: Today, we will learn about another important figure in the Civil Rights Movement. Her name is Rosa Parks. Do any of you know how she contributed to the movement?

S:

T: Right, she refused to give up her seat on a bus. Today, we will learn more about that event and about her life. We will watch videos, read articles, and gather relevant information through note-taking. This information will then be used to create a narrative poem. What is special about a narrative poem?

S:

T: Right! A narrative poem tells a story. We will use what we learn about Rosa Parks to write a story about her life.

Provide students with the article [Civil Rights on a City Bus](#).

T: Today, while we read this article, I want you to remember to use the reciprocal teaching strategies you have learned. There may be times I will stop and ask for predictions, questions, clarifications, or summaries of a portion, but I want you to also remember to think about your own thinking. If you realize you are using one of these strategies on your own, in your own mind, remember to make the gesture. This will signal to me that you are being a good reader and thinker and are using these important strategies to help you understand the text more clearly.

Conduct a read aloud of the text, stopping periodically to model or have students model the reciprocal teaching strategies. Focus students' attention on determining the meaning of *boycotted*, *commuter*, *defiance*, and *violating* using context clues strategies mentioned in the vocabulary portion of this lesson.

T: Now that we have conducted our first reading of the text, we will go through it a second time and take notes of the most relevant, or important, information we find.

As a whole class, work through each paragraph of the article. Take notes on the board or on chart paper and have students do the same using the [Cornell/Two Column Note Taking Strategy](#). Continue to provide scaffolding support for paraphrasing, determining the most relevant information/main idea, and creating a summary of the text.

✓ Ask students the following:

- Are there any important dates you noticed in this passage that need to be added to our Civil Rights Timeline?
- What was the relevance of the timing of Rosa Parks' actions?
- Thinking about how we will write about her, what do you think the tone of our poem might be?

Activity 2: Continuing Research

Activity 2a: Summarizing Videos

T: While this article provided a lot of important information, we want to continue researching more into the life of Rosa Parks to ensure we can write an accurate narrative about her life. We will now watch a video that provides more insight into her life. We will continue using our note-taking strategy to paraphrase and summarize.

Play the video, [Rosa Parks Civil Rights Activist Video](#). Pause the video periodically to allow for discussion and note-taking. If needed, play the video a second time so students can ensure they have all of the relevant information written down. For any relevant information that students already have in their notes, have them place a ✓ next to the note to show that the information has been confirmed by multiple sources.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Turn on closed-captioning to assist students with word recognition, vocabulary and overall comprehension of the material.

T: What new information did we learn from this video? What information were we able to confirm? Did we have any conflicting information between the two sources?

Activity 2b: Cooperative Group Research

- Divide students into groups of four or five. Present each group with a text or videos about Rosa Parks (See resources and materials for websites for free articles.) Have students work through the information to take additional notes using the [Cornell/Two Column Note Taking Strategy](#). Remind students to place a ✓ next to information they can confirm using this new resource and to add any additional relevant information they found.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Conduct a mini-lesson on paraphrasing, main idea, or summarizing through note-taking.

Have a reporter from each group share their new findings aloud. Add any new information to the classroom's two-column chart. Place a ✓ by confirmed information.

Activity 3: Organizing Thoughts

Pass out **Handout 6.2 Four Square Template**. Tell students you will now use the information you have gathered to create a narrative poem about Rosa Parks. (For more information on Four Square Writing visit [Four Square Writing Technique](#) or the [MDE Literacy Focus of the Month for January](#)). Explain to students that this graphic organizer will help with organizing thoughts to go into the poem.

T: What elements must go into any narrative text?

S:

T: That's correct. We need to identify the character, the setting, and discuss the plot, which involves the beginning, middle, and end. This Four Square Graphic Organizer can be set up in many ways. For today, we will let each box represent a stanza. The first stanza will describe the character and setting. The second stanza will tell the beginning, the third stanza will tell the middle, and the fourth stanza will give us the ending. Each stanza can represent more than one sentence.

