



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

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

| <p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Activist • Boycott • Discrimination • Equality • Protest | <p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <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 | |
|  | <p style="text-align: center;">Type of Text and Interpretation of Symbol</p> <p>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</p> |
| ✓ | <p>Assessment (Pre-assessment, Formative, Self, or Summative)</p> |
| Instructional Plan | |
| <p>Understanding Lesson Purpose and Student Outcomes</p> <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 direction 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. |

For training or questions regarding this unit,
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