

Newark Board Of Education

ELA Curriculum Grade 5



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

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- Tiffany Wicks, ELA Supervisor, Office of Teaching and Learning
- Jennifer Killeen, Teacher, Rafael Hernandez Elementary School

- Melissa Scheider, Teacher, Ann Street School
- Diane Tavares, Teacher, Park Elementary School
- Maria Witt, Teacher, Mount Vernon School
- Jacqueline Peguero, Teacher Coach, Luis Munoz Marin Elementary School
- Dawn Freeman, Teacher, Chancellor Avenue School
- Sheila Concepcion, Teacher, Park Elementary
- Katie Krommenhoek, Teacher, Salomé Urena Elementary School

Curriculum Reviewers

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning
Tiffany Wicks, ELA Supervisor, Office of Teaching and Learning

Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,

- Culturally Responsive and Sustaining Teaching,
- Equity, and
- Academic Rigor.

The Office of Teaching & Learning affirms the following beliefs:

- We believe in the power and freedom of inquiry, imagination, and joy.
- We believe that all students bring with them valuable knowledge.
- We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.
- We believe that teachers should co-construct curriculum with students.
- We believe that teachers are advocates of students.
- We believe in teaching and learning that is culturally responsive and sustaining.
- We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.
- We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.
- We believe teaching, learning, and curriculum should develop the critical consciousness of learners and asks them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.
- We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.
- We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.
- We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.
- We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.
- We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.
- We believe in the importance of preparing students for college and careers in the twenty-first century.

Statement on Culturally Responsive-Sustaining Education

Through a Culturally Responsive-Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, *Clarity 2020* calls for a “A Rigorous and Relevant Framework for Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

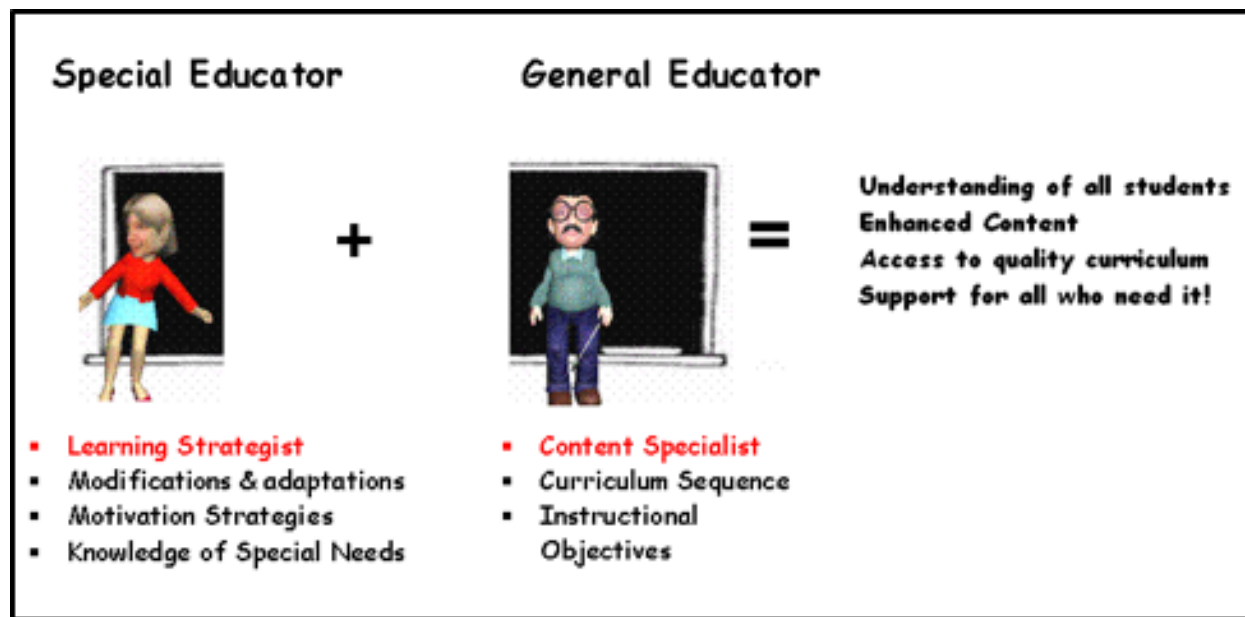
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive-sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive-Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to a genocide and that the evil period of slavery in the United States exhibited a number of

components seen in genocides throughout the centuries. This curricula, project-based and interdisciplinary in nature, spans the content areas and grade levels.

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students At Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans



Co-Teaching Handbook

Co-Teaching Models

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.

- Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.
- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.
- It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

Adaptations

Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation: Expanding student motivation to learn content and acquire skills in English Language Arts can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring: Social Studies and English Language Arts instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

Classroom Organization: The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response: The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

SAMPLE DIFFERENTIATION STRATEGIES AND ACTIVITIES TO ENRICH LEARNING FOR ADVANCED STUDENTS

Anchor Activities: Self-directed specified ongoing activities in which students work independently.

Curriculum Compacting: Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Flexible Grouping: Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities: Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Differentiated Instruction - English Language Learners

English Language Development Standards

ENGLISH LANGUAGE LEARNERS

Instructional Supports:

- Hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content
- assisted technologies

Preparing students for lessons:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.

4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.
5. Leveraging assisted technologies.

WIDA Language Proficiency Levels

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> • the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> • general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

Assessments (including, formative, summative, benchmark, and alternative assessments)

- o *NJSLA* (Grades 5, 8, and 11)
- o Daily Instructional Tasks
- o Culminating Tasks
- o Extended Learning Tasks
- o Entry Tasks
- o Independent Practice
- o Observation
- o Lab Reports
- o Performance tasks
- o Exhibitions and demonstrations
- o Portfolios
- o Journals/Notebooks
- o Teacher-created tests
- o Rubrics
- o Self- and peer-evaluation

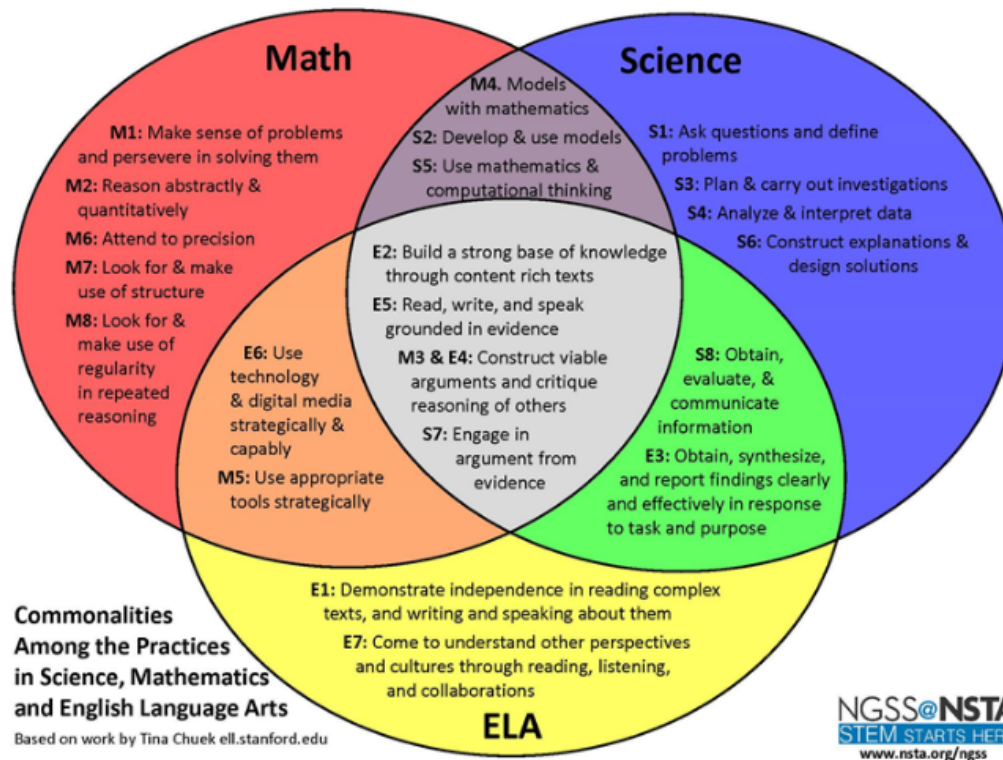
Core Instructional Materials

Houghton Mifflin Harcourt Reading Program

Interdisciplinary Connections

Integrating Language Arts Literacy and Social Studies

In order to support student learning, teachers need to emphasize the mutual skill sets that occur in two very important and nicely aligned subject areas. Making explicit connections to ELA and Social Studies will help students see the natural relationships to science. The curricular documents call out math and ELA standards that appear in each unit of study.



Integration of 21st Century Skills

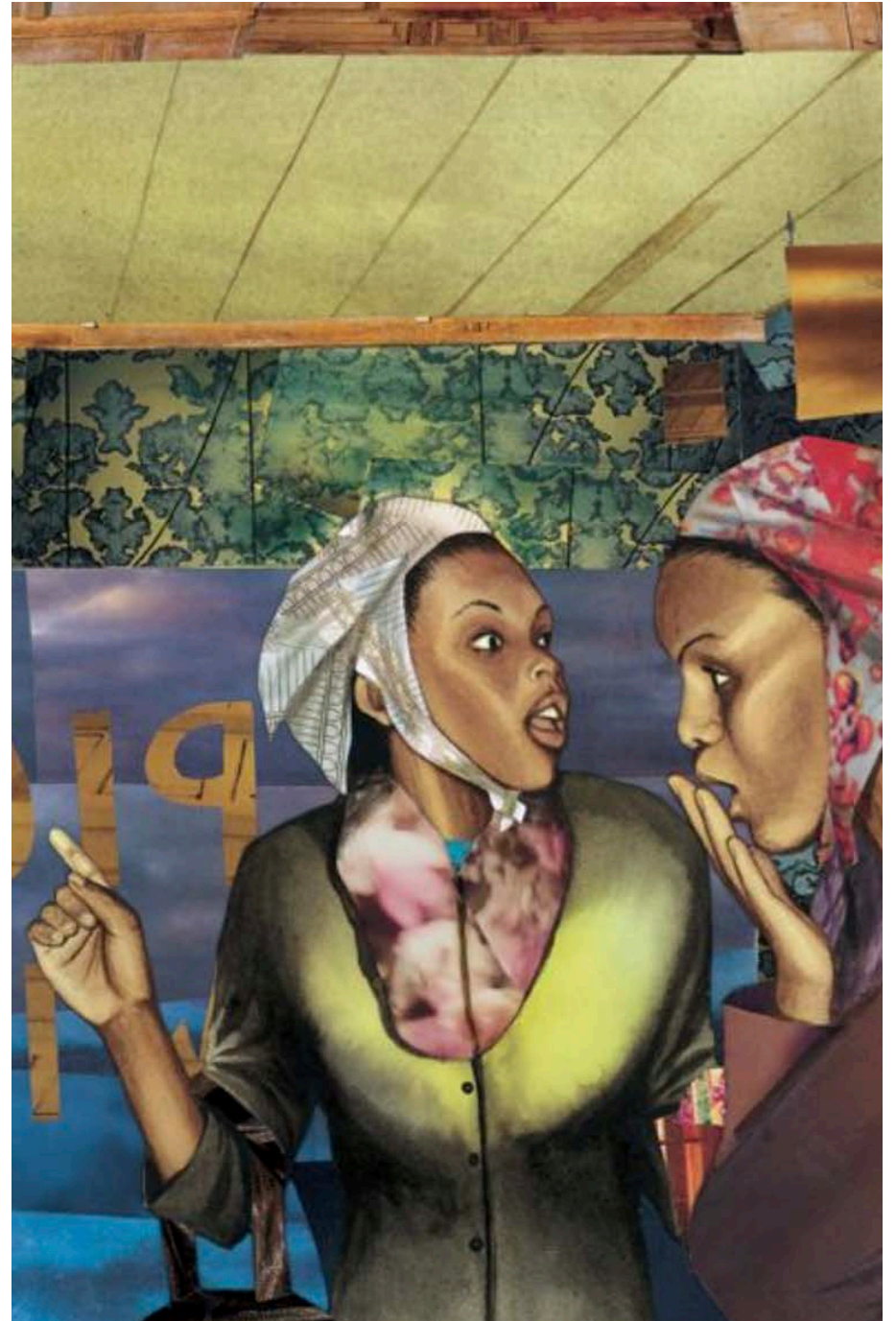
The following standards are addressed within the units:

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Initiating Change: Boycotts, Marches, Sit Ins and Strikes

In this 4-week unit, students study boycotts, marches, sit ins and strikes enacted to initiate social and economical change in the United States during the 1950s and 1960s. Specifically, students study the Montgomery Bus Boycott in 1955, the Greensboro Sit-In in 1960, The Memphis Sanitation Strike of 1968 and the Farm Workers Strike 1965-1966.



SECTION 1

Outcomes

LEARNERS WILL

1. 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
2. 6.1.5.CivicsPI.5: Distinguish the responsibilities and powers of government officials at various levels and branches of government.
3. 6.1.5.CivicsPD.3: Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.
4. 6.1.5.CivicsPD.6: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
5. 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6. 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process).
7. 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
8. RI.5.1: Ask and answer questions;
9. RI.5.2: Summarize; Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LEARNERS WILL...

10. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
11. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
12. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
13. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
14. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
15. RI.5.9: Compare texts.
16. RF.5.4A. Read grade-level text with purpose and understanding.
17. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
18. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
19. W.5.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research.
20. SL.5.1. Engage effectively in a range of collaborative discussions.
21. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
22. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LEARNERS WILL...

23. L.5.1. D. Recognize and correct inappropriate shifts in verb tense.
24. L.5.2. A. Use punctuation to separate items in a series.
25. L.5.2. B. Use a comma to separate an introductory element from the rest of the sentence.
26. L.5.2. D. Use underlining, quotation marks, or italics to indicate titles of works.
27. L.5.2. E. Spell grade-appropriate words correctly, consulting references as needed.
28. L.5.3. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
29. L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases
30. L.5.5. A. Interpret figurative language, including similes and metaphors, in context.
31. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CALENDAR FOR THE UNITED STATES CONSTITUTION: THE IMPORTANCE OF WORDS - 45-60 MINUTE LESSONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Lesson 1: “Emmett Till’s Death Inspired a Movement”</p> <p>Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4), Partner Read and Say Something (RI.5.1, RF.5.3, 5.4, SL5.1, SL5.6), Daily Instructional Task: Explanatory Writing (RI.5.3, 5.8, W.5.2, 5.9.B, L.5.2.E, L.5.3.A),Rubric</p>	<p>Lesson 2: Claudette Colvin: Twice Toward Justice</p> <p>Introduction /Building Background</p>	<p>Lesson 4: Rosa</p> <p>Preview (SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, Partner Read & Say Something (RI.5.1, 5.4, RF.5.3, 5.4, SL.5.1, 5.6), Daily Instructional Task: Explanatory Writing,Rubric</p>	<p>Lesson 4: Rosa</p> <p>Preview(SL.5.1,5.6,W.5.8), Teacher Reread and Text Dependent Questions (RI 5.1, 5.4), Retelling Map (RI, 5.1.,5.2, 5.3, 5.4, 5.5, SL.5.1, 5.6), Daily Instructional Task: Explanatory Writing (W.5.2, 5.8, 5.9.B), Rubric</p>	<p>Lesson 5: The Montgomery Bus Boycott and US Constitution</p> <p>Partner Retell (R.5.2, SL.5.1), Partner Read (RF.5.3, 5.4, SL.5.1, 5.6), Culminating Task: Explanatory Writing (RI.5.2, 5.3, W.5.2,.5.8, 5.9.B), Rubric</p>
<p>Lesson 6: Rosa</p> <p>Culminating Task, Editing Checklist for Self and Peer Editing (RL.5.1, W.5.2, W.5.5, L.5.2, L.5.3.A)</p>	<p>Lesson 7: Excerpt from African Americans Boycott Buses for Integration in Montgomery, Alabama,</p> <p>Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8), Introduction & Partner Reading, Daily Instructional Task : Explanatory Writing (W. 5.2,5.8, 5.9b), Rubric</p>	<p>Lesson 8: Pies From Nowhere</p> <p>Preview Text (RL.5.5, SL5.1, 5.6, W.5.8) Introduction, Partner Read / Say Something, (RL5.1, SL5.1, 5.6), Daily Instructional Task: Explanatory Writing (W5.2, 5.4, 5.9), Rubric</p>	<p>Lesson 9: Pies From Nowhere</p> <p>Vocabulary Notebook (RI.5.4, W.5.8, SL.5.1, L.5.4), Teacher Read Aloud, Daily Instructional Task (RI.5.9, W5.2, 5.4, 5.9.B, 6.1.5. CivicsPI.1), Rubric</p>	<p>Lesson 10: Pies From Nowhere</p> <p>Teacher Reread and Text-Dependent Questions (RL 5.1, SL5.1, 5.6), Retelling Map (RI.3.1-3.6, SL.3.1, 3.4), Daily Instructional Task: Explanatory Writing (W.5.2, RI.5.4, W.5.9.B, L.5.5), Rubric</p>
<p>Lesson 11: Pies From Nowhere</p> <p>Culminating Task (RI.5.34, W.5.2, 5.8, 5.9.B, L.5.4), Rubric</p>	<p>Lesson 12: Pies From Nowhere - Culminating Task</p> <p>Editing Checklist for Self and Peer Editing (RL.5.1, W.5.2, W.5.5, L.5.2, L.5.3.A)</p>	<p>Lessons 13: Greensboro Sit Ins</p> <p>Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4) Student Reading with Stopping Points for Everybody Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6), Daily Instructional Task: Explanatory Writing, Rubric.</p>	<p>Lesson 14: SNCC</p> <p>Review/Retell, Video & Notetaking, Daily Instructional Task</p>	<p>Lesson 15: Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968</p> <p>Preview the Text (RL.5.5, SL.5.1), Book Introduction, Read Aloud and Ask and Answer Questions (RL.5.1, 5.2, 5.3, 5.4, 5.6, 5.8, SL.5.1, L.5.5), Daily Instructional Task: Letter (RL.5.1, 5.2, 5.3, W.5.8, 5.9.B, L.5.1, 6.1.5. CivicsHR.4), Rubric</p>
<p>Lesson 16: Memphis, Martin, and the Mountaintop:</p> <p>Partner Reading (RF.5.4, SL.5.1), Read Aloud and Ask and Answer Questions (Read Aloud and Ask and Answer Questions (RI.5.1, 5.2, 5.3, 5.4, SL.5.1, L.5.4, 5.5), Culminating Task: Explanatory Writing (RI.3.2, W.3.2, 3.8), Rubric</p>	<p>Lesson 17: Memphis, Martin, and the Mountaintop</p> <p>Partner Reading (RF.5.4, SL.5.1), Read Aloud and Ask and Answer Questions (RI.5.1, 5.2, 5.3, 5.4,5.8, SL.5.1, 5.4, 5.6), Daily Instructional Task: Explanatory Writing (RI.5.4, W.5.2, 5.8, L.5.5), Rubric</p>	<p>Lesson 18: “Dr. King, Cesar Chavez & The 1965-1970 Delano Grape Strike and Boycott” -</p> <p>Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4) Everybody Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6), Daily Instructional Task: Partner Discussion (RI.5.1, 5.3, SL.5.1, 5.6, 6.1.5.CivicsHR.2) Rubric</p>	<p>Lesson 19: Harvesting Hope</p> <p>Preview, Turn and Talk (SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4), Teacher Read Aloud with Stopping Points for Everybody Writes (RI.5.1, 5.2, 5.3, 5.4, 5.8, W.5.9.B, SL.5.1, 5.6), Daily Instructional Task: Partner Discussion (RI.5.1, 5.3, SL.5.1, 5.6,) Rubric</p>	<p>Lesson 20: Harvesting Hope</p> <p>Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4), Teacher Read Aloud with Stopping Points for Everybody Writes (RI.5.1, 5.2, 5.3, 5.4, W.5.9.B, SL.5.1, 5.6, L.5.5), Daily Instructional Task: Explanatory Writing (RI.5.12, 5.4, W.5.2, 5.9.b, L.5.5), Rubric</p>
<p>Lesson 21: Harvesting Hope - Partner Reading (RF.5.4, SL.5.1, 5.6), Daily Instructional Task:Retelling Map: (RI.5.1-5.5, SL.5.1, 5.6)</p>	<p>Lesson 22: Culminating Task</p> <p>Culminating Task: Comparison Composition (RI.5.9, W.5.i8, 5.9.B, L.5.2, L.5.3, L.5.4), Rubric</p>			

