



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

## 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	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• Relevant</li> </ul>	<b>Instructional Strategies for Academic Vocabulary:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> </ul>
<b>In-ConTEXT Vocabulary:</b> <ul style="list-style-type: none"> <li>• Boycott</li> <li>• Commuter</li> <li>• Defiance</li> <li>• Violating</li> </ul>	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model the <a href="#">CPR context clue strategy</a>.</li> <li style="text-align: center;">OR</li> <li><input type="checkbox"/> Use an <a href="#">anchor chart</a> to model how to use context clues to determine the meaning of words.</li> </ul>
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	
<b>Understanding Lesson Purpose and Student Outcomes</b> Post the following I Can statements on the board and review with students prior to the lesson: <ul style="list-style-type: none"> <li>• I can gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.</li> <li>• I can identify the relevance of Rosa’s actions as it relates to other events during the Civil Rights.</li> </ul>	

**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>

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**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*

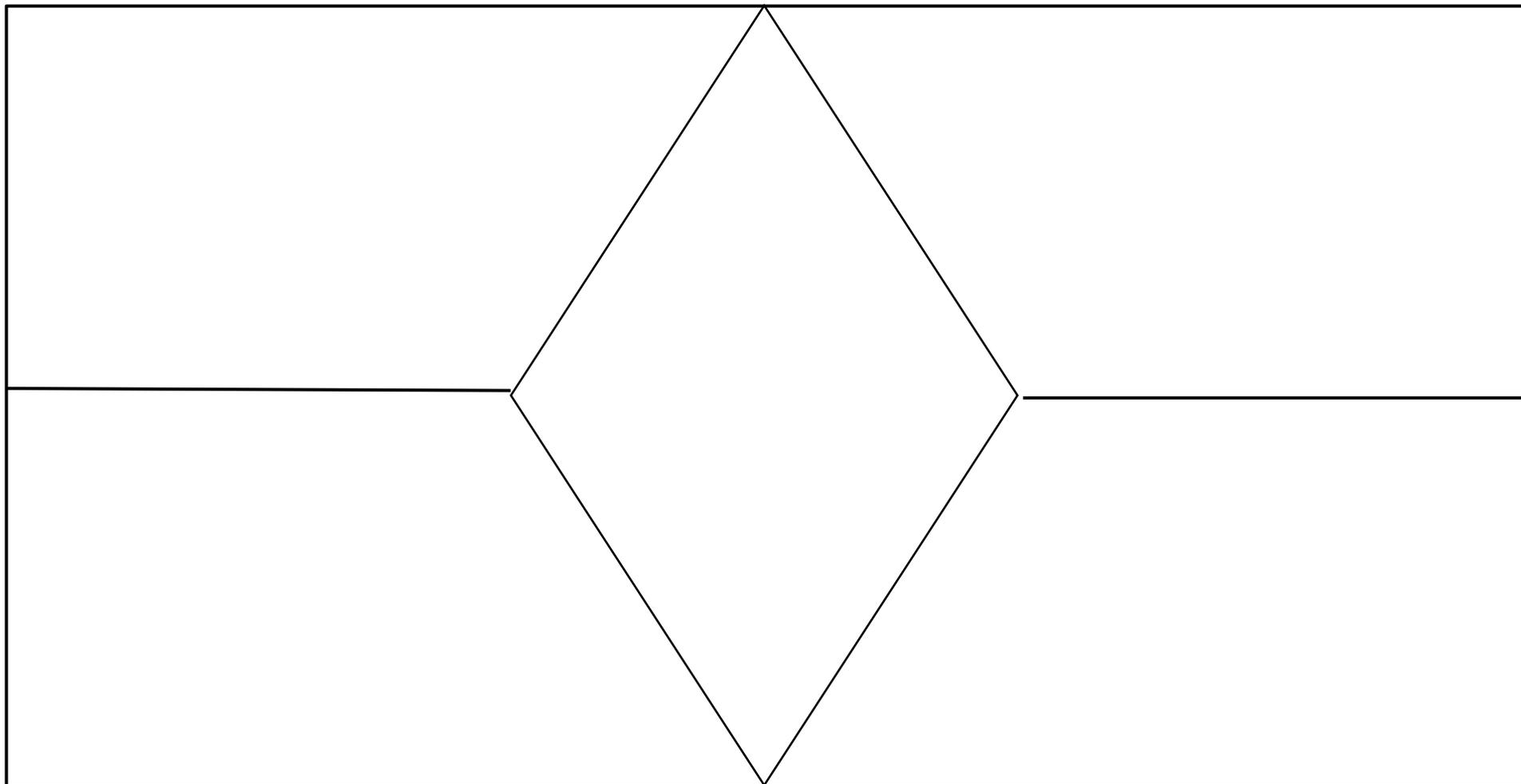
That almost make me cry.

If you had known what I know

You would know why.

**Handout 6.2 Four Square Template**

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



For training or questions regarding this unit,  
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