Work with students to complete the graphic organizer by entering just a few key words into each box. Practice orally rehearsing each portion until students can retell the entire story of Rosa Parks. Follow these steps to ensure all students are able to tell their story of Rosa Parks. This should be done as a regular narrative and not a poem at this point.

1. Model how to recite the story, referring to the key words on the graphic organizer and gestures.
2. Conduct a choral recitation of the story with the class.
3. Place students with a partner. Have partner A retell the story.
4. Have Partner B retell the story.
5. Have students retell the story as you write it on chart paper.

T: Now that we know what information we want to include in our story, we need to be able to turn it into a poem.

Display "Ruby Bridges' Brave Step." Point out how the author used the stanzas, lines, and rhyme scheme to write this poem.

T: Now, we will take our information, and turn it into a poem.

Place another piece of chart paper next to the short story the students wrote. Lead students through choosing how many stanzas and lines, the rhyme scheme and overall tone of the poem. Model how to write the first stanza, allowing input from students as they help with word choice. Then, allow students to gradually take over the "writing" of the poem by developing their own lines and rhymes. Encourage students to use figurative language to enhance the beauty of the poem. Once the poem is complete, have students refer to their notes to be sure they did not leave out any important information.

Conduct a model read of the poem and then allow students to practice reading the poem with a partner.

Reflection and Closing

T: How can we apply what we learned about today to our performance task?

Direct students to place ideas to the reflections section of their notebook. Model one or two examples for students.

Ideas to Remember	Example/Explanation	How will I apply this idea to my performance task?

Homework

Student Directions:

Write an additional poem about Rosa Parks. The poem can be an acrostic, free verse, diamante, cinquain, haiku, or ode. Practice reading the poem aloud to your family or friends. Complete the homework table for the night.

Poem:	Author:	Date:	Read Aloud To:
			<i>Have listener sign here</i>

Handout 6.1: “Words Like Freedom”

Words Like Freedom

There are words like *Freedom*

Sweet and wonderful to say.

On my heartstrings freedom sings

All day everyday.