Lesson 1: “Emmett Till’s Death Inspired a Movement” - Vocabulary Notebook (RI.5.4, W.5.8, SL.5.1, L.5.4), Partner Read and Say Something (RI.5.1, RF.5.3, 5.4, SL5.1, SL5.6) Daily Instructional Task: Explanatory Writing (RI.5.3, 5.8, W.5.2, 5.9.B, L. 5.2.E, L.5.3.A), Rubric

Learning Intentions:

1. I am learning how to infer and determine meanings of vocabulary words through context.
2. I am learning about the connection between the events that occurred in Montgomery and the *US Constitution*.

Success Criteria:

1. I can use the vocabulary to better understand details in the text.
2. I can identify the Constitutional amendments that were violated by the local government in Montgomery and explain why.

Part 1: Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4)

Vocabulary Notebook:

<https://drive.google.com/file/d/1fjxuGoLgSLdaOhJ6nKFNGBEh1fof4iwO/view>

1. Share these terms with students: Say each word aloud.
 - **alleged**
 - **disfigurement**
 - **acquitted**
 - **white supremacy**
 - **boycott**
 - **burgeoning**
2. Provide students with a definition of these terms. Discuss each.
3. Ask students to write what the term means in their own words.
4. Ask students to construct a picture, symbol, or graphic representing the word.
5. Ask students to rate how well they understand the term.

- 1 = low understanding,
- 2 = moderate moderate understanding,
- 3 = very good understanding,
- 4 = excellent understanding

Part 2: Partner Read and Say Something (RI.5.1, RF.5.3, 5.4, SL5.1, SL5.6)

1. Ask students to take out their copy of the article, “Emmett Till’s Death Inspired a Movement” by The National Museum of African American History & Culture and their Say Something bookmark.
 2. Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
 3. Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
 4. Remind students that they read with soft voices, and take time to discuss what they have read.
 5. Have students stop and say something after each page.
6. On page 201, Have teachers note that Emmett Till was not supposedly “teasing” Carolyn Bryant, but “flirting” with her. How does the word choice change the understanding of the interaction between Emmett and Carolyn?
 7. On page 203, after this sentence starting with “A boycott of the Bryant Grocery...” put a Stop and Say Something. Teachers should prompt this question:
Teachers should prompt this question:
 8. Are boycotts an effective means of protest and resistance to injustice?

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
alleged				1 2 3 4
disfigurement				1 2 3 4
acquitted				1 2 3 4
white supremacy				1 2 3 4
boycott				1 2 3 4
burgeoning				1 2 3 4

Emmett Till's Death Inspired a Movement



Division of the Smithsonian National Museum of African American History and Culture, Gift of the James T. Looney Family

by The National Museum of African American History & Culture

downloaded from here:

<https://nmaahc.si.edu/blog-post/emmett-tills-death-inspired-movement>

The **alleged** teasing of white store clerk Carolyn Bryant by the 14 year-old African American Emmett Till led to his brutal murder at the hands of Bryant's husband Roy and his half-brother, J.W. Milam, forcing the American public to grapple with the menace of violence in the Jim Crow South. According to court documents, Till, who was visiting family for the summer in Money, Mississippi, from Chicago, purchased two-cents worth of bubble gum from the Bryant Grocery store and said, "Bye, baby" over his shoulder to Carolyn Bryant as he exited the store.

Stop and Say Something.

That night Roy Bryant and J.W. Milam ran into Emmett's uncle's home where he was staying, dragged Till from his bed, beat him to the point of **disfigurement**, and shot him before tossing his body into the Tallahatchie River with a cotton-gin fan attached with

barbed wire laced to his neck to weigh him down. Bryant and Milam maintained their innocence and would eventually be **acquitted** of the murder by an all-white, all male jury. They later sold their story for \$4,000 to *Look* magazine— bragging about the murder as a form of Southern justice implemented to protect white womanhood.

Stop and Say Something.

For African Americans, the murder of Till was evidence of the decade-old codes of violence exacted upon Black men and women for breaking the rules of **white supremacy** in the Deep South. Particularly for Black males, who found themselves under constant threat of attack or death for remarks towards white women – mostly imagined – Till’s murder reverberated a need for immediate change. Carolyn Bryant testified in court that Till had grabbed her

hand, and after she pulled away, he followed her behind the counter and using vulgar language. At 82, some 60 years later, Bryant confessed to Duke University professor Timothy B. Tyson that she had lied about this entire event.



Token for membership in the Ku Klux Klan, Collection of the Smithsonian National Museum of African American History and Culture, Anonymous Gift.

Stop and Say Something.

Members of Citizens' Councils (white supremacist civic organizations that used public policy and electoral power to reinforce Jim Crow), celebrated the acquittal, further threatening those who had testified against Bryant and Milam and members of the local NAACP. But rather than bending to the intimidation and psychic horror caused by the savage murder, Till's family, along with national newspapers and civil rights organizations – including the NAACP used his death to strike a blow against racial injustice and terrorism.

A **boycott** of the Bryant Grocery caused its closure shortly after the trial, and the Bryants and Milam moved to Texas. Till's mother, Mamie Till Mobley insisted on an open-casket at his funeral services – which were attended by more than 50,000 people and chronicled by Jet magazine. The photo of Till with his mother earlier that year alongside Jet's photo of his mutilated corpse horrified the nation and became a catalyst for the **burgeoning** civil rights movement.

Stop and Say Something .

One hundred days after Till's murder, Rosa Parks, refused to give up her seat to a white passenger on a Montgomery city bus and was arrested for violating Alabama's bus segregation laws. Reverend Jesse Jackson told Vanity Fair (1988) that "Rosa said she thought about going to the back of the bus. But then she thought about Emmett Till and she couldn't do it."

Stop and Say Something.

Part 3: Daily Instructional Task: Explanatory Writing (RI.5.3, 5.8, W.5.2, 5.9.B, L.5.2.E, L.5.3.A) Rubric

1. According to the author, why was the death of Emmett Till a shock to the nation? How did this tragic murder motivate Rosa to stand for her civil rights?
2. In your writing remember to:
 - Introduce a topic clearly (According to the author, why was the death of Emmett Till a shock to the black community? How did this tragic murder motivate Rosa to stand for her civil rights?) and group related information logically.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
 - Use domain-specific vocabulary to explain the topic.
 - Vary sentences
 - Provide a concluding statement or section related to the information.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains why the death of Emmett Till shocked the nation and how his murder motivated Rosa to stand for her civil rights.	The writing mostly explains the problem Rosa Parks faced when she sat down on the bus and why she wasn't allowed to sit in the seat she chose.	The writing attempts, but does not explain the problem Rosa Parks faced when she sat down on the bus and why she wasn't allowed to sit in the seat she chose.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 2: Claudette Colvin: Twice Toward Justice - Introduction / Building Background; Student Reading with Stopping Points for Everybody Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6); Instructional Task: What? So What? Now What? (SL 5.2, 5.4, W 5.8)

Learning Intentions:

1. I am learning about who Claudette Colvin is and how she stood up for her constitutional rights.
2. I am learning about Claudette Colvin’s experience on the Montgomery bus.

Success Criteria:

1. I can explain about how Claudette’s constitutional rights were violated on a Montgomery bus.

Part 1: Introduction / Building Background

1. Provide this background:

Before Rosa Parks, a young African American teenager, Claudette Colvin, was arrested for doing the same thing Rosa Parks did. (March 2, 1955). Today we are going to read an excerpt from, Claudette Colvin, Twice Towards Justice, by Phillip Hoose. Claudette was 15 years old, and was inspired by what she was learning about her constitutional rights in her segregated high school. (Note: Emmett Till had not been murdered yet).

Part 2: Student Reading with Stopping Points for Everybody Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6)

1. During the reading , students will be stopping 3 times to write in response to a specific question.
2. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing . In their writing, ask the students to remember the names of the first four students who sat-in, in Greensboro, and the college they went to.
3. After students have written for 1 to 2 minutes , invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.

CHAPTER FOUR

“IT’S MY CONSTITUTIONAL RIGHT!”

Early in life, I had learned that if you want something, you had better make some noise. —Malcolm X

March 2, 1955

CLAUDETTE AND HER CLASSMATES got out of school early that Wednesday because of a faculty meeting. When she stepped outside, the afternoon air was warm and muggy, already like summer. Claudette spotted some friends and ran to catch up with them. The group walked together for a few blocks, then got on the Highland Gardens bus at Dexter Avenue and Bainbridge Street. She handed the driver her pink coupon, which allowed a student to ride for five cents—half fare. Since there were no whites in

the front of the bus, she and her classmates walked straight down the aisle without getting off.

Claudette slid into a window seat on the left side, near the exit door and about halfway back. A schoolmate plopped down beside her, and two other Booker T. Washington students took the seats across the aisle in the same row. Balancing her textbooks on her lap, Claudette settled back and gazed absently out the window as the bus pulled away from the curb.

As the bus moved east along Dexter Avenue, the seats filled up block by block

with white passengers getting off work from the downtown stores and offices. The ten front seats went quickly, and soon riders were standing in the aisle, keeping their balance by clutching poles as the bus stopped and started. Just before they reached Court Square, Claudette realized that a white woman was standing in the aisle between the four seats in her row. Clearly the woman expected Claudette and her three schoolmates to vacate the entire row so she could sit down in one of the seats.

. . .

CLAUDETTE: The motorman looked up in his mirror and said, "I need those seats." I might have considered getting up if the woman had been elderly, but she wasn't. She looked about forty. The other three girls in my row got up and moved back, but I didn't. I just couldn't.

Rebellion was on my mind that day. All during February we'd been talking about people who had taken stands. We had been studying the Constitution in Miss Nesbitt's class. I knew I had rights. I had paid my fare the same as white passengers. I knew the rule—that you didn't have to get up for a white person if there were no empty seats left

on the bus—and there weren't. But it wasn't about that. I was thinking, Why should I have to get up just because a driver tells me to, or just because I'm black? Right then, I decided I wasn't gonna take it anymore. I hadn't planned it out, but my decision was built on a lifetime of nasty experiences.

After the other students got up, there were three empty seats in my row, but that white woman still wouldn't sit down—not even across the aisle from me. That was the whole point of the segregation rules—it was all symbolic—blacks had to be *behind* whites. If she sat down in the same row as me, it meant I was as good as her. So she had to keep standing until I moved back. The motorman yelled again, louder: "Why are you still sittin' there?" I didn't get up, and I didn't answer him. It got real quiet on the bus. A white rider yelled from the front, "You got to get up!" A girl named Margaret Johnson answered from the back, "She ain't got to do nothin' but stay black and die."

The white woman kept standing over my seat. The driver shouted, "Gimme that seat!" then "Get up, gal!" I stayed in my seat, and I didn't say a word.

• • •

Everybody Writes:

Why did Claudette sit in that particular section of the bus knowing she might get in trouble?

EXASPERATED BY CLAUDETTE'S NONRESPONSE, the driver pushed on to Court Square, Montgomery's major downtown transfer station for city buses. In the late afternoon rush hour, scores of weary passengers were lined up behind signs reading "Colored" and "White."

At Court Square, the driver snapped open the doors and hollered for a transit policeman to come inside and make an arrest. Seconds later, a uniformed officer clambered aboard and the driver pointed down the aisle at Claudette. "It's her," he said.

During these moments as the bus idled, several passengers boarded through the rear door. One, a pregnant woman whom Claudette recognized as her neighbor Mrs. Hamilton, sat down heavily in the empty seat next to Claudette. Of course, Mrs. Hamilton was totally unaware of the standoff between Claudette and the driver. All she knew was that for some reason a policeman was coming her way. When he arrived, the officer saw that now there were *two* blacks seated in the disputed row. He ordered both women to rise. Mrs. Hamilton replied that she didn't feel like getting up. Claudette also refused.

All eyes turned to the policeman. As much as he might have wanted to evict Claudette, he hesitated to bully a pregnant woman. Cocking a thumb toward Mrs. Hamilton, he

addressed a group of black men seated in the rear. "If any of you are not gentleman enough to give this lady a seat," he said, "you should be put in jail yourselves." Two men rose and scrambled off the trouble-filled bus. Mrs. Hamilton slowly walked back and took one of their seats. Now Claudette was again alone in her row.

The officer ordered her to get up. Again Claudette refused. He returned to the driver and explained that as a transit policeman he lacked the authority to make an arrest. The doors closed behind him as he stepped down into the street and the bus pulled away

again. One block north, at the intersection of Bibb and Commerce streets, a squad car was waiting. This time, when the Highland Gardens bus door opened, two Montgomery city policemen climbed aboard. Passengers held their breath.

. . .

CLAUDETTE: One of them said to the driver in a very angry tone, "Who is it?" The motorman pointed at me. I heard him say, "That's nothing new . . . I've had trouble with that 'thing' before." He called me a "thing." They came to me and stood over me and

one said, "Aren't you going to get up?" I said, "No, sir." He shouted "Get up" again. I started crying, but I felt even more defiant. I kept saying over and over, in my high-pitched voice, "It's my constitutional right to sit here as much as that lady. I paid my fare, it's my constitutional right!" I knew I was talking back to a white policeman, but I had had enough.

One cop grabbed one of my hands and his partner grabbed the other and they pulled me straight up out of my seat. My books went flying everywhere. I went limp as a baby—I was too smart to fight back. They started dragging me backwards off the bus. One of them kicked me. I might have scratched one of them because I had long nails, but I sure didn't fight back. I kept screaming over and over, "It's my constitutional right!" I wasn't shouting anything profane—I never swore, not then, not ever. I was shouting out my rights.

It just killed me to leave the bus. I hated

to give that white woman my seat when so many black people were standing. I was crying hard. The cops put me in the back of a police car and shut the door. They stood outside and talked to each other for a minute, and then one came back and told me to stick my hands out the open window. He handcuffed me and then pulled the door open and jumped in the backseat with me. I put my knees together and crossed my hands over my lap and started praying.



