

# Collective Exhibit A

(Bates ## PCT000001 - 000218)

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Grade 5 Module 1: Cultures in Conflict (Trial)

common core

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**CONTENT FRAMING QUESTION: LESSON 36**  
*What is the story of the year?*  
*Know: How do this year's texts build my knowledge?*

**SUMMARY**  
 As Grade 5 students begin the transition to middle school, they will face more complex challenges and choices that will have various impacts on their lives. As a capstone lesson for the year, students reflect on the challenges presented to the people and characters in each module's **core** texts. In a Socratic Seminar, students discuss ways in which those people and characters responded to the challenges—and what their choices reveal about their values. Students then reflect on how these ideas intersect with their own lives. Create a joyful, yet reflective atmosphere for students to revisit all of the year's texts while applying their growing knowledge base to each one.

**MATERIALS**

- Handout 36A: Character's Challenges and Choices
- Note cards

## Lesson 36: At a Glance

### Agenda

#### Welcome (5 min.)

- Reflect on the Year

#### Launch (5 min.)

#### Learn (55 min.)

- Prepare for a Socratic Seminar (20 min.)
- Engage in a Socratic Seminar (23 min.)
- Reflect on Knowledge Built (12 min.)

#### Land (7 min.)

- Share Advice with Future Grade 5 Students

#### Wrap (3 min.)

- Close the Year

### Learning Goals

Reflect on the challenges faced by the characters and people from the module's **core** texts, comparing and contrasting their responses to these challenges; apply knowledge built about challenges, responses, and values to own lives.

([RL.5.3](#), [RL.5.9](#), [RI.5.3](#), [RI.5.9](#), [W.5.10](#), [SL.5.1](#), [SL.5.4](#), [SL.5.6](#))

- Participate in a Socratic Seminar; complete a Knowledge Journal entry.

### Standards Addressed

The Focus and Continuing Standards for this module can be found in the Module Overview. Individual standards link to the appropriate page on the **Common Core State Standards** website.

- Reading:** [RL.5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.9](#), [RI.5.1](#), [RI.5.2](#), [RI.5.3](#), [RI.5.9](#)
- Writing:** [W.5.10](#)
- Speaking and Listening:** [SL.5.1](#), [SL.5.4](#), [SL.5.6](#)

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## Learning Goals

Identify how illustrations reveal deeper meaning in *Rap a Tap Tap*. (RI.K.7 [↗](#))

✓ Answer TDQs about illustrations in the text.

Examine the importance of collaborative conversations. (SL.K.1.b [↗](#))

✓ Share observations about the importance of conversations.

### ↓ STYLE AND CONVENTIONS DEEP DIVE

Draw and label one thing you learned from the illustrations. (W.K.2 [↗](#), L.K.2.c [↗](#), L.K.2.d [↗](#))

✓ Complete a Response Journal entry.

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## Standards Addressed

The Focus and Continuing Standards for this module can be found in the [Module Overview](#). Individual standards link to the appropriate page on the Common Core State Standards website.

- **Reading:** [RI.K.4](#) [↗](#), [RI.K.7](#) [↗](#)
- **Speaking and Listening:** [SL.K.1](#) [↗](#), [SL.K.2](#) [↗](#)
- **Language:** ↓ [W.K.2](#) [↗](#), [L.K.2.c](#) [↗](#), [L.K.2.d](#) [↗](#)

## Kindergarten Module 1 Lesson 25



## Learn

### Examine Points in Informative Writing

#### WHOLE GROUP

Display the Craft Question:

*Why is choosing points important?*

#### Teacher Note

In this arc, students begin using the term *point* to describe evidence within their writing. Common Core State Standard [W.2.2](#) calls for students to “use facts and definitions to develop points” in their informative writing. While all points come from some type of evidence, *point* refers to an intentionally selected group of evidence. That group might just contain a single piece of evidence, or it may include multiple pieces. In this arc of lessons, students learn to choose points that support their topic statement. (For example, the point “Horses helped Plains Indians hunt buffalo” supports the topic statement “The Plains Indians used animals to help them survive.”) In the next arc, they will include detailed evidence to clearly explain each point. (For example, students could explain the point “Horses helped Plains Indians hunt buffalo” by adding the details “Horses could run fast and follow buffalo that ran away.”) In preparation for this module’s Focusing Question Task 6 and the EOM Task, they will cite evidence from multiple texts to explain each point in a comparison paragraph. (For example, students could develop the point that different actions caused drought in *The Buffalo Are Back* and *The Legend of the Bluebonnet* with the evidence, “In *The Buffalo Are Back*, settlers caused the drought by killing the buffalo and grass. In the legend, the Great Spirits sent a drought because the Comanche People were acting selfish.”) In later modules, students will learn to elaborate on the evidence within a point, adding their own analysis of textual evidence. In Grade 3, students’ points will develop into supporting paragraphs that develop the thesis of an essay.