There are words like *Liberty*

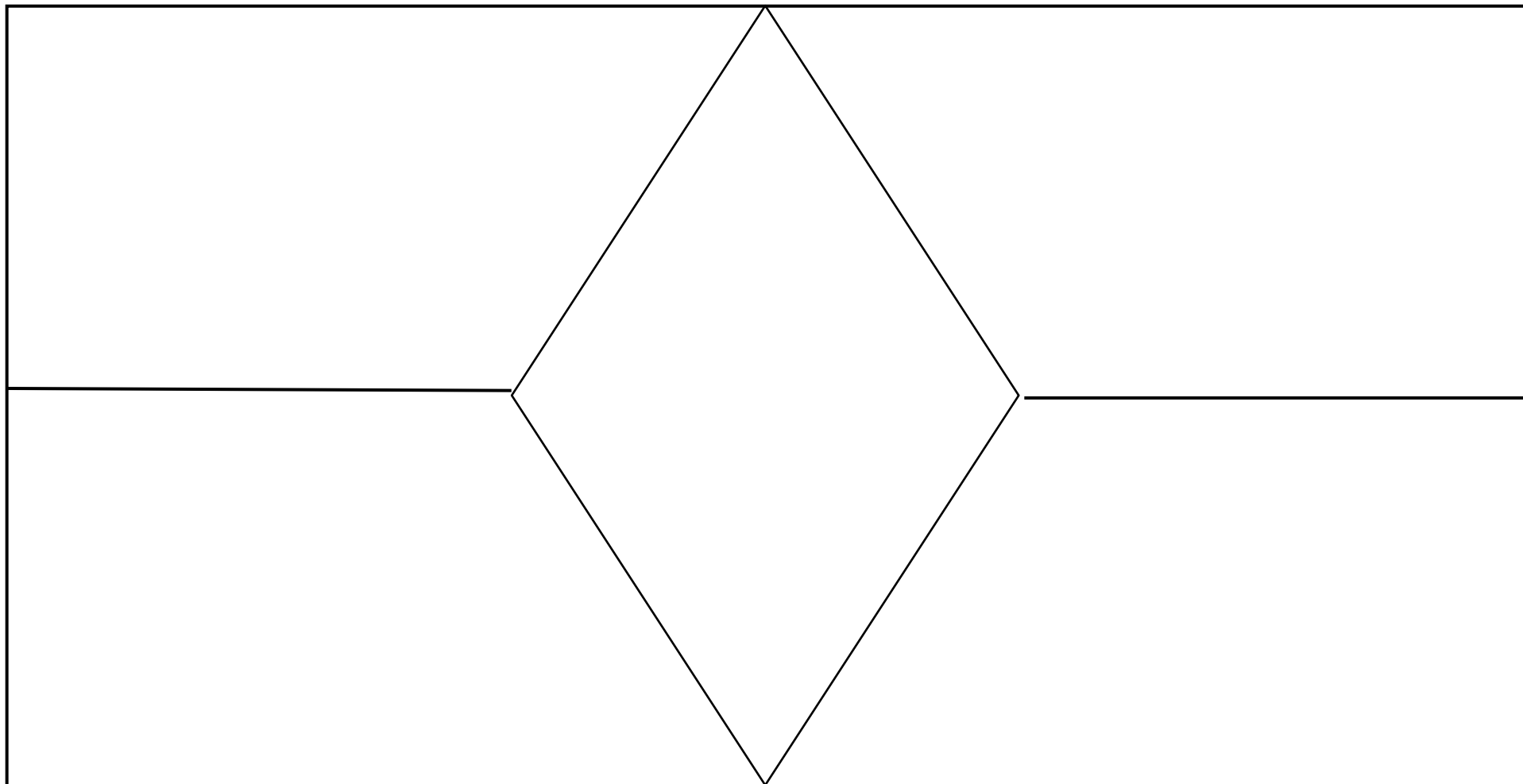
That almost make me cry.

If you had known what I know

You would know why.

Handout 6.2 Four Square Template

Name: _____ **Date:** _____



Lesson 7: I Have a Dream

Focus Standard(s): RI.5.2, RI 5.9, W. 5.3

Additional Standard(s): RF.5.4, L.5.5a

Estimated Time: 180 minutes (2 days)

Text(s): *Civil Rights Leaders: Martin Luther King Jr.*

Resources and Materials:

- [Civil Rights Leader: Martin Luther King Jr.](#)
- [Martin Luther King Jr.](#) (video)
- Handout 7.1 “Dreams”
- Handout 7.2 Poetry Choice Board
- Teacher Resources and Research:
 - [Cornell/Two-Column Note-Taking Chart](#)
 - [Parallel Lines](#)
 - [Newsela](#)
 - [Readworks](#)
 - [Commonlit](#)
 - [Four Door Chart](#)
 - [ReadWriteThink](#)
 - [Poets.org](#)

Guiding Question(s):

- How can I use relevant information from multiple sources to create a narrative poem?
- How did the contributions of Martin Luther King Jr. have an impact on the Civil Rights Movement?

Lesson Target(s):

- Students will gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.

- Students will identify how the contributions of Martin Luther King Jr. impacted the Civil Rights Movement.

Vocabulary

Academic Vocabulary:

- Main Idea
- Paraphrase
- Relevant
- Summarize

Instructional Strategies for Academic Vocabulary:

- Read and discuss the meaning of word in multiple contexts

Direct Instruction Text Vocabulary:

- Activist
- Social Justice

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students write/discuss using the words

Symbol

Type of Text and Interpretation of Symbol



Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following I Can statements on the board and review with students prior to the lesson:

- I can gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.
- I can identify the relevance of Martin Luther King's actions as it relates to other events during the Civil Rights

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Provide students with **Handout 7.1 “Dreams”** and have follow the steps below:

1. Read or recite the text aloud as students follow along.
2. Instruct students to whisper read the poem.

Note: Provide [whisper phones](#) if available.