The X on this diagram indicates where Claudette was sitting on the Highland Gardens bus when she was arrested

Everybody Writes:

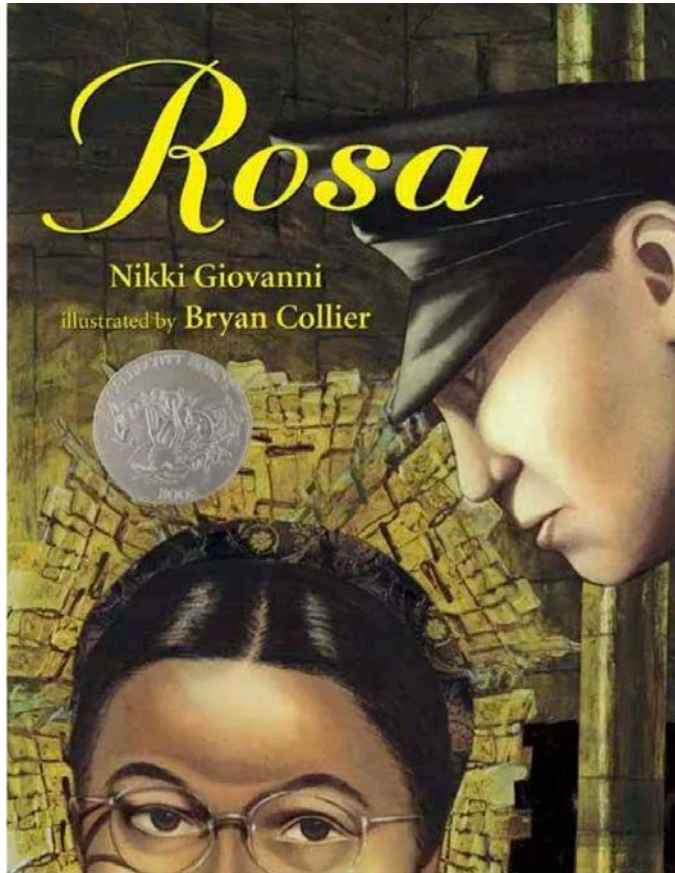
Why did she refuse to get up when told to do so by the bus driver and the police?

Part 3: Daily Instructional Task: What? So What? Now What? (SL 5.2, 5.4, W 5.8)

1. Students will review their notes and write:
 - o What did we learn today?
 - o So What? (relevancy, importance, usefulness)
 - o Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

	What? So What? Now What?
1.	What did we learn today?
2.	So What? (relevancy, importance, usefulness)
3.	Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

Lesson 3: *Rosa* - Preview (SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4, W.5.8, SL.5.1, L.5.4), Introduction and Partner Read & Say Something (RI.5.1, 5.4, RF.5.3, 5.4, SL.5.1, 5.6), Daily Instructional Task: Explanatory Writing (RI.5.1, 5.3, W.5.2, 5.9.B, L.5.2.E, L.5.3.A) Rubric



Giovanni, Nikki. (2007). *Rosa*. Illustrated by Bryan Collier. New York:

Lexile Level: 800L

Learning Intentions:

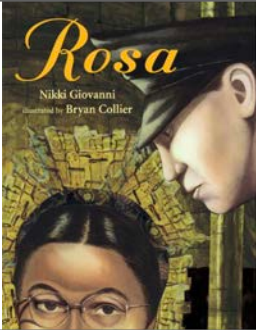

1. I am learning how to preview a text and connect to prior knowledge.
2. I am learning the meaning of the terms segregation and boycott.
3. I am learning how Rosa Parks' incident initiated the Montgomery Bus Boycott.

Success Criteria:

1. I can preview a text to connect to the topic.
2. I can explain the problem that Rosa Parks faced when seated on the bus.

Part 1: Preview, Turn and Talk (SL5.1, 5.6, W.5.8)

1. Ask students to preview *Rosa* by Nikki Giovanni with a partner.
2. Invite them to complete the Preview Chart (next page).
3. Have students to Turn and Talk about the following questions:
 - o What do you know? What do you wonder? Consider: Who is involved? When are the events happening? Where is this happening? What questions do you have?

TEXT FEATURE	EXAMPLE FROM BOOK	WHAT DID WE LEARN	OUR QUESTIONS
Cover/Title			
Author's Note	<p style="text-align: center;">AUTHOR'S NOTE</p> <p>Rosa Parks is: a cooling breeze on a sweltering day; a sun-dried quilt in fall; the enchantment of snow lakes extending the horizon; the promise of renewal at spring. It is an honor and a responsibility to explore the bravery of her acceptance of history's challenge.</p>		
Illustrator's Note	<p style="text-align: center;">ILLUSTRATOR'S NOTE</p> <p>In researching this story, I made a trip in August 2004 to Montgomery and Selma. When I arrived in Alabama, the first thing I noticed was the heat. That is why my paintings for this book have a yellow, sometimes dark, hue. I wanted the reader to feel in that heat a foreshadowing, an uneasy quiet before the storm. Even though the story of Rosa Parks and the bus boycott began in Montgomery, Alabama, in 1955, it did not end there. Many future marchers—in Selma and elsewhere throughout the country over the next decade—were inspired by the courage of Mrs. Rosa Parks. In my paintings, Mrs. Parks looks as if light is emanating from her. To me, she is like a radiant chandelier, an elegant light that illuminates all our many pathways.</p>		
Back Cover			

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
neutral				1 2 3 4
lynched				1 2 3 4
injustice				1 2 3 4
righteousness				1 2 3 4
undermine				1 2 3 4

Part 3: Introduction and Partner Read / Say Something (RI.5.1, 5.4, RF.5.3, 5.4, SL.5.1, 5.6)

1. Provide this background:
 - The Montgomery Bus Boycott was a civil rights protest during which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating. The boycott took place from December 5, 1955, to December 20, 1956, and is regarded as the first large-scale U.S. demonstration against segregation.
 - **Segregation:** the separation of some people within a society from others; segregation may entail forcing a group to live in a physically separate area or to use separate facilities and institutions.
 - **Boycott:** an organized refusal to have any dealings with a person, country, or business concern; it is used to show disapproval or to coerce people, businesses, or countries to change practices seen as unfair.
2. Ask students to take out their copy of the book, *Rosa* and their Say Something bookmark and a Check for Understanding Card.
3. Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
4. Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.

5. Remind students that they should read with soft voices, and take time to discuss what they have read.
6. At the end of the story, they should use the Check for Understanding Card to prompt their final discussion.
7. Have students Stop and Say Something after each page.

Check for Understanding

- What did you just read about?
- What were the big ideas?
- What were the supporting details?
- What did you learn from the photograph?

If details were left out or your partner cannot remember ask:

- What will you do now?

If your partner has a good understanding, you might also ask:

- How and why it is important that people from diverse cultures collaborate to find solutions to community, state and national, challenges?

Say Something Stem Starters

1. Make a Prediction

- I predict...
- I think that...
- Reading this part makes me think that ____ will happen.

2. Ask a Question

- Why did...
- What's this part about...
- Do you think that...

3. Clarify Something

- Now I understand...
- At first I thought _____. Now I think _____.

4. Make a Comment

- This is good because...
- I like the part when...
- My favorite part is...

5. Make a Connection

- This is just like a book I read...
- This reminds me of...

Part 3: Daily Instructional Task: Explanatory Writing (RI.5.1, 5.3, W.5.2, 5.9.B, L.5.2.E, L.5.3.A) Rubric

1. What problem did Rosa Parks face when she sat down on the bus? Why wasn't she allowed to sit in the seat she chose?
2. In your writing remember to:
 - Introduce a topic clearly (What problem did Rosa Parks face when she sat down on the bus? Why wasn't she allowed to sit in the seat she chose?) and group related information logically.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
 - Use domain-specific vocabulary to explain the topic.
 - Vary sentences
 - Provide a concluding statement or section related to the information.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains the problem Rosa Parks faced when she sat down on the bus and why she wasn't allowed to sit in the seat she chose.	The writing mostly explains the problem Rosa Parks faced when she sat down on the bus and why she wasn't allowed to sit in the seat she chose.	The writing attempts, but does not explain the problem Rosa Parks faced when she sat down on the bus and why she wasn't allowed to sit in the seat she chose.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 4: Rosa - Teacher Reread and Text Dependent Questions (RI 5.1, 5.4), Retelling Map (RI, 5.1.,5.2, 5.3, 5.4, 5.5, SL.5.1, 5.6), Daily Instructional Task: Explanatory Writing (W.5.2, 5.8, 5.9.B), Rubric

Learning Intentions:

1. I am learning how to answer text-dependent questions and this helps me to better comprehend the text.
2. I am learning how to retell a text to my partner using a Retelling Map.
3. I am learning how to summarize the importance of Montgomery Bus Boycott.

Success Criteria:

1. I can write and discuss the answers to the Text Dependent questions.
2. I can retell the story Rosa using a Retelling Map.
3. I can summarize the importance of the Montgomery Bus Boycott and why it was necessary for the Civil Rights Movement.

Part 1: Teacher Reread and Text Dependent Questions (RI 5.1, 5.4)

1. Teacher will reread the text, stopping to ask text dependent questions.
2. Allow students to jot down answers, Turn and Talk, and discuss.

Question 1: Describe Rosa Parks' life before she boarded the bus.

Question 2: What was the process for an African American to board a bus in Montgomery, Alabama?

Question 3: Why was Mrs. Parks not wrong for denying to give up her seat?

Question 4: What does "separately is inherently unequal" mean?

Question 5: Describe what life was like for colored people in the South.

Question 6: What does it mean "to give voice to the injustice"?

Question 7: Which groups and people aided in the initiating and leading the boycott?

Question 8: What do you think is the meaning of the end quote of the book: "The integrity, the dignity, the quiet strength of Rosa Parks turned her no into a YES for change."

Part 2: Retelling Map (RI, 5.1.,5.2, 5.3, 5.4, 5.5, SL.5.1, 5.6)

1. Have students create a retelling map. When retelling they should be able to:
 - o State the topic.
 - o State the main idea and author’s purpose.
 - o Provide facts that support the main idea.
 - o Explain academic vocabulary essential to comprehension.
 - o Be able to emphasize new learning.

RETELLING MAP ROSA BY NIKKI GIOVANNI	
State the Topic: What is the overall idea of the book?	
State the Main Idea & Author’s Purpose: The author wants us to...	
Provide facts of the main idea from the text.	
1.	2.
3.	4.
5.	6.
7.	8.
Academic Vocabulary (Explanations)	
New Learning	
Something We Didn’t Know	We Wonder

Part 3: Daily Instructional Task: Explanatory Writing (W.5.2, 5.8, 5.9.B), Rubric

1. Invite students to respond to the following prompt:

*Summarize the main events of the Montgomery Bus Boycott.
Explain why it was necessary for the Civil Rights Movement.*

2. Cite evidence to support your summary.
3. Include an beginning
4. Use domain-specific vocabulary to explain the topic.
5. Vary sentences
6. Provide a concluding statement or section related to the information.
7. Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately summarizes the Montgomery Bus Boycott and explains why it was necessary for the Civil Right Movement.	The writing mostly summarizes the Montgomery Bus Boycott and explains why it was necessary for the Civil Right Movement.	The writing attempts, but does not explain the problem Rosa Parks faced when she sat down on the bus and why she wasn't allowed to sit in the seat she chose.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 5: The Montgomery Bus Boycott - Partner Retell (R.5.2, SL.5.1), Partner Read (RF.5.3, 5.4, SL.5.1, 5.6), Culminating Task : Explanatory Writing (RI.5.2, 5.3, W.5.2, 5.8, 5.9.B), Rubric

<https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/the-montgomery-bus-boycott>

Learning Intentions:

1. I am learning how to relate the outcome of the Montgomery Bus Boycott with the protections offered by the *U.S. Constitution*.

Success Criteria:

1. I can explain the outcome of the Montgomery Bus Boycott and why this outcome now abides by the *U.S. Constitution*.

Part 1: Partner Retell (R.5.2, SL.5.1)

1. Retell the story Rosa.
2. Explain the purpose of the United States Constitution.
3. How are these two texts related?

Part 2: Partner Read/Say Something (RF.5.3, 5.4, SL.5.1, 5.6)

1. Ask students to take out their copy of *The Montgomery Bus Boycott* and their Say Something bookmark.
2. Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
3. Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
4. Remind students that they read with soft voices, and take time to discuss what they have read.

The Montgomery Bus Boycott

- On December 1, 1955, Rosa Parks, a black seamstress, was arrested in Montgomery, Alabama for refusing to give up her bus seat so that white passengers could sit in it.
- Rosa Parks's arrest sparked the Montgomery Bus Boycott, during which the black citizens of Montgomery refused to ride the city's buses in protest over the bus system's policy of racial segregation. It was the first mass-action of the modern civil rights era, and served as an inspiration to other civil rights activists across the nation.
- Martin Luther King, Jr., a Baptist minister who endorsed non-violent civil disobedience, emerged as leader of the Boycott.

- Following a November 1956 ruling by the Supreme Court that segregation on public buses was unconstitutional, the bus boycott ended successfully. It had lasted 381 days.

Stop and Say Something

Rosa Parks's arrest

Rosa Parks was arrested on December 1, 1955, in Montgomery, Alabama for failing to give up her bus seat—so that it would be available for white passengers—when instructed to do so by the bus's driver.

Parks was arrested at a time in American history when, under Jim Crow laws, African Americans faced discrimination and segregation across the South. Jim Crow bus laws in Montgomery at the time of Parks' arrest established a section for whites at the front of the bus, and a section for blacks in the back. The law required that when the white section filled, black passengers in the "colored section" give up their seats and move further back.



Black and white photograph of Rosa Parks. Martin Luther King Jr. can be seen in the background.

Rosa Parks, the 42 year old secretary of the Montgomery, Alabama NAACP, provided the inspiration for the Montgomery Bus Boycott with her 1955 arrest for refusing to give up her seat on the bus to

accommodate white passengers. Image courtesy Wikimedia Commons.

Parks, on her way home from her job as a seamstress in a downtown department store, was sitting in the first row of seats in the bus's "colored" section. As the white section filled, the driver announced that black passengers in the "colored" section's front row were to give up their seats. But Parks refused to do so. She was arrested and fined ten dollars.

Rosa Parks was forty-two years old, married, regularly attended church, and worked as a seamstress in a downtown department store. She had also been active in her local chapter of the NAACP for more than a decade. Four days before her arrest she had attended a large meeting at which the August 1955 murder of Emmett Till had been discussed by a member of the Regional Council of Negro Leadership. She later recounted that Emmett Till was on her mind the evening of her arrest.

Stop and Say Something

Origins of the bus boycott

E.D. Nixon, head of the Alabama NAACP, and Jo Ann Robinson, head of the local Women's Political Council, had been looking for means by which to challenge the treatment of African Americans in Montgomery for some time. As a model citizen and woman of unimpeachable conduct, Parks was an ideal candidate for a public campaign. After Parks's arrest, they decided to call for a boycott of the city's buses.

Nixon held meetings with members from the community in area churches. Robinson and members of her Council worked tirelessly to produce some fifty-thousand leaflets which were distributed that Sunday at the city's black churches. The leaflets read, "Don't ride the bus to work, town, to school, or any place Monday, December 5. . . . Come to a mass meeting, Monday at 7:00 P.M. at the Holt Street Baptist Church for further instruction."

Martin Luther King, Jr., a little-known, twenty-six year old Baptist minister with a doctorate from Boston University, led the boycott. During the boycott he began his rise to national and international prominence in the US Civil Rights Movement. Drawing on his study of nonviolent civil disobedience in the teachings of Henry David Thoreau and Mahatma Gandhi, King delivered a message of nonviolent protest against racial injustice in eloquent, powerful sermons and

speeches. On the boycott's first day, speaking before a crowd of more than 5,000 black citizens, he said:

"There comes a time when people get tired.... tired of being segregated and humiliated.... If you will protest courageously and yet with dignity and Christian love...historians will have to pause and say 'there lived a great people—a black people—who injected a new meaning and dignity into the veins of civilization.' This is our challenge and our overwhelming responsibility."

Stop and Say Something

The boycott succeeds

African American men, women, and children stopped taking the bus, and instead carpooled or walked to their destinations. Most bus riders had been African American, and with the precipitous decline in ridership, bus company revenues collapsed. The boycott became major news as the nation's television networks, newspapers, and major news magazines covered it.

The leaders of the boycott brought suit, demanding the end of segregation on public buses in Montgomery. The suit took months to make its way through the judicial system, but by mid-November 1956 the US Supreme Court—basing its decision on the 14th Amendment's guarantee of equal protection under the law—ruled

that segregated public buses were unconstitutional. The boycott was a success.

Many of the elements in the Montgomery Bus Boycott—organization, community solidarity, nonviolence, and the intervention of the federal government—proved to be the groundwork on which the Civil Rights Movement of the 1960s would be based.

Stop and Say Something

What do you think?

1. Why did the boycott succeed? Were the actions of both the citizens of Montgomery as well as those of the US Supreme Court necessary for its success?
2. How do you think people around the world who looked to the United States as a beacon of freedom might have felt and thought when they read about the boycott and the laws and practices that led to it?
3. What do you think led Rosa Parks to decide to take a stand against discrimination and segregation?

Part 3: Culminating Task: Explanatory Writing (RI.5.2, 5.3, W.5.2, 5.8, 5.9.B), Rubric

1. Invite students to respond to the following question:
2. What was the outcome of the Montgomery Bus Boycott? Were the actions of both the citizens of Montgomery as well as those of the US Supreme Court necessary for its success?