Let students know that the work they will be doing today to improve their informative writing is hard work but that they are up to the challenge! Today’s task is to think hard about choosing the points, or important evidence, to support a topic statement.

Ask students to consider this scenario: They have a brand new bike. They are writing to a grandparent to tell about the new bike.

Ask:

**“Which of the following details about the bike would be the most important points to share?”**

- The bike came in a box.
- The bike is red with black stripes.
- The bike has black tires.
- The bike has a sign that says, “Safety first. Wear a helmet.”
- The bike has gears and hand breaks.
- The gears and hand breaks! I would want them to know I had a big-kid bike with gears.
- The box isn’t important. Lots of new things come in boxes.
- Almost all bikes have black tires. I would want them to know about the color of the bike.

Share that choosing points for an informational paragraph is a similar process. There are many points that can be shared, but a writer has to choose the most important ones to include.

Explain that students will examine two different plans for a paragraph about the section, “Who Are the Indians of the Great Plains?”

Display the following information: [🔗](#)

## Second Grade Module 2 Lesson 7

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## Learning Goals

Collaboratively draft an informative paragraph comparing droughts in *The Buffalo Are Back* and *The Legend of the Bluebonnet*. (RL.2.2 [↗](#), RI.2.2 [↗](#), W.2.2 [↗](#), W.2.8 [↗](#))

- ✓ Share or jot ideas for parts of a paragraph in Shared Writing.

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## Standards Addressed

The Focus and Continuing Standards for this module can be found in the [Module Overview](#). Individual standards link to the appropriate page on the **Common Core** State Standards website.

- **Reading:** [RL.2.1](#) [↗](#), [RL.2.2](#) [↗](#), [RI.2.1](#) [↗](#), [RI.2.2](#) [↗](#)
- **Writing:** [W.2.2](#) [↗](#), [W.2.8](#) [↗](#)
- **Speaking and Listening:** [SL.2.1](#) [↗](#), [SL.2.6](#) [↗](#)
- **Language:** [L.2.1.f](#) [↗](#)

Second Grade Module 2 Lesson 33

## Overview: How *Wit & Wisdom* Builds SEL

### Self-Awareness

Students learn to accurately recognize their emotions, thoughts, and values and how they influence behavior and to accurately assess their strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset" by

- examining topics and texts that build self-knowledge,
- engaging in productive struggle through rigorous but supported academic work, and
- learning to accurately evaluate their own academic performance.

### Social Awareness

Students learn to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports by

- examining topics and texts in which real and fictional people from diverse backgrounds and cultures respond to opportunities and challenges and
- collaborating with classmates on meaningful and authentic tasks.



### Self-Management

Students work on successfully regulating their emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating themselves, as well as setting and working toward personal and academic goals, by

- developing habits of mind that they can use in both academic and work settings,
- making authentic choices about what or how to learn, and
- learning to value curiosity and inquiry.

### Relationship Skills

Students learn to establish and maintain healthy and rewarding relationships with diverse individuals and groups; communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed through

- explicit speaking and listening instruction,
- authentic opportunities to practice speaking and listening, and
- collaboration with classmates on meaningful and authentic tasks.

### Responsible Decision-Making

Students learn to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; to realistically evaluate the consequences of various actions; and to consider their well-being and that of others by

- examining topics and texts in which real or fictional characters face challenging decisions,
- participating in Socratic Seminars, and
- learning to value evidence and logical reasoning.



*The CASEL 5 competencies through an equity lens*



The CASEL 5 SEL competencies (figure 1) of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making represent large categories for organizing a range of intra- and interpersonal knowledge, skills, and abilities<sup>8</sup>. We view these competencies as interrelated, synergistic, and integral to the growth and development of justice-oriented, global citizens. Below, we consider each competency through an equity lens—what we refer to as “equity elaborations.”



## Learn

### Build Understanding with Context

#### WHOLE GROUP

Display pages 11–12 of *Rap a Tap Tap*, and invite students to look closely at the illustration. Read page 11 aloud. Instruct students to Think-Pair-Share, and ask: “In the text, it says the place shown in this illustration is called the Skids. What do you notice about the Skids in this illustration? What is happening there?” Use Equity Sticks to call on students to answer.

- *I notice people are standing by a fire. Maybe it is cold.*
- *I notice that the people's clothes look worn and torn.*
- *I notice a woman giving soup to kids.*
- *I see boards over the windows.*

Remind students that Bojangles was a real person and *Rap a Tap Tap* tells us about his life. Explain that we can learn more about this illustration, and about the Skids, as we explore more of Bojangles’ story and the time he lived.