3. Choral read the text with the class.

✓ Provide students with a dry erase board and markers to answer the following questions. Use a checklist to monitor answers.

- What type of poem is this? (*Free Verse*)
- What type of rhyme scheme do you notice? (*ABCB*)
- How many stanzas are in this poem? (*2*)
- How many lines are in this poem? (*8*)
- Locate one example of figurative language. Write the phrase and identify the type of figurative language.

Review answers with the students.

Display the poem on chart paper or the overhead. Tell students this poem was written by Langston Hughes. Review what students already know about this poet. Have students answer the following questions while participating in [Parallel Lines](#):

- What do you think this poem is about?
- How is this poem similar or different from the others we have read?
- How does this poem relate to the Civil Rights Movement?

Activity 1: Martin Luther King

T: Today we will continue learning about major figures in the Civil Rights Movement by focusing our attention on Martin Luther King Jr. What do we already know about his contributions to the movement?

S:

T: We will continue using our note-taking strategy to gather information by paraphrasing, determining the main idea, and summarizes the most relevant information.

Show the video [Martin Luther King Jr. Day](#) pausing periodically to lead the students through taking notes in their poetry journals.

Ask the following questions:

- What was the connection between Martin Luther King and Rosa Parks?
- Are there any important dates we can add to our timeline?

T: We will now participate in learning stations where we can learn more about the life and legacy of Dr. Martin Luther King, Jr.

Activity 2a: Guided Reading

Using the article, [Civil Rights Leaders: Martin Luther King Jr.](#) lead students through gathering relevant information using the [Cornell/Two Column Note Taking Strategy](#). Use a checklist to monitor which students need additional support with this strategy. Additional mini-lessons will be needed for these students during the independent research phase.

Activity 2b: Comprehension Station

Choose an appropriately-leveled nonfiction text about Martin Luther King Jr. ([Newsela](#), [Readworks](#), and [Commonlit](#) provide free downloadable material). Have students work together to complete a [Four Door Chart](#) (pg. 106-112) of the text. Students should also be instructed to add any important information about Martin Luther King into their notebooks.

Activity 2c: Computer Station

Choose from the following options or allow students to choose one of the following to complete this station's activity:

- Explore games and videos [BrainPop: MLK Jr.](#)
- Explore videos and articles at [Martin Luther King Jr. Videos](#)

Activity 2c: Fluency Station

Choose at least three poems from [Poets.org](#). Make multiple copies of each. Have students choose one add one to their poetry notebook and follow the student directions below:

1. Read and reread the poem until you are able to do it fluently and with appropriate tone and expression. Use the spoken language portion of the Rules for Recitation/Parameters for Poetry to guide you.

2. Record your reading on the computer (or other recording device). State the name of the poem and your name. (*This is, "Ruby Bridges' Brave Step" by Sarah Smith.*)
3. Play back the recording. Listening carefully to ensure all expectations were met.
4. If you are pleased with the recording, save it in the recordings file with the name of the poem and your name. This can be used later in a listening center.

Note: Explicit instruction will be needed on how to use the recording device.

Activity 2d: Poetry Station

Provide students with **Handout 4.3 Choice Board**. This may be given as a handout to students or displayed on chart paper. Students may create their own poems these using one of the resources found at [ReadWriteThink](#) and then copy their finished poem into their notebooks.

Activity 3: Narrative Poem Writing

Display an enlarged version of **Handout 6.2 Four Square Template**. Tell students they will once again work through creating a narrative text. This narrative will be about the life of Dr. Martin Luther King, Jr.

T: Remember, we need to identify the character, the setting, and discuss the plot, which involves the beginning, middle, and end. This Four Square Graphic Organizer can be set up in many ways. For today, we will let each box represent a stanza. The first stanza will describe the character and setting. The second stanza will tell the beginning, the third stanza will tell the middle, and the fourth stanza will give us the ending. Each stanza can represent more than one sentence.