In your writing:

- Introduce the topic;
- Group related information together;
- Develop the topic with facts, definitions, and details from the text we read;
- Provide a conclusion;
- Use linking words and phrases to connect ideas within categories of information; and
- Use precise language we've studied.
- Vary sentences.
- Spell correctly.

Lesson 6: Rosa - Culminating Task- Editing Checklist for Self and Peer Editing (RL.5.1, W.5.2, W.5.5, L.5.2, L.5.3.A)

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains the outcome of the Montgomery Bus Boycott and states whether the actions of both the citizens of Montgomery as well as those of the US Supreme Court necessary for its success.	The writing mostly explains the outcome of the Montgomery Bus Boycott and states whether the actions of both the citizens of Montgomery as well as those of the US Supreme Court necessary for its success.	The writing attempts, but does not explain the outcome of the Montgomery Bus Boycott, nor does it fully state whether the actions of both the citizens of Montgomery as well as those of the US Supreme Court necessary for its success.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Learning Intentions:

1. I am learning to critique writing by using an editing checklist.
2. I am learning to critique a partner's writing by using an editing checklist and providing peer feedback.

Success Criteria:

1. I can use a checklist to self-edit.
2. I can review peer feedback to correct errors.

Part 1: Revising and Editing Checklist

1. [The Montgomery Bus Boycott](#) - This is an optional video, you can use to supplement the readings in the previous lessons. It provides a recap of the Montgomery Bus Boycott and why it happened.
2. After completing a draft of the composition complete a self-edit using the Revising and Editing Checklist.
3. Then partner and read your partner's essay and allow your partner to read your essay. use the partner portion of the checklist to provide feedback to your partner.
4. Revise and edit your composition before uploading it to your Google classroom.

Revising and Editing Checklist for Self- and Peer Editing

Author's Name: _____

Date: _____

Peer's Name: _____

Date: _____

Directions: Edit and revise your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

SELF-EDIT			PEER EDIT			
	Checklist Items	After completing each step, place a check here.		Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation (RL.5.1, L.5.2)	I read my written piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		Punctuation	I read the author's piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		
	I cited text correctly.			Text is cited correctly.		
Syntax (L.5.3.A)	I checked to see if my sentences were varied.		Syntax	Sentences are varied.		
	My sentences have been expanded, combined, and reduced for meaning and to add to reader's interest.			Sentences are expanded, combined, and reduced for meaning and to add to reader's interest.		
Grammar	I used conjunctions, prepositions, and interjections correctly.		Grammar	Conjunctions, prepositions, and interjections are used correctly.		
	I included appropriate transitions that moved the reader through the composition.			Transitions are appropriate and move the reader through the composition.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling	Spelling is correct.		

Lesson 7: Excerpt from “African Americans boycott buses for integration in Montgomery, Alabama, U.S., 1955-1956” - Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8), Introduction & Partner Reading (RI 5.1, RF 5.4, SL 5.1, 5.6), Daily Instructional Task: Explanatory Writing (W. 5.2, 5.8, 5.9b), Rubric

Learning Intentions:

1. I am learning how to study photographs.
2. I am learning about the Montgomery Boycott.

Success Criteria:

1. I can note what I notice about photographs and ask questions.
2. I can explain how cars were an important factor to the success of the Montgomery Bus Boycott.

Part 1: Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8),

1. Read the whole photograph: Begin by taking in the whole picture. Notice what your emotional and physical reactions are to the picture.
2. Then examine the photograph in a methodical way.

- Draw imaginary lines on the photograph that divide the picture into four quadrants.
 - Look carefully at each quadrant for details that are not seen on first glance. Sometimes a magnifying glass is helpful to see details that are only apparent on close inspection.
 - After you have carefully examined the photograph, think critically about what you are seeing.
3. Now answer the following questions:
- Can you identify a date that the picture was taken? If so, when? How do you know?
 - Can you tell where the picture came from?
 - What is the context in which the photograph was taken? Does the photograph record a spontaneous moment or was it a posed event?

Part 2: Introduction & Partner Reading (RI 5.1, RF 5.4, SL 5.1, 5.6)

Provide this background:

From December 5, 1955 to December 20, 1956, the Montgomery Bus Boycott was a civil rights protest in which African Americans refused to ride city buses in Montgomery, Alabama in order to protest segregated seating. It is regarded as the first large-scale U.S. demonstration against

Photograph	Notice	Wonder
		
		
 <p data-bbox="100 1062 464 1091"><small>Cars gather outside the Montgomery County, Alabama, jail as police begin bringing in religious and political leaders involved in the bus boycott. (AP Photo/John Herwig)</small></p>		
		

segregation. However, there were many challenges the black community faced like traveling to work, losing their jobs, and harassment and physical harm from authorities and those against the boycott.

Partner Read / Say Something

1. Ask students to take out their copy of the excerpt from the article “African Americans boycott buses for integration in Montgomery, Alabama, U.S., 1955-1956” by Swarthmore College and their Say Something bookmark and a Check for Understanding Card.
2. Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
3. Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
4. Remind students that they should read with soft voices and take time to discuss what they have read.
5. At the end of the text, use the Check for Understanding Card to prompt their final discussion.
6. Stop where indicated. You will be stopping three times.

Say Something Stem Starters

1. Make a Prediction

- I predict...
- I think that...
- Reading this part makes me think that ____ will happen.

2. Ask a Question

- Why did...
- What's this part about...
- Do you think that...

3. Clarify Something

- Now I understand...
- At first I thought _____. Now I think _____.

4. Make a Comment

- This is good because...
- I like the part when...
- My favorite part is...

5. Make a Connection

- This is just like a book I read...
- This reminds me of...

Check for Understanding

- What did you just read about?
- What were the big ideas?
- What were the supporting details?
- What did you learn from the photograph?

If details were left out or your partner cannot remember ask:

- What will you do now?

If your partner has a good understanding, you might also ask:

- How do the photographs relate to this article?

Excerpt from African Americans Boycott Buses for Integration in Montgomery, Alabama, U.S., 1955-1956

from here:

<https://nvdatabase.swarthmore.edu/content/african-americans-boycott-buses-integration-montgomery-alabama-us-1955-1956>

The yearlong boycott of Montgomery, Alabama's city buses by between 40,000 and 50,000 African American residents was in the works for years before it began in December 1955. At that time in Montgomery, as well as in many cities across the southern United States, laws required African Americans to sit at the back of buses and yield their seats to white passengers if no other seats were available. Montgomery's Women's Political Council (WPC), founded in 1946, was working to end segregation on city buses well before the start of the boycott. On May 21, 1954, WPC president Jo Ann Robinson wrote in a letter to the Mayor, "there has been talk from twenty-five or more local organizations of planning a city-wide boycott of buses."

In the spring of 1955, Claudette Colvin, 15 years old, was arrested for challenging Montgomery bus segregation. In the fall of that year, police arrested Mary Louise Smith after she refused to yield her seat to a white passenger.

On December 1, 1955, Rosa Parks, a leader in the African American community in Montgomery and in the local chapter of the National Association for the Advancement of Colored People (NAACP), refused to give up her seat on a Montgomery bus to a white passenger. Due to her stature in the African American community in Montgomery, Parks' arrest served as the spark for the Montgomery bus boycott.

In response to Parks' arrest, the WPC called for a one-day boycott of Montgomery's city buses for Monday, December 5, 1955. The organization produced and distributed leaflets throughout Montgomery's African American community...

STOP AND SAY SOMETHING

The boycott of Montgomery's City buses began on December 5, 1955. That day, 90 percent of Montgomery's African American community stayed off the public buses. The boycott had only been scheduled as a one-day protest, but that afternoon, African American clergy and community leaders decided at a meeting to extend the boycott. At that meeting, the leaders founded the Montgomery Improvement Association (MIA) to assume organizing leadership of the boycott. Rev. Martin Luther King, Jr., who had just received his doctorate in systematic theology from Boston University and arrived for his first ministerial position at the Dexter Avenue Baptist Church in Montgomery, became the organization's president.

That evening, the MIA held a mass meeting of several thousand African American community members at Holt Street Baptist Church. Attendees voted to continue the boycott.

The MIA tried unsuccessfully to negotiate with city officials and the bus company. Rev. King recounts their position as a refusal of African Americans to ride Montgomery city buses "until (1) cour-

teous treatment by the bus operators was guaranteed; (2) passengers were seated on a first-come, first-served basis – Negroes seating from the back of the bus toward the front while whites seated from the front toward the back; (3) Negro bus operators were employed on predominantly Negro routes."

STOP AND SAY SOMETHING

Initially, Montgomery's eighteen African American owned cab companies transported boycotters for 10¢ a ride, as opposed to the normal 45¢ as a way to support the campaign. Quickly, city officials and police condemned this practice and warned that any taxi driver who did not charge the standard 45¢ a ride would be arrested. In response to this threat, the MIA, assisted by white supporters, organized an intricate carpool system in early 1956 as an alternative means of transportation for the boycotters. Organizers of this carpool system got the idea from T. J. Jemison who was a leader of the 1953 Baton Rouge, LA bus boycott. Approximately 300 cars functioned as part of the carpool system during the Montgomery bus

boycott. Organizers of the carpool established “dispatch stations” in African American neighborhoods throughout Montgomery where boycotters could gather in the mornings to be transported to work. Similarly, in the evenings, “pick-up stations” served the same function for the return home.

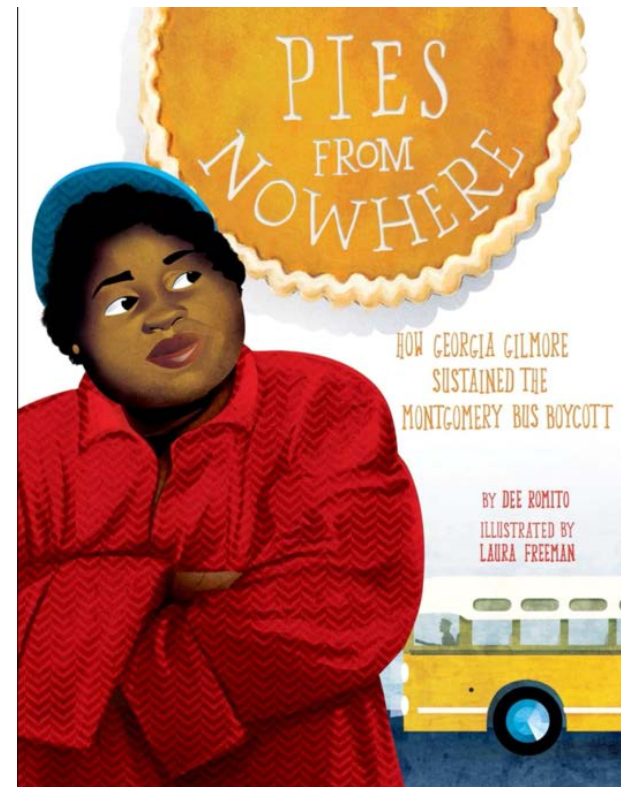
STOP AND SAY SOMETHING

Part 3: Daily Instructional Task: Explanatory Writing (W. 5.2, 5.8, 5.9b)

1. Think about what you learned about the role cars and carpools played in the Montgomery Bus Boycott. How did cars and carpooling support the boycott? How did this strategy help the black community?
2. In your writing:
 - Introduce the topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we’ve studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains the problem how cars and carpooling supported the boycott and how this strategy helped the black community.	The writing mostly explains the problem how cars and carpooling supported the boycott and how this strategy helped the black community.	The writing attempts, but does not explain how cars and carpooling supported the boycott or how this strategy helped the black community.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 8: *Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott* - Preview Text (RL.5.5, SL5.1, 5.6, W.5.8) Introduction, Partner Read / Say Something, (RL5.1, SL5.1, 5.6), Daily Instructional Task: Explanatory Writing (W5.2, 5.4, 5.9), Rubric



Romito, Dee. (2018). *Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott*. Illustrated by Laura Freeman. New York: little bee books.

Lexile Level: 890L

Learning Intentions:

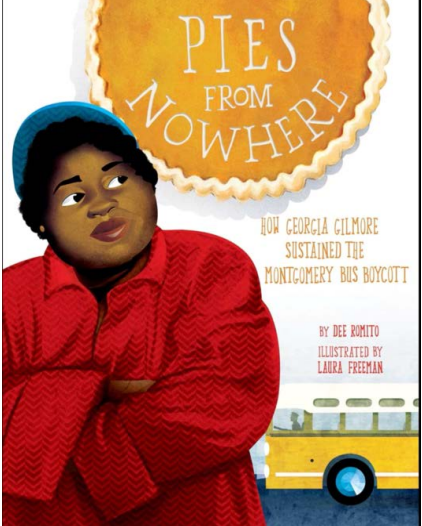
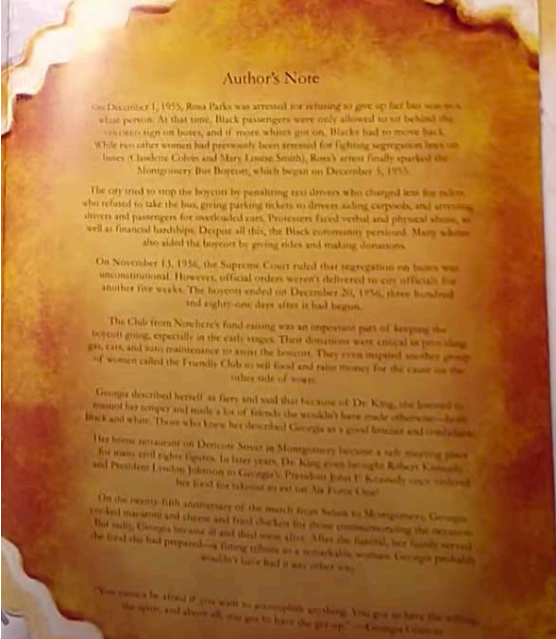
1. I am learning how to preview a text and connect to prior knowledge.
2. I am learning how Georgia Gilmore supported the Montgomery Bus Boycott.

Success Criteria:

1. I can preview a text to connect to the topic.
2. I can describe how Georgia Gilmore supported the Montgomery Bus Boycott.

Part 1: Preview Text (RL.5.5, SL.5.1, 5.6, W.5.8)

1. Ask students to preview the text *Pies From Nowhere* by Dee Romito.
2. Invite them to complete the Preview Chart.
3. Have students to Turn and Talk about the following questions:
 - What do you know? What do you wonder?
 - Consider: Who is involved? When are the events happening? Where is this happening? What questions do you have?

TEXT FEATURE	EXAMPLE FROM BOOK	WHAT DID WE LEARN	OUR QUESTIONS
Cover/Title			
Author's Note	 <p style="text-align: center;">Author's Note</p> <p>On December 1, 1955, Rosa Parks was arrested for refusing to give up her bus seat to a white person. At that time, Black passengers were only allowed to sit behind the "colored" sign on buses, and if more whites got on, Blacks had to move back. While two other women had previously been arrested for fighting segregation laws on buses (Claudine Colvin and Mary Louise Smith), Rosa's arrest finally sparked the Montgomery Bus Boycott, which began on December 5, 1955.</p> <p>The city tried to stop the boycott by penalizing taxi drivers who charged less for riders who refused to take the bus, giving parking tickets to drivers using carpools, and arresting drivers and passengers for overcrowded cars. Boycotters faced verbal and physical abuse, as well as financial hardships. Despite all this, the Black community persisted. Many whites also aided the boycott by giving rides and making donations.</p> <p>On November 13, 1956, the Supreme Court ruled that segregation on buses was unconstitutional. However, official orders weren't delivered to city officials for another five weeks. The boycott ended on December 20, 1956, three hundred and eighty-one days after it had begun.</p> <p>The Club from Nowhere's fund raising was an important part of keeping the boycott going, especially in the early stages. Their donations were critical to paying for gas, cars, and bus maintenance to assist the boycott. They even inspired another group of women called the Friendly Club to sell food and raise money for the cause on the other side of town.</p> <p>Georgia described herself as fiery and said that because of Dr. King, she learned to stand her ground and made a lot of friends she wouldn't have made otherwise—both Black and white. Does who knew her described Georgia as a good listener and confidante.</p> <p>Her home restaurant on Denmore Street in Montgomery became a safe meeting place for many civil rights figures. In later years, Dr. King even brought Robert Kennedy and President Lyndon Johnson to Georgia's. President John F. Kennedy once ordered her food for a banquet at the White House.</p> <p>On the twenty-fifth anniversary of the march from Selma to Montgomery, Georgia packed macaroni and cheese and fried chicken for those commemorating the occasion. But sadly, Georgia became ill and died soon after. After she passed, her family served the food she had prepared—firing tribute to a remarkable woman. Georgia probably wouldn't have had it any other way.</p> <p>"You can't be afraid if you want to accomplish anything. You got to have the will, the spirit, and above all, you got to have the grit!" —Georgia Clinton</p>		
Back Cover			

Part 2: Introduction and Partner Read / Say Something (RL5.1, SL5.1, 5.6)

Provide this background:

Georgia Gilmore played a critical role in the civil rights movement and used her passion for baking to help the Montgomery Bus Boycott achieve its goal. She is also known as a hidden figure of history.

Partner Read / Say Something (RF.5.4, SL.5.1, 5.6)

1. Ask students to take out their copy of the book *Pies From Nowhere* and their Say Something bookmark and a Check for Understanding Card.
2. Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
3. Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
4. Remind students that they should read with soft voices and take time to discuss what they have read.
5. At the end of the story, they should use the Check for Understanding Card to prompt their final discussion.

