



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

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

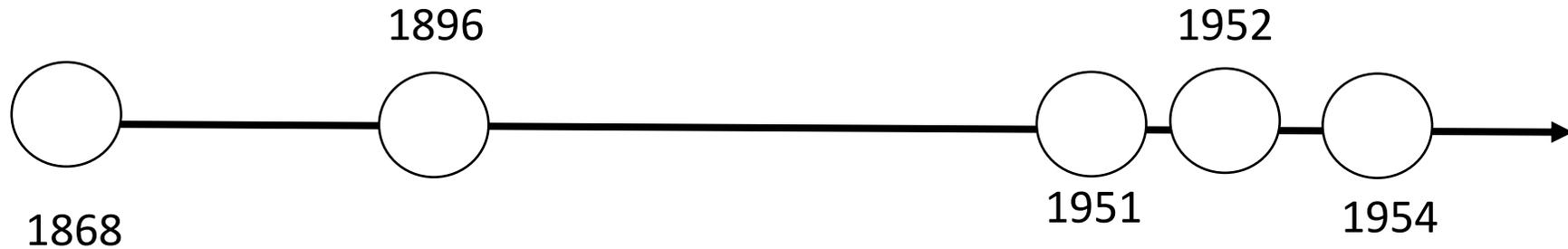
Student directions:

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.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org