Read aloud the second paragraph of the Afterword on page 29 of *Rap a Tap Tap*. Explain that Bill Robinson, or Bojangles, lived during a time called the Great Depression. The Great Depression was a very difficult time for people all over the world.

Explain that they might need more information about the Great Depression to better understand the story of Bojangles. *Rap a Tap Tap* does not say anything else about the Great Depression, but they can find more information in other places, like different books or websites.

Access the free preview of the online [Great Depression article](#)  from Children’s Encyclopedia.

Read the first paragraph aloud, defining unknown words as necessary. For example, consider defining *harsh* as “not kind or pleasing” and *economic* as “having to do with money or how things are bought and sold.”

#### Teacher Note

Read the free trial paragraph that begins with “During the 1930s” and ends with “throughout the world.”

## Kindergarten Teachers Manual

#### Teacher Note

Read the free trial paragraph that begins with “During the 1930s” and ends with “throughout the world.”

Display the photograph of the soup and bread line at the top of the article. Ask: “What was the Great Depression? Why were people waiting in line for soup and bread?” Volunteers respond.

- *The Great Depression was when many people didn't have money.*
- *In the Great Depression many people didn't have homes or food.*
- *People had hard times in the Great Depression.*
- *The people were standing in line for food because they were hungry and didn't have food.*

Explain that now students may better understand *Rap a Tap Tap* because they know more about the challenging times Bojangles lived in. Revisit the text and reread the second paragraph of the Afterword on page 29. Define *wealth* and less *fortunate* as needed.

Instruct students to Think-Pair-Share, and ask: “How did Bojangles help people during the Great Depression? Why was he able to help people?” Use Equity Sticks to call on students to answer.

- *Bojangles shared his money with people.*
- *Bojangles helped poor people by giving them money.*
- *Bojangles could help people because he made a lot of money. (“the highest paid black entertainer”)*

Display pages 11–12. Instruct students to Mix and Mingle, and ask: “What does this illustration show us about Bojangles and the Great Depression?” Use Equity Sticks to call on students to answer.

- *He danced for all people.*
- *He tried to make hard times better.*
- *He tried to help people feel better.*

## Kindergarten Teacher’s Manual Lesson 24



Explain to students that the illustrators chose to include the image of the open and closed doors in order to show important information about the time in which Bojangles lived. Share that Bojangles lived during a time when many doors were closed to him because of the color of his skin. Bojangles was one of many African-American artists and writers who helped to change that by working to open doors for people of all races. This time in history is called the Harlem Renaissance. Tell students that it was called the Harlem Renaissance because the African-American artists and writers lived in a part of New York City called Harlem.

Remind students that reading one text can often bring up questions that we have to look at other texts, including other books and websites, to answer.

Display the online [Harlem Renaissance article](#) from Scholastic. Share the picture at the top of the article, and read aloud the title and subtitle of the article.

Ask: “What does *creativity* mean?” Volunteers respond.

Explain that creativity is what comes out when people use their imaginations. Reread the subtitle, this time emphasizing explosion.

Instruct students to respond with a Nonverbal Signal (thumbs-up, thumbs-down), and ask: “Is an ‘explosion of creativity’ a good thing?”

Explain that an “explosion of creativity” was a very good thing; it brought music and art into the world and made the country discuss more ways to open doors for everyone, no matter their skin color.

Read aloud the last paragraph of the article (beginning with “As the 20th century progressed”). Explain that phrases like “great transformation,” “pride,” and “rebirth” tell the reader that the Harlem Renaissance was an extremely important and exciting time for African Americans. Reinforce that, as a part of this movement, Bojangles helped to showcase the talents and contributions of African-American artists.

Return to *Rap a Tap Tap*. Display and reread pages 7–8. Instruct students to Think-Pair-share, and ask: “What does this page show us about Bojangles and the Harlem Renaissance?”

- *Some doors were closed for Bojangles because of the color of his skin.*
- *Bojangles kept dancing even though some people wouldn’t watch him.*
- *Bojangles’ dancing helped open doors for African Americans.*

Put *closed* on the Word Wall as a module word.

## Kindergarten Teacher Manual Lesson 25

Return to *Rap a Tap Tap*. Display and reread pages 7–8. Instruct students to Think-Pair-share, and ask: “What does this page show us about Bojangles and the Harlem Renaissance?”

- *Some doors were closed for Bojangles because of the color of his skin.*
- *Bojangles kept dancing even though some people wouldn’t watch him.*
- *Bojangles’ dancing helped open doors for African Americans.*

Put *closed* on the Word Wall as a module word.