6. Have students Stop and Say Something after each page.

Check for Understanding

- What did you just read about?
- What were the big ideas?
- What were the supporting details?
- What did you learn from the photograph?

If details were left out or your partner cannot remember ask:

- What will you do now?

If your partner has a good understanding, you might also ask:

- Why did Georgia cook and serve in secret? How did these actions aid the Montgomery Bus Boycott?

Part 3: Daily Instructional Task (RI.5.1, 5.2, W5.2, 5.4, 5.9), Rubric

1. Why did Georgia cook and serve in secret? How did these actions aid the Montgomery Bus Boycott? (RI.5.1, 5.2)
2. In your writing:
 - Introduce the topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we've studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains why Georgia cooked and served in secret and how her actions aided the Montgomery Bus Boycott.	The writing mostly explains why Georgia cooked and served in secret and how her actions aided the Montgomery Bus Boycott.	The writing attempts, but does not explain why Georgia cooked and served in secret, nor how her actions aided the Montgomery Bus Boycott.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 9: *Pies From Nowhere* - Vocabulary Notebook (RI.5.4, W.5.8, SL.5.1, L.5.4), Teacher Read Aloud, Daily Instructional Task (RI.5.9, W.5.2, 5.4, 5.9.B, 6.1.5.CivicsPI.1), Rubric

Learning Intentions:

1. I am learning how to infer and determine meanings of vocabulary words through context.
2. I am learning about the importance of the title, *Pies From Nowhere*.

Success Criteria:

1. I can use the vocabulary to better understand details in the text.
2. I can form an opinion on why the author titled the story *Pies From Nowhere*.

Part 1: Vocabulary Notebook (RI.5.4, W.5.8, SL.5.1, L.5.4)

Link to Vocabulary Notebook:

<https://drive.google.com/file/d/1fjxuGoLgSLdaOhJ6nKFNGBEh1fof4iwO/view?usp=sharing>

1. Share these terms with students. Say each word aloud.
 - **movement**
 - **donated**
 - **profits**
2. Provide students with a definition of these terms. Discuss each.
3. Ask students to write what the term means in their own words.
4. Ask students to construct a picture, symbol, or graphic representing the word.

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
movement	a group of people working together to advance their shared political, social, or artistic ideas.			1 2 3 4
donated	gave (money or goods) for a good cause			1 2 3 4
profits	a financial gain			1 2 3 4

5. Ask students to rate how well they understand the term.

- 1 = low understanding,
- 2 = moderate moderate understanding,
- 3 = very good understanding,
- 4 = excellent understanding

Part 2: Teacher Read Aloud

1. Read aloud the text.

Part 3: Daily Instructional Task (RI.5.9, W5.2, 5.4, 5.9.B, 6.1.5.CivicsPI.1), Rubric

1. Think about this text and *Rosa*. Describe the ways in which people, like Georgia and Rosa, benefit from and are challenged by working together.
2. In your writing:
 - Introduce the topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we've studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains how people like Georgia and Rosa benefit from and are challenged by working together.	The writing mostly explains how people like Georgia and Rosa benefit from and are challenged by working together.	The writing attempts, but does not explain how people like Georgia and Rosa benefit from and are challenged by working together.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 10: *Pies From Nowhere* - Teacher Reread and Text-Dependent Questions (RL 5.1, SL5.1, 5.6), Retelling Map (RI.3.1-3.6, SL.3.1, 3.4), Daily Instructional Task: Explanatory Writing (W.5.2, RI.5.4, W.5.9.B, L.5.5), Rubric

Learning Intentions:

1. I am learning how to scan and reread text in order to answer text-dependent questions.
2. I am learning how to retell a text using a Retelling Map.
3. I am learning how to analyze the meaning of the words and phrases.

Success Criteria:

1. I can write and discuss the answers to text-dependent questions.
2. I can retell the text using a Retelling Map.
3. I can use my knowledge of words and phrases to interpret and better comprehend the text.

Part 2: Retelling Map (RL5.2)

1. Have students create a retelling map.
2. When retelling they should be able to:
 - o State the topic.
 - o State the main idea and author's purpose.
 - o Provide facts that support the main idea.
 - o Explain academic vocabulary essential to comprehension.
 - o Be able to emphasize new learning.

Question 8: Describe Georgia’s own misfortune while riding on a bus. Do you agree with her decision to no longer ride the bus? (RI.5.1, 5.3)

Question 9: Where in the text does the author show evidence to support the claim that Black citizens were being discriminated against? (RI.5.8)

Question 10: How did Dr. King help Georgia?

Question 11: Why were the secret meetings held at Georgia’s so important?

Question 12: Do you think you can be like Georgia and form your own business? What kind of business would it be? What would it take to form your own business?

Part 3: Daily Instructional Task: Explanatory Writing (W.5.2, RI.5.4, W.5.9.B, L.5.5), Rubric

Invite students to respond to the following prompt:

1. Analyze the meaning of the closing sentence:

“Still, there would be more battles to fight... so Georgia Gilmore kept right on cooking.”

What does this sentence mean? With regard to civil rights history, why is it accurate?

2. In your writing:
 - Introduce the topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we’ve studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately interprets the sentence and explains why the statement is true given civil rights history.	The writing attempts to interpret the sentence and explain why the statement is true given civil rights history, but does not do so accurately.	The writing does not interpret the sentence or explain why the statement is true given civil rights history.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 11: *Pies From Nowhere*- Culminating Task (RI.5.34, W.5.2, 5.8, 5.9.B, L.5.4), Rubric

Learning Intentions:

1. I am learning to connect character traits with actions.

Success Criteria:

1. I can explain how Georgia Gilmore’s courage and passion made her an intricate part of the Montgomery Bus Boycott and helped her bring the community together.

Part 1: Culminating Task (RI.5.34, W.5.2, 5.8, 5.9.B, L.5.4)

1. What actions showed that Georgia was both courageous and passionate about civil rights? Think, pair, share .
2. Invite students to respond to the following question:

Explain how Georgia Gilmore’s courage and passion made her an intricate part of the Montgomery Bus Boycott and how her actions helped bring the community together.

3. In your writing:
 - Introduce a topic;
 - Group related information together;
 - Develop the topic with facts, definitions, and details from the text we read;
 - Provide a conclusion;
 - Use linking words and phrases to connect ideas within categories of information; and
 - Use precise language we’ve studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately explains how Georgia Gilmore's courage and passion made her an intricate part of the Montgomery Bus Boycott and how her actions helped bring the community together.	The writing mostly explains how Georgia Gilmore's courage and passion made her an intricate part of the Montgomery Bus Boycott and how her actions helped bring the community together.	The writing does not explain how Georgia Gilmore's courage and passion made her an intricate part of the Montgomery Bus Boycott, nor how her actions helped bring the community together.
Evidence (x 1)	Text evidence provided fully supports the explanation and linking words and phrases are used to connect ideas	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 12: Pies from Nowhere - Editing Checklist for Self and Peer Editing (RI.5.1, W.5.2, W.5.5, L.5.2, L.5.3.A), Checklist

Learning Intentions:

1. I am learning to critique writing by using an editing checklist.
2. I am learning to critique a partner's writing by using an editing checklist and providing peer feedback.

Success Criteria:

1. I can use a checklist to self-edit.
2. I can review peer feedback to correct errors.

Part 1: Revising and Editing Checklist

1. After completing a draft of the composition complete a self-edit using the Revising and Editing Checklist.
2. Then partner and read your partner's essay and allow your partner to read your essay. use the partner portion of the checklist to provide feedback to your partner.
3. Revise and edit your composition before uploading it to your Google classroom.

Revising and Editing Checklist for Self- and Peer Editing

Author's Name: _____

Date: _____

Peer's Name: _____

Date: _____

Directions: Edit and revise your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

SELF-EDIT			PEER EDIT			
	Checklist Items	After completing each step, place a check here.		Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation (RL.5.1, L.5.2)	I read my written piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		Punctuation	I read the author's piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		
	I cited text correctly.			Text is cited correctly.		
Syntax (L.5.3.A)	I checked to see if my sentences were varied.		Syntax	Sentences are varied.		
	My sentences have been expanded, combined, and reduced for meaning and to add to reader's interest.			Sentences are expanded, combined, and reduced for meaning and to add to reader's interest.		
Grammar	I used conjunctions, prepositions, and interjections correctly.		Grammar	Conjunctions, prepositions, and interjections are used correctly.		
	I included appropriate transitions that moved the reader through the composition.			Transitions are appropriate and move the reader through the composition.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling	Spelling is correct.		

Lesson 13: “Greensboro Sit-Ins” - Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4) Student Reading with Stopping Points for Everybody Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6), Daily Instructional Task: Explanatory Writing (RI.5.2, 5.4, W.5.2, 5.4, 5.9.B, L.5.2, L.5.3, L.5.4), Rubric

Learning Intentions:




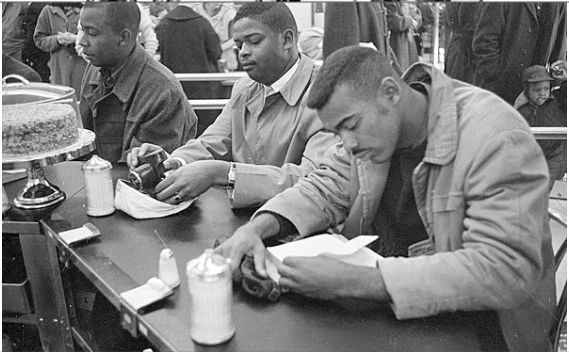
1. I am learning how to read photographs.
2. I am learning a key terms: sit in, nonviolent protest
3. I am learning why the Greensboro Sit-In occurred and how they practiced nonviolent protest.
4. I am learning how to use the process of historical inquiry to interpret evidence.

Success Criteria:

1. I can read historical photographs.
2. I can define sit in and explain why the Greensboro Sit-In of 1960 occurred.

Part 1: Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8)

1. Read the whole photograph: Begin by taking in the whole picture. Notice what your emotional and physical reactions are to the picture.
2. Then examine the photograph in a methodical way.
 - Draw imaginary lines on the photograph that divide the picture into four quadrants.
 - Look carefully at each quadrant for details that are not seen on first glance. Sometimes a magnifying glass is helpful to see details that are only apparent on close inspection.
 - After you have carefully examined the photograph, think critically about what you are seeing.
3. Now answer the following questions:
 - Can you identify a date that the picture was taken? If so, when? How do you know?
 - Can you tell where the picture came from?
 - What is the context in which the photograph was taken? Does the photograph record a spontaneous moment or was it a posed event?
 - What happened immediately before and after the picture was taken?

Photograph	Read the whole photograph	Examine the photograph in a methodical way
		
		
		
		

Part 2: Vocabulary Notebook (RI.5.4, W.5.8, SL.5.1, L.5.4)

Link to Vocabulary Notebook:

<https://drive.google.com/file/d/1fjxuGoLgSLdaOhJ6nKFNGBEh1fof4iwO/view?usp=sharing>

1. Share these terms with students. Say each word aloud.
 - **sit-in**
 - **prominent**
 - **non-violent protest**
 - **denied**
 - **policy**
 - **harassed**
2. Provide students with a definition of these terms. Discuss each.
3. Ask students to write what the term means in their own words.
4. Ask students to construct a picture, symbol, or graphic representing the word.
5. Ask students to rate how well they understand the term.
 - 1 = low understanding,
 - 2 = moderate moderate understanding,
 - 3 = very good understanding,
 - 4 = excellent understanding

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
sit-in	A group of people occupy a place as a form of protest.			1 2 3 4
prominent	important			1 2 3 4
non-violent protest	not using physical force to achieve goals			1 2 3 4
denies	refused, turned away			1 2 3 4
policy	A plan or course of action, as of a government, intended to influence and determine decisions, actions, and other matters.			1 2 3 4
harassed	To subject (another) to hostile or prejudicial remarks or actions; pressure or intimidate.			1 2 3 4

**Part 3: Student Reading with Stopping Points for Everybody Writes
(RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6)**

Provide this background:

In 1960, many department stores accepted money from Black customers but expected them to leave the store—the seats were for whites only. However, 4 young men would change the lunch counters of America for good.

1. Have students view the video: [Reflections on the Greensboro Lunch Counter](#).
2. Have students read, Greensboro Sit-Ins.
3. During the reading, students will be stopping four (4) times to write in response to a specific question.
4. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
5. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.

Greensboro Sit-Ins (1960)

from here: <https://www.blackpast.org/african-american-history/greensboro-sit-ins-1960/>

Photo by News & Record Staff, © News & Record

The Greensboro Sit-Ins were non-violent protests in Greensboro, North Carolina, which lasted from February 1, 1960 to July 25, 1960. The protests led to the Woolworth Department Store chain ending its policy of racial segregation in its stores in the southern United States. The Greensboro Sit-Ins were the first **prominent** sit-ins of the civil rights movement.

The “Greensboro Four,” the four young black men who staged the first sit-ins in Greensboro—Ezell Blair Jr. (now known as Jibreel Khazan), David Richmond, Franklin McCain, and Joseph McNeil—



Students from North Carolina Agricultural and Technical College sit in at the whites-only lunch counter at the F. W. Woolworth store in downtown Greensboro on 2 Feb. 1960. Left to right: Joseph McNeil, Franklin McCain, Billy Smith and Clarence Henderson. Greensboro News and Record.

were students at North Carolina and Agricultural and Technical College. They were influenced by the **non-violent protest** teachings and strategies of Mohandas Gandhi, as well as the early freedom rides organized by the Congress of Racial Equality (CORE) in 1947.

On February 1, 1960, the four sat down at the lunch counter inside the Woolworth store. Woolworth's lunch counter **policy** was to serve whites only and the staff, which included black employees, refused the four men service. The store manager, Clarence Harris, asked them to leave, but the four men stayed until the store closed that night.

The next day, more than twenty black students joined the sit-in including coeds from Bennett College also in Greensboro. White customers **harassed** the black students and the lunch counter staff continued to refuse them service. News reporters and a TV cameraman covered the protests the second day as the Greensboro community and eventually the nation and the world learned of them. On the third day, more than sixty people came to the Woolworth store. On the fourth day, more the three hundred people took part in the protests which now included the lunch counter at Greensboro's Kress store (now K-Mart).

As the sit-ins occurred in Greensboro, students from other North Carolina sites, including Winston-Salem, Durham, Raleigh, and Charlotte, staged similar protests. The sit-in movement spread to Nashville, Tennessee; Atlanta, Georgia; and Richmond, Virginia, by early March.

The Greensboro Woolworth's finally served blacks at its lunch counter on July 25, 1960, when manager Clarence Harris asked four black Woolworth's employees—Geneva Tisdale, Susie Morrison, Anetha Jones, and Charles Best—to change out of their uniforms and into street clothes. The employees then ordered a meal at the lunch counter, becoming the first African Americans to be served at Woolworth's. Most lunch counters around Greensboro would be desegregated over the next few weeks.

Question 4: What was the outcome of the sit in?

The Greensboro Sit-Ins were the catalyst for the formation of Student Nonviolent Coordinating Committee (SNCC) which would become one of most important organizations of the Civil Rights Movement in the 1960s.

Part 3: Daily Instructional Task: Explanatory Writing (RI.5.2, 5.4, W.5.2, 5.4, 5.9.B, L.5.2, L.5.3, L.5.4), Rubric

1. In writing about the protestors, the author states, “They were influenced by the non-violent protest teachings and strategies of Mohandas Gandhi, as well as the early freedom rides organized by the Congress of Racial Equality (CORE) in 1947.”
2. Define non-violent protest and explain how the protestors at the Greensboro sit-in successfully practiced non-violence?
3. In your writing:
 - Introduce the topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we’ve studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Content (x 2)	The writing accurately defines nonviolent protest and explains how the the protestors at the Greensboro sit-in successfully practiced nonviolence.	The writing accurately defines nonviolent protest and mostly explains how the the protestors at the Greensboro sit-in successfully practiced nonviolence.	The writing attempts, but does not accurately define nonviolent protest , nor explain how the the protestors at the Greensboro sit-in successfully practiced nonviolence.
Evidence (x 1)	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
Vocabulary (x 1)	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
Syntax (x1)	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
Spelling (x1)	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
Total:			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

Lesson 14: SNCC Review/Retell (R.5.2, SL.5.1), Video & Notetaking, Daily Instructional Task

Learning Intentions:

1. I am learning about organizations that grew out of the Greensboro Sit-Ins.
2. I am learning about the role of the SNCC in the Civil Rights Movement.
3. I am learning about the role of music in protest movements.

Success Criteria:

1. I can explain what the SNCC was and how and why SNCC was created.
2. I can explain the importance of the SNCC to the Civil Rights Movement.
3. I can explain how music contributed to the Civil Rights Movements

Part 1: Review/Retell (SL 5.1, 5.6)

Students will review what they have learned about the Greensboro Sit-ins. They will take turns sharing what they learned and discussing their thoughts about the Sit-ins and other non-violent protests.

Part 2: Watch a Video/Note-Taking (SL5.5, 5,6, W5.8)

Students will watch a video about the SNCC and take notes by answering TDQs.