Work with students to complete the graphic organizer by entering just a few key words into each box. Practice orally rehearsing each portion until students can retell the entire story of Dr. Martin Luther King Jr. Follow these steps to ensure all students are able to also orally rehearse the story.

1. Model how to recite the story, referring to the key words on the graphic organizer and gestures.
2. Conduct a choral recitation of the story with the class.
3. Place students with a partner. Have partner A retell the story.
4. Have Partner B retell the story.
5. Have students retell the story as you write it on chart paper.

T: Now, working with your group, create a narrative poem based on the information from what you just wrote. This poem must have 12 lines and at least one example of figurative language. You can decide on the number of stanzas and rhyme scheme.

After students have completed this task, have them copy their poems on chart paper and allow students to participate in a [Carousel Activity](#) in which they are able to read and make comments on other group's poems.

Reflection and Closing

T: How can we apply what we learned about today to our performance task?

Direct students to place ideas in the reflections section of their notebook.

Ideas to Remember	Example/Explanation	How will I apply this idea to my performance task?

Homework

Student Directions:

Begin researching other contributors to the Civil Rights Movement. In your notebook, list three possible figures that you are interested in researching:

Handout 7.1: "Dreams"

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Handout 7.2: Poetry Choice Board

Poetry Choice Board

Choose at least three of the following to write poetry about the life, legacy, or ideals of Martin Luther King Jr.

Write an acrostic poem using a key term from the Civil Rights Movement.	Write a poem using an <i>ABAB</i> rhyme scheme	Write a diamante poem.
Write a poem using an <i>ABCB</i> rhyme scheme.	Write 3 haiku poems.	Write a free verse poem with at least 4 stanzas.
Write 2 cinquain poem.	Write a poem with at 12 lines.	Write a poem using figurative language.

Lesson 8: Poetry Out Loud Performance Task

Focus Standard(s): RI 5.9, W.5.3, W. 5.7, SL 5.4

Additional Standard(s):

Estimated Time: 5-7 days

Text(s): *Ruby Bridges' Brave Step* by Latorial Fiason

Resources and Materials:

- Computers or laptops
- Access to the school library
- Handout 6.2 Frayer Model Graphic Organizer

Guiding Question(s):

- How can I gather and summarize relevant information from multiple sources to create a narrative poem?
- How can I use spoken language and body language to impact a listener?

Lesson Target(s):

- Students will gather and summarize relevant information from multiple sources to create a narrative poem about an unsung hero of the Civil Rights Movement.
- Students will use appropriate spoken language and body language to recite their poem and impact listeners.


Vocabulary

Academic Vocabulary:

- Articulation
- Recite

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes</p> <p>Post the following I Can statements on the board and review with students prior to the lesson:</p> <ul style="list-style-type: none"> • Students will gather and summarize relevant information from multiple sources to create a narrative poem about an unsung hero of the Civil Rights Movement. • Students will use appropriate spoken language and body language to recite their poem and impact listeners <p>Activity 1: Understanding the Performance/Culminating Task Directions</p> <p>T: During this unit, we have explored the Civil Rights Movement and looked at three important figures from that time: Ruby Bridges, Rosa Parks, and Martin Luther King, Jr. We have researched, summarized relevant information, and read or created narrative poems about each. We have also seen many examples of how poetry spoken aloud can be powerful and moving. You will now begin to research an unsung hero of the Civil Rights Movement. This will be a person that is not as famous as the figures we have already studied, but still played an important role in the movement. You will explore text and videos about these figures and record information about them in your notebook. Once you have gathered all the information you need, you will work to create a brief narrative about their life. From this narrative, you will then create a narrative poem that is at least 12 lines long. As the author, you can decide on the rhyme scheme, tone, and number of stanzas. You will then work to memorize your poem and recite it for the class using the expectations found on our Rules for Recitation/Parameters for Poetry anchor chart as well as the rubric.</p> <p>Activity 2: Understanding the Performance Task Rubric</p> <p>Distribute one copy of Handout 8.1 Performance Task Rubric to each student.</p> <ul style="list-style-type: none"> ✓ Students read each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand. 	