[SNCC | The Students become the Teachers | Barrier Code](#)

1.	What was SNCC? When and where was it created?
2.	Why was SNCC created?
3.	Who founded the SNCC?
4.	Who were some of the important leaders of the SNCC?
5.	Why were these leaders significant to the SNCC?

Teacher's Note: It says SNCC was integrated. It was at first, but after 1966 with the call for Black Power, it became all black.

Part 3: Daily Instructional Task: Video & Quick Write (SL5.1, 5.6, W 5.1)

Teacher explains that music has served as inspiration during protests and in moments of adversity throughout history. The SNCC was noted for the SNCC Freedom Singers, singing the music of the Civil Rights Movement. The songs were sung congregationally, that is, everybody joined in. The people knew the melodies and harmonies because most of them were church songs. The Civil Rights workers simply changed the words to fit the hardships they endured, and brand-new songs were born which everybody quickly learned and sang along.

Students will watch the following video listening closely to the words in the song. Students will pick one of the songs below and do a quick write, explaining how the song served as a catalyst to fight for change during this time by groups like CORE, SNCC, and the SCLC.

[The Freedom Singers - Woke Up This Morning](#)

["Ain't Gonna Let Nobody Turn Me Around"- Jurnee Smollett](#)

Quick Write: After listening to _____(insert the name of the song you chose)____, I believe that music played _____ role in the Civil Rights Movement.

Use the sentence starter above to write a paragraph about the role of music in the Civil Rights Movement.

In your writing remember to:

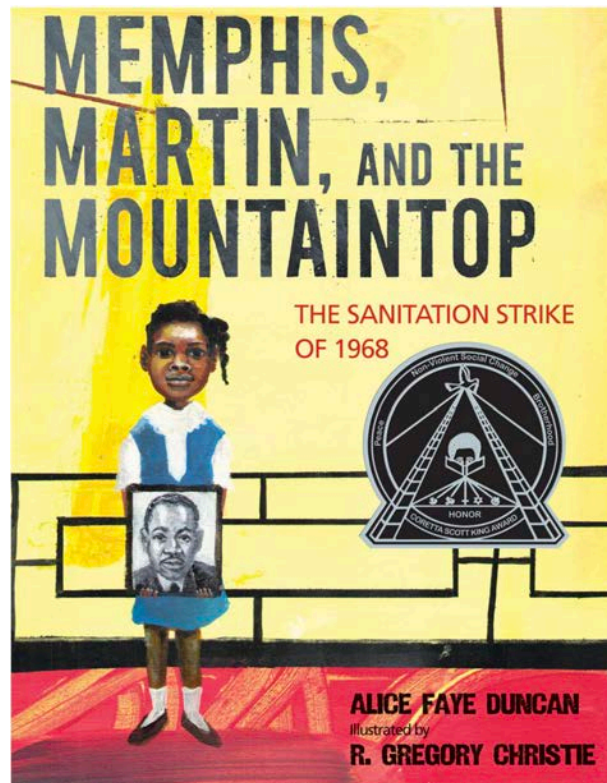
- Introduce a topic clearly
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
- Use domain-specific vocabulary to explain the topic.
- Vary sentences
- Provide a concluding statement or section related to the information.
- Spell correctly.

Opinion	3	2	1
Accuracy x 2	An opinion is clearly stated.	An opinion is suggested, but not stated.	An opinion is not stated, nor suggested.
Evidence x 2	Text evidence provided fully supports the writer's opinion.	Text evidence provided mostly supports the writer's opinion.	Text evidence provided is inaccurate.
Word Choice x 1 (L4.3A)	Words and phrases are used to convey ideas precisely.	Some words and phrases are used to convey ideas precisely.	Few, if any words and phrases, are used to convey ideas precisely.
Syntax x1 (L4.5F, G)	All sentences are accurately punctuated.	Most sentences are accurately punctuated.	Sentences are not accurately punctuated.
Spelling x1 (L4.2D)	All grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	There are too many misspellings. They interrupt meaning.
Total			
A+=19-21	A=17-18	B+=15-16	B=13-14
C+=11-12	C= 9-10	D=8	F/Do Over = 7

Teacher's Note:

A Possible Extension Activity - A good book is Hands on the Freedom Plow, Personal Accounts by Women in SNCC, edited by several SNCC women like Judy Richardson and Dottie Zellner and Martha Prescod Noonan. It's a big book. The teacher can read excerpts to the class so that the students can understand the hardships suffered by SNCC workers to get the right to vote.

Lesson 15: *Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968* - Preview the Text (RL.5.5, SL.5.1), Book Introduction, Read Aloud and Ask and Answer Questions (RL.5.1, 5.2, 5.3, 5.4, 5.6, 5.8, SL.5.1, L.5.5), Daily Instructional Task: Letter (RL.5.1, 5.2, 5.3, W.5.8, 5.9.B, L.5.1, 6.1.5.CivicsHR.4), Rubric



Duncan, Alice Faye. (2018). *Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968*. Illustrated by R. Gregory Christie. Honesdale, PA: Calkins Creek.

Lexile Level: 800L

Learning Intentions

1. We are learning these key terms: fairness, justice, and strike.
2. We are learning that people often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them.

Success Criteria:

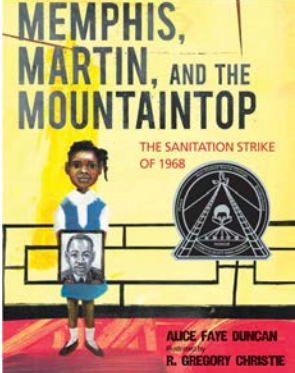
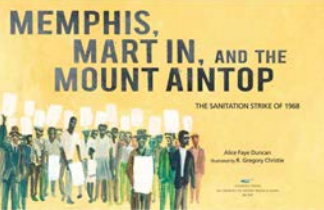

1. I can preview a text and connect what I know with the topic.
2. I can define fairness and justice.
3. I can apply the definition of fairness and justice when writing about a text.
4. I can support an explanation using the definition of key terms and text evidence.

Part 1: Preview the Text (RL.5.5, SL.5.1)

Ask students to study the cover, quote and title page with a partner and complete a Preview Chart.

Consider:

- What does the title mean?
- Read the two illustrations: Who is involved?
- When are the events happening?
- Where is this happening?
- What questions do you have?

TEXT FEATURE	EXAMPLE FROM BOOK	WHAT DID WE LEARN	OUR QUESTIONS
Cover/ Title			
Opening Quote	<p>"For when people get caught up with that which is right and they are willing to sacrifice for it, there is no stopping point short of victory."</p> <p>— Martin Luther King Jr.</p>		
Front Page			
pp. 1-2			


Part 2: Book Introduction

Provide this background:

This historical fiction picture book presents the story of nine-year-old Lorraine Jackson, who in 1968 witnessed the Memphis sanitation strike—Dr. Martin Luther King Jr.’s final stand for justice before his assassination—when her father, a sanitation worker, participated in the protest. In the 1968, sanitation workers went on strike in the city of Memphis. Dr. Martin Luther King, Jr. supported the strikers and protested with them. In this book, we will learn why the men went on strike, the results of that strike, and what happened to Dr. King.

Part 3: Read Aloud and Ask and Answer Questions (RL.5.1, 5.2, 5.3, 5.4, 5.6, 5.8, SL.5.1, L.5.5)

1. Read aloud and ask questions.

PAGE	QUESTIONS
	<p>Question 1: Who is telling this history? (RL.5.6)</p> <p>Question 2: What does the narrator mean when she says the Dr King “Paid the highest cost?” (L.5.4)</p>
	<p>Question 3: When and where does the event happen? (RI. 5.1)</p> <p>Question 4: What is a sanitation workers’ strike? (RI.5.4)</p> <p>Question 5: According to the author, why is this story being told? (RI.5.2, 5.8)</p>

Part 3: Daily Instructional Task: Letter (RL.5.1, 5.2, 5.3, W.5.8, 5.9.B, L.5.1, 6.1.5.CivicsHR.4), Rubric

1. Imagine that you lived in Memphis in 1968 and like Lorraine, you too are a third grader. Fairness means, being impartial and providing just treatment or behavior without showing favoritism or discrimination. Mayor Loeb was not fair to the sanitation workers in the city he governed.
2. Write a letter to Mayor Loeb of Memphis, defining the term fairness, and advising him on ways he could have acted fairly with the city's sanitation workers. Consider these questions:
 - What specifically could the mayor have done to avoid a sanitation strike?
 - What could he have done to help the workers?
 - What should he have done for the families of the two men who died while employed as sanitation workers?
3. In your writing be sure to:
 - use a friendly letter format (all five parts);
 - define the term, fairness;
 - advise Mayor Loeb as to what he could do in order to act fairly with the city's sanitation workers;
 - provide reasons to support your advice;

- use precise language from the vocabulary you have learned; and
- write complete sentences.

LETTER	3	2	1
Content (W. 5.2) x 1	The writing offers excellent advice to Mayor Loeb as to what he could do in order to act fairly with the city's sanitation worker. The term fairness is defined.	The writing offers good advice to Mayor Loeb as to what he could do in order to act fairly with the city's sanitation worker. The term fairness is defined.	The writing attempts but does not clearly offer good advice to Mayor Loeb as to what he could do in order to act fairly with the city's sanitation worker. Defining the term is attempted.
Evidence (W. 5.9.B) x 1	The writing includes reasons/evidence to support the advice given.	The writing includes incomplete reasons/evidence to support the advice given.	The writing does not include reasons/evidence to support the advice given.
Letter Format	All five parts of the letter are present and correctly used.	4 parts of the letter are correctly used.	Three or fewer parts of the letter correctly used.
Vocabulary	Uses precise language from the vocabulary learned during the last read aloud.	Uses some precise language from the vocabulary learned during the last read aloud.	Does not use precise language from the vocabulary learned during the last read aloud.
Syntax	Writing contains a variety of sentence types including simple, compound, and complex sentences.	Writing contains some simple and compound sentences, but variety could be better.	Writing contains sentence, but they are not varied.
Total			
A+ = 14-15	A = 13	B+ = 11-12	B = 10
C+ = 9	C = 8	D = 7	F = 6 or lower


Lesson 16: *Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968* - Partner Reading (RF.3.4, SL.3.1), Read Aloud and Ask and Answer Questions (RI.3.1, 3.2, 3.3, 3.4, 3.8, SL.3.1, 3.4, 3.6), Daily Instructional Task: Explanatory Writing (RI.3.4, W.3.2, 3.8, L.3.5), Rubric

Learning Intentions

1. We are learning that how we treat each other can show us how we acknowledges each other's humanity.
2. We are learning that equality means that the same freedoms are held by all people, regardless of their individual or group identities.
3. We are learning that equity is when people have what they need to be successful regardless of their identities.

Success Criteria

1. I can define equitable.
2. I can explain how the sanitation workers were not treated equitably.

PAGE	QUESTIONS
 <p>DREAMERS</p> <p>From a book by Dr. Martin Luther King Jr. titled "Where Do We Go From Here: The Challenge of Civil Rights".</p> <p>...I have a dream that one day this nation will rise up and live up to the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."</p> <p>...I have a dream that one day the state of Mississippi, the sweltering with the heat of injustice, the state that is the epitome of the evils of this nation of injustice and hatred, will be transformed into a paradise of brotherhood and love.</p> <p>...I have a dream that one day the state of Georgia, the land of the big house, the land of the white supremacists, will be transformed into a land of freedom and justice.</p> <p>...I have a dream that one day the state of Alabama, the land of the segregationists, will be transformed into a land of brotherhood and love.</p> <p>...I have a dream that one day the state of Louisiana, the land of the Jim Crow laws, will be transformed into a land of freedom and justice.</p> <p>...I have a dream that one day the state of South Carolina, the land of the segregationists, will be transformed into a land of brotherhood and love.</p> <p>...I have a dream that one day the state of Mississippi, the land of the segregationists, will be transformed into a land of freedom and justice.</p> <p>...I have a dream that one day the state of Alabama, the land of the segregationists, will be transformed into a land of brotherhood and love.</p> <p>...I have a dream that one day the state of Louisiana, the land of the Jim Crow laws, will be transformed into a land of freedom and justice.</p> <p>...I have a dream that one day the state of South Carolina, the land of the segregationists, will be transformed into a land of brotherhood and love.</p> <p>...I have a dream that one day the state of Mississippi, the land of the segregationists, will be transformed into a land of freedom and justice.</p>	<p>Question 10: Do you agree with Lorraine when she says, “Dreamers don’t quit”?</p> <p>Question 2: What did Dr. King tell the strikers to do? (RI.5.2)</p>

Part 3: Daily Instructional Task: Explanatory Writing (RI.3.4, W.3.2, 3.8, L.3.5), Rubric

1. What does Lorraine mean when she says she learned at nine that “trouble visits every life.” Explain what she meant?
2. In your writing:
 - explain what Lorraine meant when she said, “trouble visits every life.”
 - include an introduction and conclusion;
 - vary sentences;
 - punctuate each sentence correctly, and
 - spell correctly.

EXPLANATORY RUBRIC	3	2	1
Accuracy	The writing explains what Lorraine meant when she said, “trouble visits every life.”	The writing mostly explains what Lorraine meant when she said, “trouble visits every life.”	The writing does not explain what Lorraine meant when she said, “trouble visits every life.”
Evidence	Evidence helps to explain what Lorraine meant when she said, “trouble visits every life.”	Evidence partially explains what Lorraine meant when she said, “trouble visits every life.”	Evidence selected is inaccurate or does not support explanation.
Organization	Well organized with a logical sequence, beginning and conclusion	Organized with beginning and conclusion.	Not organized; lacks adequate beginning and/or conclusion.
Syntax	Writing contains a variety of sentence types including simple, compound, and complex sentences.	Writing contains some simple and compound sentences, but variety could be better.	Writing contains sentence, but they are not varied.
Spelling	All but 1 to 2 words are spelled correctly.	All but 3 to 4 words are spelled correctly.	More than 5 words are misspelled
Total			
A+ = 15	A=13-14	B+ = 12	B = 10-11
C+ = 9	C = 7-8	D = 6	F = 5 or lower

Lesson 17: *Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968* - Partner Reading (RF.5.4, SL.5.1), Read Aloud and Ask and Answer Questions (Read Aloud and Ask and Answer Questions (RI.5.1, 5.2, 5.3, 5.4, SL.5.1, L.5.4, 5.5), Daily Instructional Task: Explanatory Writing (RI.3.2, W.3.2, 3.8), Rubric

Learning Intentions

1. We are learning that how we treat each other can show us how we acknowledge each other’s humanity.
2. We are learning that we can be activists--we can try for important outcomes.

Success Criteria


1. I can reread “Mountaintop” with expression.
2. I can explain what the mountaintop is that must be climbed.


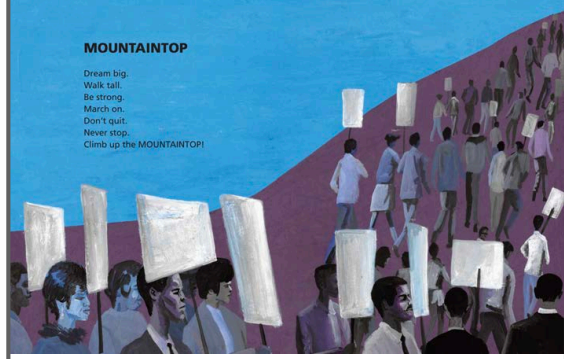
Part 1: Partner Reading (RF.3.4, SL.3.1)

1. Invite students to partner and to read their letter from the previous day.

Part 2: Read Aloud and Ask and Answer Questions (RI.5.1, 5.2, 5.3, 5.4, SL.5.1, L.5.4, 5.5)

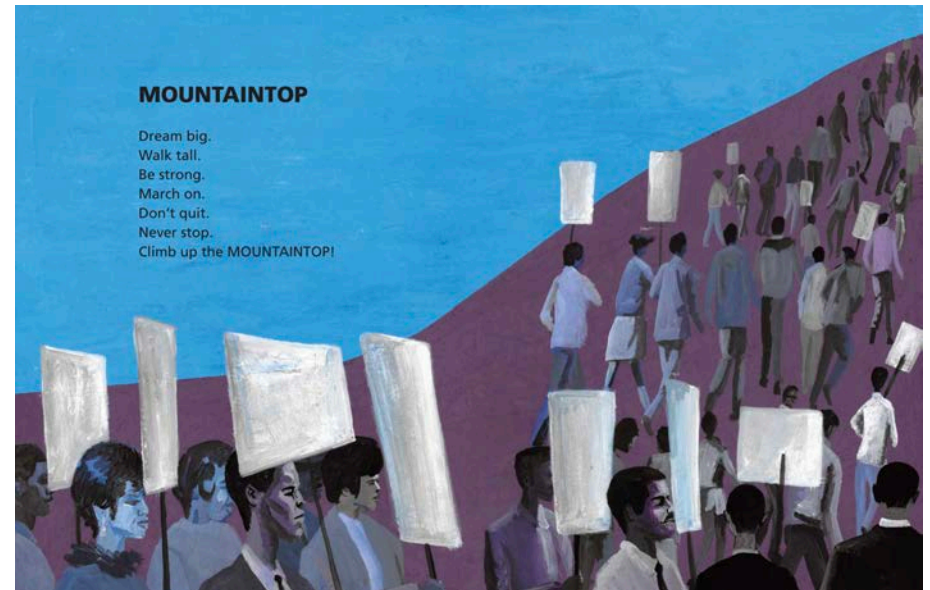
1. Read aloud the text.
2. Pose questions as your read.

PAGE	QUESTIONS
<p>LORRAINE</p> <p>My name is Lorraine like the Memphis street. Many years have passed, but the building still stands. The Lorraine Motel is a stained shrine. Dr. King stayed his last hour and died there on April 4, 1968. The leader spent his last hour on the second floor in room 306, where he talked with Ralph Abernathy and James Ray. They talked and laughed the way good friends do, and they spoke of plans for an evening rally with the singing members. The magazine did not list his name. But showed his only friend as James Earl Ray hunched down in the open corridor of a boarding house. He had a weary smile from the Lorraine Motel, the escaped convict passed his life as room 306 and walked. He has his finger in our middle past us. Dr. King stepped on the balcony where he greeted friends in the morning sun. Ray fired his gun, and a bullet pierced the drapery's mesh. Waves of Dr. King's assassination spread quickly to Washington, DC, Chicago, and Baltimore, young people marched their grief with singing and raging fire. Many people called for the return of the National Guard. There was too much looting in Memphis. But a fire burned in my soul!</p> <p>THE KING IS DEAD by Lorraine Jackson</p> <p>Not long ago, There lived a King. He did not sleep in a castle. He did not wear a crown. He did not rule a royal court Or ride in chariots.</p> <p>The King marched in the streets. He lived to help the poor. He lived for peace and love. Hate killed the King. The King is dead. What will the people do?</p>	<p>Question 1: What happened to Dr. King? (RI.5.1)</p> <p>Question 2: What do you think of Lorraine's poem?</p>
<p>BLACK WIDOW</p> <p>Courtesy South King News for Memphis committed to a plan. Dr. King had pledged to support the sanitation strike with a nonviolent march. Despite that promise, SNCC, SCLC and members of SCLC believed to have been hounded's pledge on April 6, 1968. The marchers heavily armed as a tribute to honor Dr. King's life. It also reminded Black youth that violence would end and continue their upward climb until justice was restored. In a sense of true protest spirit, I observed that the banner my people and family. Those who marched with us were ministers, labor leaders, parents of figures, seamstresses, and everyday people from Memphis and around the nation. Nobody carried a sword. We carried our names signs. I saw a sign that said: Great justice hour! "Mr. King marched from Memphis. Behind a wall of mourning, the hated law was in jeopardy."</p> 	<p>Question 3: How did the people of Memphis honor Dr. King? (RI.5.1, SL.5.1)</p>

PAGE	QUESTIONS
<p>VICTORY ON A BLUE NOTE</p> <p>The Memphis Sanitation Strike ended on April 10, 1968. Mayor Luke White negotiated with the workers. President Lyndon B. Johnson sent James Ray, a top US labor official, to negotiate a settlement. Ray had struck an agreement between the sanitation workers and the Memphis City Council. In the final deal, the city of Memphis recognized the workers' labor union. The deal received a big increase of \$100,000 on taxes, and they were guaranteed job protections based on seniority and age. I remember one good day the morning strike came to an end. It was the Sunday after Easter. Daily marched proudly, once the strike was ended at home and me. He pulled me up, kissed my hair, and kissed in Memphis love. Many thousands of people, he held their eyes open. To reach the town. So much love had Freedom is never free.</p> 	<p>Question 4: What was the outcome of the Memphis Sanitation Strike? (RI.5.2)</p> <p>Question 5: What does “freedom is never free mean”? (RI.5.2, 5.4, L.5.4, 5.5, SL.5.1)</p>
<p>MOUNTAINTOP</p> <p>Dream big. Walk tall. Be strong. March on. Don't quit. Never stop. Climb up the MOUNTAINTOP!</p> 	<p>Question 6: What is our mountaintop we need to climb? Think, pair, share. (RI.5.1, 5.2, SL.5.1)</p>

Part 3: Daily Instructional Task: Explanatory Writing (RI.3.2, RF.3.4, W.3.2, 3.8), Rubric

1. Think about our discussion.
2. Partner and reread MOUNTAINTOP with expression.
3. What is the mountaintop you/we need to climb? Explain.
4. In your writing you should:
 - explain what the mountaintop is that you/we need to climb;
 - include an introduction and conclusion;
 - vary sentences;
 - punctuate each sentence correctly, and



EXPLANATORY RUBRIC	3	2	1
Content	The writing explains what the mountaintop is that the writer needs to climb.	The writing mostly explains what the mountaintop is that the writer needs to climb.	The writing does not explain what the mountaintop is that the writer needs to climb.
Evidence	The writing includes reasons/evidence to support the explanation.	The writing includes incomplete reasons/evidence to support the explanation.	The writing does not include reasons/evidence support the explanation.
Organization	Well organized with a logical sequence, beginning and conclusion	Organized with beginning and conclusion.	Not organized; lacks adequate beginning and/or conclusion.
Syntax	Writing contains a variety of sentence types including simple, compound, and complex sentences.	Writing contains some simple and compound sentences, but variety could be better.	Writing contains sentence, but they are not varied.
Spelling	All but 1 to 2 words are spelled correctly.	All but 3 to 4 words are spelled correctly.	More than 5 words are misspelled
Total			
A+ = 15	A=13-14	B+ = 12	B = 10-11
C+ = 9	C = 7-8	D = 6	F = 5 or lower

Lesson 18: “Dr. King, Cesar Chavez & The 1965-1970 Delano Grape Strike and Boycott” - Reading Historical Photographs (RI 5.1 , 5.7, SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4) Student Reading with Stopping Points for Everybody Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6), Daily Instructional Task: Partner Discussion (RI.5.1, 5.3, SL.5.1, 5.6, 6.1. 5.CivicsHR.2) Rubric

Learning Intentions:

1. I am learning how to read photographs.
2. I am learning a key terms: sit in, nonviolent protest
3. I am learning why the Greensboro Sit-In occurred and how they practiced nonviolent protest.
4. I am learning how to use the process of historical inquiry to interpret evidence.

Success Criteria:

1. I can read historical photographs.
2. I can define sit in and explain why the Greensboro Sit-In of 1960 occurred.

Part 1: Reading Historical Photographs (RI 5.1, 5.7, SL.5.1, 5.6, W.5.8)





1. Read the whole photograph: Begin by taking in the whole picture. Notice what your emotional and physical reactions are to the picture.

2. Then examine the photograph in a methodical way.

- Draw imaginary lines on the photograph that divide the picture into four quadrants.
- Look carefully at each quadrant for details that are not seen on first glance. Sometimes a magnifying glass is helpful to see details that are only apparent on close inspection.
- After you have carefully examined the photograph, think critically about what you are seeing.

3. Now answer the following questions:

- Can you identify a date that the picture was taken? If so, when? How do you know?
- Can you tell where the picture came from?
- What is the context in which the photograph was taken? Does the photograph record a spontaneous moment or was it a posed event?
- What happened immediately before and after the picture was taken?

Photograph	Read the whole photograph	Examine the photograph in a methodical way
		
		
		
		

Part 2: Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4)

Link to Vocabulary Notebook:

<https://drive.google.com/file/d/1fjxuGoLgSLdaOhJ6nKFNGBEh1fof4iwO/view?usp=sharing>

1. Share these terms with students: Say each word aloud.
 - **unprecedented**
 - **allies**
 - **fellowship**
 - **mutual**
 - **unique**
 - **oppressed**
 - **organize**
 - **coalition**
 - **Union**
 - **Strike**
 - **NWFA** (National Farm Workers Association)
2. Provide students with a definition of these terms. Discuss each.
3. Ask students to write what the term means in their own words.
4. Ask students to construct a picture, symbol, or graphic representing the word.
5. Ask students to rate how well they understand the term.
 - 1 = low understanding,
 - 2 = moderate moderate understanding,
 - 3 = very good understanding,
 - 4 = excellent understanding

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
unprecedented				1 2 3 4
allies				1 2 3 4
fellowship				1 2 3 4
mutual				1 2 3 4
unique				1 2 3 4
oppressed				1 2 3 4

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
organize				1 2 3 4
coalition				1 2 3 4
Union				1 2 3 4
Strike				1 2 3 4
NWFA (National Farm Workers Association)				1 2 3 4
				1 2 3 4

**Part 3: Student Reading with Stopping Points for Everybody
Writes (RI.5.1, 5.4, 5.8, W.5.8, 5.9.B, SL.5.1, 5.6)**

Provide this background:

By 1966, Cesar Chavez had been a labor leader and civil rights activist for more than a decade. In March 1966, he and others marched from Delano, California to Sacramento – an approximate 300 miles – to have the demands of Mexican and Filipino farm workers heard, as well as to bring national attention to the mistreatment of farm workers.

1. Have students read “Dr. King and Cesar Chavez.”
2. During the reading, students will be stopping four (4) times to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.

Dr. King, Cesar Chavez & The 1965-1970 Delano Grape Strike and Boycott

(Adapted)



Civil rights leader Reverend Martin Luther King, Jr. delivers a speech to a crowd of approximately 7,000 people on May 17, 1967 at UC Berkeley's Sproul Plaza in Berkeley, California. Photo by Michael Ochs Archives/Getty Images

On September 8, 1965, Filipino American grape workers, members of the Agricultural Workers Organizing Committee, walked out on strike against Delano-area table and wine grape growers protesting years of poor pay and conditions. The Filipinos asked Cesar Chavez, who led a mostly Latino farm workers union, the National Farm Workers Association, to join their strike.

Cesar and the leaders of the NFWA believed it would be years before their union was ready for a strike. But he also knew how growers historically pitted one race against another to break field walkouts. Cesar's union voted to join the Filipino workers' walkouts on Mexican Independence Day, September 16, 1965. From the beginning this would be a different kind of strike.

- Cesar insisted the Latino and Filipino strikers work together, sharing the same picket-lines, strike kitchens and union hall.
- He asked strikers take a solemn vow to remain nonviolent.

1966 was the same year that Martin Luther King, Jr. sent Chavez a telegram that acknowledged his work and detailed why they were **allies**.

“As brothers in the fight for equality, I extend the hand of **fel-**
lowship and good will and wish continuing success to you and your members. The fight for equality must be fought on many fronts—in

the urban slums, in the sweat shops of the factories and fields. Our separate struggles are really one—a struggle for freedom, for dignity and for humanity.”

His message, which was dated September 22, read, “You and your fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and in determination that our dreams for a better tomorrow will be realized.”

Question 2: What did Dr. King mean when he wrote, “Our separate struggles are really one—a struggle for freedom, for dignity and for humanity.” Explain. (RI.5.4, W.5.8, 5.9.B)

Part 4: Daily Instructional Task: Partner Discussion (RI.5.1, 5.3,

SL.5.1, 5.6, 6.1.5.CivicsHR.2) Rubric

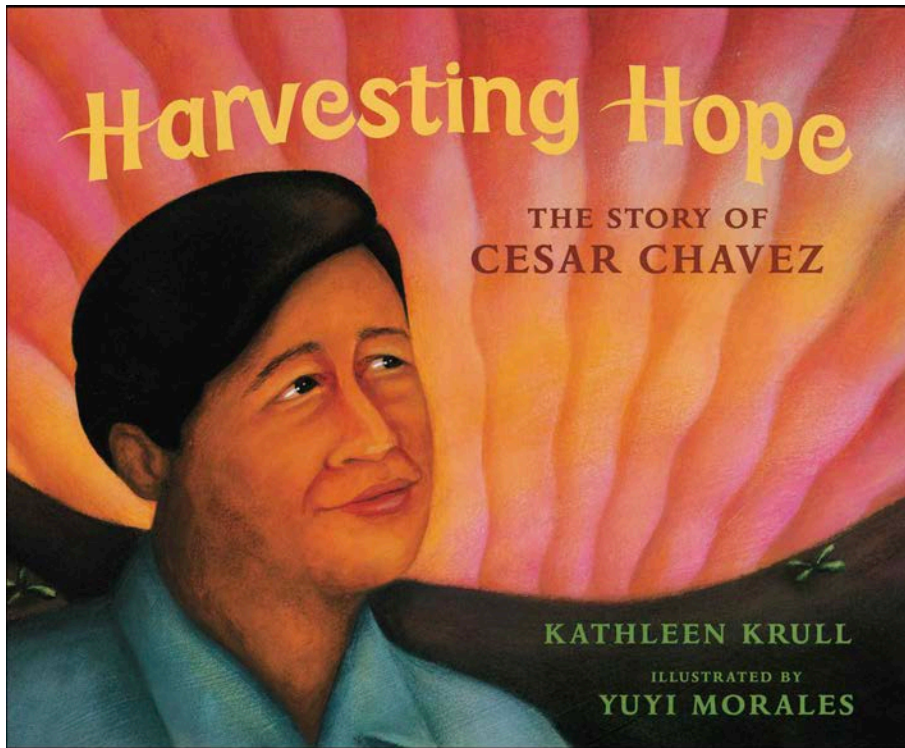
1. Reread the section of the article that identifies the conditions that Cesar Chavez established for the Delano Strike.

2. Why was it significant that Chavez insisted the Latino and Filipino strikers work together, sharing the same picket-lines, strike kitchens and union hall, and to take a solemn vow to remain nonviolent while striking? How was Dr. King influential in Mr. Chavez’s decisions about the strike?

3. Each student takes turns being the speaker or the listener. When the speaker is finished speaking, have the listener repeat one of the speaker’s main points, and ask a follow-up question as needed.

PARTNER DISCUSSION RUBRIC		
MY NAME IS: _____		
1. I can explain why it was significant that Chavez insisted the Latino and Filipino strikers work together, sharing the same picket-lines, strike kitchens and union hall, and to take a solemn vow to remain nonviolent while striking. 2. I can listen and encourage my partner and pose question.		
	Extraordinary	I Could Do Better
Content	I explained why it was significant that Chavez insisted the Latino and Filipino strikers work together, sharing the same picket-lines, strike kitchens and union hall, and to take a solemn vow to remain nonviolent while striking. I also explain how Dr. King influenced Mr. Chavez’s decisions about the strike.	I explained my answer to the questions, but I may not have explained completely.
Listening	I listened to my partner and understood the answers. I provided feedback when needed or asked a follow-up question.	I listened to my partner, but did not give feedback or ask a follow-up question.

Lesson 19: *Harvesting Hope* - Preview, Turn and Talk (SL.5.1, 5.6, W.5.8), Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4), Teacher Read Aloud with Stopping Points for Everybody Writes (RI .5.1, 5.2, 5.3, 5.4, 5.8, W.5.9.B, SL.5.1, 5.6), Daily Instructional Task : Partner Discussion (RI.5.1, 5.3, SL.5.1, 5.6,) Rubric



Krull, Kathleen. (2003). *Harvesting Hope: The Story of Cesar Chavez*. Illustrated by Yuyi Morales. Orlando, FL: Houghton Mifflin.

Lexile Level: 800L

Learning Intentions:

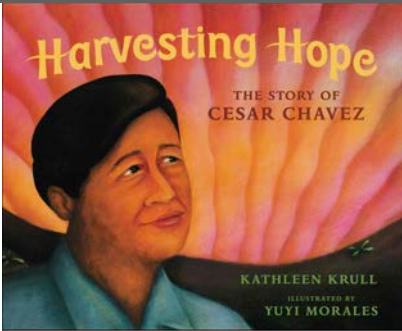
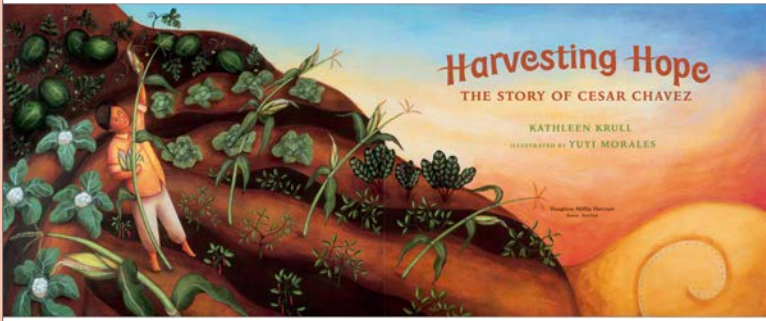

1. I am learning how to preview a text and connect to prior knowledge.
2. I am learning the meaning of the terms: drought, migrant, torment
3. I am learning about Cesar Chavez's early childhood and his beginning life as a migrant worker.

Success Criteria:

1. I can preview a text to connect previous knowledge to the topic.
2. I can explain key words using my own words.
3. I can discuss how I would comfort Cesar Chavez when he was a child at school and faced abuse.