Note: Consider using the rubric to analyze and grade the narrative poem “Ruby Bridges’ Brave Step” as well as a performance of the poem completed by you, the teacher, or a chosen speaker.

Activity 3: Everyday People: The Unsung Heroes of the Civil Rights Movement

Provide students with time to research and choose an unsung hero of the Civil Rights Movement. If needed, provide each student with just three choices. Once each student has selected a figure, provide students with enough time to collect data using the [Cornell/Two-Column Note-Taking Strategy](#).

Note: Prior to the research, create a folder of safe websites or search engines for students to conduct their research. (See [Famous Civil Rights Activists](#), [Bold Black and Brilliant](#), or [Parcast](#).)

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide printed articles at the students’ instructional levels and provide support on identifying the main idea and summarizing.
- Allow students to gather information from just two sources—one article and one video

Activity 4: Writing a Narrative

Provide students with **Handout 6.2 Four Square Template** and time to review their notes and complete the graphic organizer. Before writing their narrative, instruct students to verbally share their narrative with at least two other classmates. Once they are able to orally explain their narrative, allow them to put it on paper.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide a brief-mini lesson on how to use the graphic organizer.
- Assist students with creating gestures to accompany their narrative.

Activity 5: Writing a Narrative Poem

Instruct students to create a rough draft of their narrative poem using the narrative they already created. Provide opportunities for peer review, editing and revisions, and publishing the poem (either on the computer or a neatly-written copy)

Each day students are working on their writing, collect anecdotal notes or use a checklist for common language errors. Provide classroom or group mini-lessons on these errors.

Activity 6: Poetry Out Loud Practice

Allow students time to practice memorizing and reciting their poem with a friend, family member (for homework), a favorite teacher, the principal, the custodian, or a different class. Allow time for students to explore other speakers performing [Poetry Out Loud](#).

For students who are EL, have disabilities, or perform/read well below the grade level:

- For students struggling to memorize and recite, allow them to create a PowerPoint, cue cards, or to write their poem on chart paper that they can view while reciting.

Activity 7: Poetry Out Loud Performance

Invite family members and other faculty members to attend the Poetry Out Loud Performance.

Provide students with a list of possible Civil Rights Contributors to research. Consider using a list from [Famous Civil Rights Activists](#), [Bold Black and Brilliant](#), or [Parcast](#).

Reflection and Closing

✓ Have students write a final poem in their poetry journals about how they can change the world.

Homework

No Homework

Handout 8.1 Performance Task Rubric

	4	3	2	1
Guidelines	Poems contain all required elements as stated in the directions.	Poem contains most of the required elements as stated in the directions.	Poem contains some of the required elements as stated in the directions.	Poem contains few or no required elements as stated in the directions.
Idea and Content	Poem contains appropriate story elements, has a clear beginning, middle, and end, and contains accurate information.	Poem contains story elements with a beginning, middle, and end and contains mostly accurate information.	Poem contains some story elements with some accurate information.	Poem contains few or no story elements and has incorrect information.
Conventions	Punctuation and grammar are correct. The writing is free from spelling errors.	Minor errors are made in punctuation, spelling, or grammar.	A few errors in punctuation, spelling, or grammar	Many errors make the writing confusing and hard to read
Word Choice	The writer uses specific nouns and strong verbs and modifiers to capture the reader's attention.	The writer uses grade-appropriate nouns, verbs, and modifiers in most cases.	Stronger nouns, verbs, and modifiers are needed.	Contains general and overused words that do not create an interesting piece
Poetry Out Loud Performance	Presenter makes good eye contact, articulates clearly, and using body language appropriately.	Presenter makes some eye contact, articulates most words clearly, and uses some body language.	Presenter articulates the poem with no eye contact or body language.	Presenter does not make eye contact, spoken words are unclear, and no body language was used.

For training or questions regarding this unit,
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