Part 1: Preview, Turn and Talk (SL.5.1, 5.6, W.5.8)

1. Ask students to preview *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull with a partner.
2. Invite them to complete the Preview Chart (next page).
3. Have students to Turn and Talk about the following questions:

TEXT FEATURE	EXAMPLE FROM BOOK	WHAT DID WE LEARN	OUR QUESTIONS
Cover/Title			
Front Page			
Author's Note	<p style="text-align: center;">AUTHOR'S NOTE</p> <p>Cesar Chavez was born near Yuma, Arizona, in 1927. Before he founded the National Farm Workers Association, workers had no way to protest discrimination. They had the longest hours, lowest wages, harshest conditions, longest 90 days, and least power of any group of workers in America. "We had never thought," Chavez said, "that we could actually have any say in our lives. We were poor, we knew it, and we were treated like fighting cockroaches."</p> <p>After the walk in Sacramento, the larger protest march in U.S. history, Chavez was known as more of a hero. To show his continuing commitment to UFW, he would occasionally stay eating. His hunger strikes would attract publicity from around the world. Things didn't right begin to be great for grape growers from the few companies that offered contracts, and much of the public believed to avoid the others.</p> <p>It took five years—of fasting by Chavez, of jail for him and other leaders, of marches, picketing, and hungerstrips—before most of the largest California grape growers gave in. Millions of pounds of grapes had rotted, costing growers more than twenty-five million dollars. It was the first successful agricultural strike in U.S. history. Growers promised better wages, health insurance, and other safeguards.</p> <p>Early the winter after he signed the last of the grape contracts, Chavez was organizing a strike of farm workers elsewhere in California. Facing an eighteen-hour day, almost no sleep, he was many more fights on behalf of migrants—including the banning of the short-handed hoe, the case of permanent back injury to thousands of workers.</p> <p>Chavez studied his mother's teachings in a short sentence. He also took strength from his religious faith, his Hispanic heritage, and his heroes—Saint Francis of Assisi, the African Luther King Jr., leader of the African American civil rights movement, and Mahatma Gandhi, who led the nonviolent fight for India's independence from Great Britain. Chavez's wife, Helen, provided indispensable help, as did his eight children, other family members, and local residents.</p> <p>In 1993, after a hunger strike lasting thirty-six days, Chavez never fully regained his strength. He died in his sleep at age sixty-six. A crowd many times larger than the one that had gathered here in Sacramento attended his funeral in Yuma.</p> <p>Chavez was—and is—remembered. Especially among those resistant to change, he had many enemies and received constant death threats. Some today, some argue about him and his goals, and others have forgotten how he has never heard of him. But many continue to see him as a hero—for his vision, his belief that peaceful revolutions in a world so more efficient than here, and his self-sacrifice in the face of overwhelming odds.</p>		
Back Cover			

- What do you know? What do you wonder? Consider: Who is involved? When are the events happening? Where is this happening? What questions do you have?

-

Part 2: Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4)

Link to Vocabulary Notebook:

<https://drive.google.com/file/d/1fjxuGoLgSLdaOhJ6nKFNGBEh1fof4iwO/view?usp=sharing>

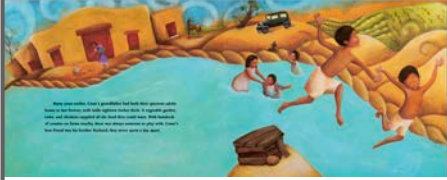

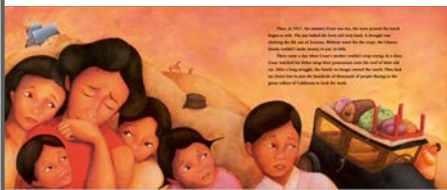


1. Share these terms with students. Say each word aloud.
 - drought
 - migrant
 - torment
2. Provide students with a definition of these terms. Discuss each.
3. Ask students to write what the term means in their own words.

4. Ask students to construct a picture, symbol, or graphic representing the word.
5. Ask students to rate how well they understand the term:
 - 1 = low understanding,
 - 2 = moderate moderate understanding,
 - 3 = very good understanding,
 - 4 = excellent understanding

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
drought	a prolonged period of abnormally low rainfall, leading to a shortage of water.			1 2 3 4
migrant	a person who moves from one place to another, especially in order to find work or better living conditions			1 2 3 4
torment	severe physical or mental suffering.			1 2 3 4

Part 3: Teacher Read Aloud with Stopping Points for Everybody Writes (RI.5.1, 5.2, 5.3, 5.4, 5.8, W.5.9.B, SL.5.1, 5.6)

1. Read aloud *Harvesting Hope*. Students should have copies of the text as well.
2. During the reading, students will be stopping four (4) times to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.

STOP AFTER READING THIS PAGE AND RESPOND TO...	EVERYBODY WRITES PROMPT
	<p>Question 1: Think about Cesar's early years on the family ranch. What is most significant about Cesar's life on the ranch with his family? (RI.5.2, W.5.9.b)</p>
	<p>Question 2: Comment on Cesar's mother's advice "to use their minds and mouths to work out conflicts." (RI.5.2, 5.4, W.5.9.b)</p>
	<p>Question 3: Think about what you learned about droughts. Why did the family decide to move to California? (RI.5.3, 5.4, W.5.9.b)</p>
	<p>Question 4: Describe the living and working conditions migrants, like Cesar and his family, faced in California. How did this influence Cesar's life? (RI.5.1, 5.2, W.5.9.b)</p>
	<p>Stop reading after this page.</p>

Part 4: Daily Instructional Task: Partner Discussion (RI.5.1, 5.3,

SL.5.1, 5.6,) Rubric

1. Each student takes turns being the speaker or the listener. When the speaker is finished speaking, have the listener repeat one of the speaker’s main points, and ask a follow-up question as needed.

2. Cesar Chavez attended 35 schools before graduating 8th grade and ending his formal education. What would you have said to Cesar after his teacher made him wear the sign “I am a clown. I speak Spanish”? How would you have comforted him?

3. How does the description of the way Cesar lived compare with today’s immigrants coming into the United states?

4. Compare Cesar’s life with the immigrants coming to Newark today?

PARTNER DISCUSSION RUBRIC		
MY NAME IS: _____		
1. I can explain how I would have comforted Cesar Chavez.		
2. I can listen and encourage my partner and pose question.		
	Extraordinary	I Could Do Better
Content	I explained how I would have comforted Cesar Chavez.	I explained my answer to the questions, but I may not have explained completely.
Listening	I listened to my partner and understood the answers. I provided feedback when needed or asked a follow-up question.	I listened to my partner, but did not give feedback or ask a follow-up question.

Lesson 19: *Harvesting Hope* -Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4), Teacher Read Aloud with Stopping Points for Everybody Writes (RI.5.1, 5.2, 5.3, 5.4, W.5.9.B, SL.5.1, 5.6, L.5.5), Daily Instructional Task: Explanatory Writing (RI.5.12, 5.4, W.5.2, 5.9.b, L.5.5), Rubric

Learning Intentions:

1. I am learning the meaning of key terms: dedicate, obstacle, unharvested, pilgrimage
2. I am learning why nonviolent protest is effective.

Success Criteria:

1. I can preview a text to connect previous knowledge to the topic.
2. I can explain what nonviolent protest is and why it was effective in the Farmworkers Strike.

Part 1: Vocabulary Notebook (RI.5.4,W.5.8, SL.5.1, L.5.4)

Link to Vocabulary Notebook:

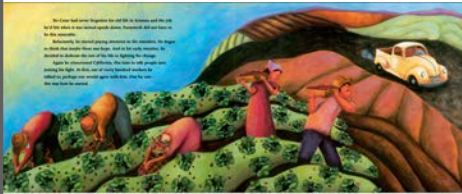

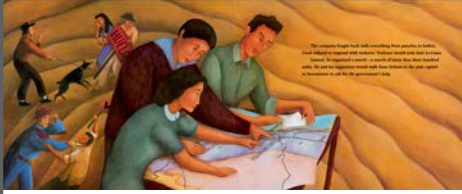

<https://drive.google.com/file/d/1fjxuGoLgSLdaOhJ6nKFNGBEh1fof4iwO/view?usp=sharing>

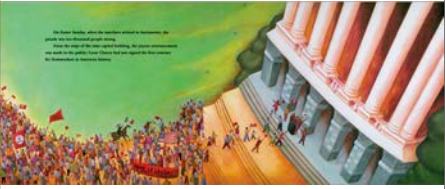

1. Share these terms with students. Say each word aloud.
 - o dedicate
 - o obstacle
 - o unharvested
 - o pilgrimage
2. Provide students with a definition of these terms. Discuss each.
3. Ask students to write what the term means in their own words.
4. Ask students to construct a picture, symbol, or graphic representing the word.
5. Ask students to rate how well they understand the term:
 - o 1 = low understanding,
 - o 2 = moderate moderate understanding,
 - o 3 = very good understanding,
 - o 4 = excellent understanding

TERM	DEFINITION	SO WHAT DOES IT MEAN IN MY OWN WORDS?	VISUAL REPRESENTATION	MY UNDERSTANDING (1-4)
dedicate	devote time, effort, or oneself to a particular task or purpose.			1 2 3 4
obstacle	a thing that blocks one's way or prevents or hinders progress			1 2 3 4
unharvested	crops not gathered			1 2 3 4
pilgrimage	a journey			1 2 3 4

Part 3: Teacher Read Aloud with Stopping Points for Everybody Writes (RI.5.1, 5.2, 5.3, 5.4, W.5.9.B, SL.5.1, 5.6, L.5.5)

1. Continue to read aloud *Harvesting Hope*. Students should have copies of the text as well.
2. During the reading, students will be stopping five (5) times to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.

STOP AFTER READING THIS PAGE AND RESPOND TO...	EVERYBODY WRITES PROMPT
	<p>Question 1: What is a landowner? What were the hardships that Cesar Chavez outlined concerning the workers? Why does Chavez still have hope? (RI.5.3, 5.4, W.5.9.b)</p>
	<p>Question 2: How is truth a better weapon than violence? (RI.5.4, W.5.9.b, L.5.5)</p>
	<p>Question 3: Why did Chavez maintain nonviolence when strikers were met with violence? (RI.5.3, 5.4, W.5.9.b)</p>
	<p>Question 4: Why are these important: people unaware of the plight of migrant workers join the march and the grapes go unharvested due to the strike? (RI.5.1, 5.2, W.5.9.b)</p>

STOP AFTER READING THIS PAGE AND RESPOND TO...	EVERYBODY WRITES PROMPT
	<p>Question 5: Why was the recognition of the union important? What did Chavez win? (RI.5.2, W. 5.9.b)</p>
	<p>Stop reading here.</p>

Part 4: Daily Instructional Task: Explanatory Writing (RI.5.12, 5.4, W.5.2, 5.9.b, L.5.5), Rubric

1. Explain what Cesar Chavez meant when he said, “truth was a better weapon than violence...Nonviolence takes more guts.” What does this mean and why is it important?

2. In your writing:
 - Introduce the topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we’ve studied.
 - Vary sentences.
 - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
Accuracy	The writing explains what Cesar Chavez meant when he said, "truth was a better weapon than violence...Nonviolence takes more guts" and why this was important.	The writing mostly explains what Cesar Chavez meant when he said, "truth was a better weapon than violence...Nonviolence takes more guts" and why this was important.	The writing does not explain what Cesar Chavez meant when he said, "truth was a better weapon than violence...Nonviolence takes more guts" and why this was important.
Evidence	Evidence helps to explain what Lorraine meant when she said, "trouble visits every life."	Evidence partially explains what Lorraine meant when she said, "trouble visits every life."	Evidence selected is inaccurate or does not support explanation.
Organization	Well organized with a logical sequence, beginning and conclusion	Organized with beginning and conclusion.	Not organized; lacks adequate beginning and/or conclusion.
Syntax	Writing contains a variety of sentence types including simple, compound, and complex sentences.	Writing contains some simple and compound sentences, but variety could be better.	Writing contains sentence, but they are not varied.
Spelling	All but 1 to 2 words are spelled correctly.	All but 3 to 4 words are spelled correctly.	More than 5 words are misspelled
Total			
A+ = 15	A=13-14	B+ = 12	B = 10-11
C+ = 9	C = 7-8	D = 6	F = 5 or lower

Lesson 20: *Harvesting Hope* - Partner Reading (RF.5.4, SL.5.1, 5.6),
Daily Instructional Task: Retelling Map: (RI.5.1-5.5, SL.5.1, 5.6)

Learning Intentions:

1. I am learning how to answer Text Dependent questions to better comprehend the text.
2. I am learning how the treatment of migrant workers and African Americans was similar.

Success Criteria:

1. I can write and discuss responses to text dependent questions and vocabulary words.
2. I can compare the treatment of migrant workers and African American people.

Part 1: Partner Reading (RF.5.4, SL.5.1, 5.6)

1. Ask students to take out their copy of *Harvesting Hope*. Give students a Buddy Reading Bookmark and a Check for Understanding Card.
2. Explain to students that they will be working with their partner to read the text.

3. Have each member of the teacher-assigned pair take turns being “Coach” and “Player”. Note: It is important to monitor and support students as they work together.
4. Ask the stronger reader to begin this activity as the “Player” and to read pages 1-10.
5. Have the “Coach” follow along and prompt peer to correct mistakes when necessary using the Buddy Reading Bookmark.
6. Have the pair switch roles and ask the weaker reader to become the “Player.” The “Player” continues to read the passage and the “Coach” provides feedback for pages 11-20.

Part 2: Daily Instructional Task: Retelling Map: (RI.5.1-5.5, SI.5.1, 5.6)

1. Have students create a retelling map. When retelling they should be able to;
 - State the topic.
 - State the main idea and author’s purpose.
 - Provide facts that support the main idea.
 - Explain academic vocabulary essential to comprehension.
 - Be able to emphasize new learning.

RETELLING MAP
HARVESTING HOPE
BY KATHLEEN KRULL

State the Topic: What is the overall idea of the book?

State the Main Idea & Author's Purpose: The author wants us to...

Provide facts of the main idea from the text.

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

Academic Vocabulary (Explanations)

New Learning

Something We Didn't Know

We Wonder

Lesson 21: Culminating Task: Comparison Composition (RI.5.9, W.5.i8, 5.9.B, L.5.2, L.5.3, L.5.4), Rubric

Learning Intentions:

1. I am learning how the treatment of migrant workers and African Americans was similar.

Success Criteria:

1. I can compare the treatment of migrant workers and African American people.

Culminating Task: Comparison Composition (RI.5.9, W.5.i8, 5.9.B, L.5.2, L.5.3, L.5.4)

1. Compare the two strikes we read about: Farm Workers strike and the Memphis Sanitation strike. How was the treatment of migrant workers by landowners similar to the treatment of African American sanitation workers in Memphis by the mayor. Write about their pay and working conditions.
2. In your writing:
 - Compare the two strikes focusing on workers' pay and their working conditions.
 - Develop the comparison with facts, definitions, and details from the text read;

- Provide a conclusion;
- Use precise language we've studied.
- Vary sentences.
- Spell correctly.

**Culminating Task- Editing Checklist for Self and Peer Editing
(RL.5.1, W.5.2, W.5.5, L.5.2, L.5.3.A)**

Learning Intentions:

1. I am learning to critique writing by using an editing checklist.
2. I am learning to critique a partner's writing by using an editing checklist and providing peer feedback.

Success Criteria:

1. I can use a checklist to self-edit.
2. I can review peer feedback to correct errors.

Part 1: Revising and Editing Checklist

1. After completing a draft of the composition complete a self-edit using the Revising and Editing Checklist.
2. Then partner and read your partner's essay and allow your partner to read your essay. use the partner portion of the checklist to provide feedback to your partner.
3. Revise and edit your composition before uploading it to your Google classroom.

Revising and Editing Checklist for Self- and Peer Editing

Author's Name: _____

Date: _____

Peer's Name: _____

Date: _____

Directions: Edit and revise your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

SELF-EDIT			PEER EDIT			
	Checklist Items	After completing each step, place a check here.		Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation (RL.5.1, L.5.2)	I read my written piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		Punctuation	I read the author's piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		
	I cited text correctly.			Text is cited correctly.		
Syntax (L.5.3.A)	I checked to see if my sentences were varied.		Syntax	Sentences are varied.		
	My sentences have been expanded, combined, and reduced for meaning and to add to reader's interest.			Sentences are expanded, combined, and reduced for meaning and to add to reader's interest.		
Grammar	I used conjunctions, prepositions, and interjections correctly.		Grammar	Conjunctions, prepositions, and interjections are used correctly.		
	I included appropriate transitions that moved the reader through the composition.			Transitions are appropriate and move the reader through the composition.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling	Spelling is correct.		

EXPLANATORY RUBRIC	3	2	1
Accuracy	The writing compares the Farm Workers strike and the Memphis Sanitation strike by explaining how treatment of migrant workers by landowners was similar to the treatment of African American sanitation workers in Memphis by focusing on workers' pay and their working conditions.	The writing mostly compares the Farm Workers strike and the Memphis Sanitation strike by explaining how treatment of migrant workers by landowners was similar to the treatment of African American sanitation workers in Memphis by focusing on workers' pay and their working conditions.	The writing does not adequately compare the Farm Workers strike and the Memphis Sanitation strike by explaining how treatment of migrant workers by landowners was similar to the treatment of African American sanitation workers in Memphis by focusing on workers' pay and their working conditions.
Evidence	Evidence supports the comparison.	Evidence partially supports the comparison.	Evidence selected is inaccurate or does not support comparison.
Organization	Well organized with a logical sequence, beginning and conclusion	Organized with beginning and conclusion.	Not organized; lacks adequate beginning and/or conclusion.
Syntax	Writing contains a variety of sentence types including simple, compound, and complex sentences.	Writing contains some simple and compound sentences, but variety could be better.	Writing contains sentence, but they are not varied.
Spelling	All but 1 to 2 words are spelled correctly.	All but 3 to 4 words are spelled correctly.	More than 5 words are misspelled
Total			
A+ = 15	A=13-14	B+ = 12	B = 10-11
C+ = 9	C = 7-8	D = 6	F = 5 or lower