#### Teacher Note

The blended sounds in *closed* may be difficult for students to hear. However, the idea of closed doors is essential understanding the significance of the historical setting. Therefore, add it to the Word Wall without asking students to make the letter-sound connection in this word.

#### Extension

As time permits, introduce students to music and art from other Harlem Renaissance artists, such as Duke Ellington and Aaron Douglas.

Read through the rest of the text. Turn back to the beginning of the text and slowly turn through the pages, prompting students to focus only on Bojangles. Ask: “Is Bojangles standing still in these pictures?” Volunteers respond.

#### 4. How does the illustrator show us that Bojangles is dancing?

- *There are lots of legs.*
- *The legs are all different colors.*
- *The legs look like they are moving fast.*
- *His feet are tapping. I can see a lot of shoes.*
- *Only his legs and feet are blurry.*

Ask students to stand up and find a clear spot in the classroom. Choose a few illustrations from the text, and ask students to try to move their bodies like Bojangles is moving in the illustration.

## Kindergarten Teacher Manual Lesson 25





Why Mosquitos Buzz in People's Ears: A West African Tale



Why Mosquitos Buzz in People's Ears: A West African Tale



At last King Lion called a meeting of the animals. They came and sat down, pem, pem, pem, around a council fire. Mother Owl did not come, so the antelope was sent to fetch her.

When she arrived, King Lion asked, "Mother Owl, why have you not called the sun? The night has lasted long, long, long, and everyone is worried."

Mother Owl said, "Monkey killed one of my owlets. Because of that, I cannot bear to wake the sun."

The king said to the gathered animals:

"Did you hear?

It was the monkey  
who killed the owlet—  
and now Mother Owl won't wake the sun  
so that the day can come."

Why Mosquitos Buzz in People's Ears: A West African Tale



Why Mosquitos Buzz in People's Ears: A West African Tale

Ask:

**“Why is there a python on this page? Is the python actually chasing the rabbit in this part of the story?”**

Use Equity Sticks to call on students to respond.

- *No, the python isn't chasing the rabbit now.*
- *But the rabbit is remembering what happened.*

Ask:

**“Is the rabbit remembering correctly what actually happened? How do you know?”**

Use Equity Sticks to call on students to respond.

- *No, rabbit isn't remembering how it really happened.*
- *The python was going into the rabbit's hole because he was scared. He wasn't trying to hurt the rabbit.*

✓ Flip back and forth between the illustration on pages 3-4 and 15-16. Instruct students to Think-Pair-Share, and ask:

**“How do the illustrations show the difference between what really happened and what the rabbit remembers?”**

Call on several students to respond.

- *In the first illustration the python's mouth is closed. He doesn't look scary.*
- *At first the python is looking back at iguana. He's not thinking about the rabbit.*
- *In the second illustration the python has huge teeth. He looks very scary!*
- *The rabbit remembers the python being very scary, but that wasn't true.*

Read the remainder of the text aloud, inviting students to join in saying the repeated lines in the text, as they are able.

Ask:

**“What made Mother Owl feel good enough to wake the sun?”**

Volunteers respond.

- *They figured out it was the mosquito's fault.*
- *The animals decided to punish the mosquito.*

Display the illustration on page 27. Instruct students to Mix and Mingle, and ask:

**“Is everyone still mad at the mosquito? How do you know?”**

## Kindergarten Lesson 17




## ↓ Lesson 19 Deep Dive: Vocabulary

### Finding Meaning with the Prefix *un-*

**TIME:** 15 min.

**TEXT:** *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema; Illustrations, Leo and Diane Dillon

**Vocabulary Learning Goal:** Use the meaning of the prefix *un-* as a clue to find the meaning of an unknown word. (L.K.4.b )

#### Launch

Remind students that in Deep Dive Lesson 17, they used the word beginning *re-* to find the meaning of new words.

Explain that students are going to use a different word beginning as a clue to figure out the meanings of more words describing the animals in the story.

Post and Echo Read the following words: *uncertainly*, *unkind*, and *unwilling*.

Ask:

**“What word beginning do these words have in common?”**

Students respond chorally.

- *Un!*

Redirect student attention to the list of posted words and underline *un-* in each word. Explain that the word beginning *un-* means “not.” Point out that, as such, when you add *un-* to a word it changes it to mean the opposite.

Reinforce that students are going to use this information as a clue to figure out the meaning of these words.

#### Learn

Instruct students to listen closely as you read and to give a thumbs-up signal when they hear a word that starts with the word beginning *un-*.

Display page 14 of the text and read the first paragraph, emphasizing the word *uncertainly*. Call on a student with a thumbs-up to identify the word starting with *un-*.

- *Uncertainly.*

Direct student attention to *uncertainly* on the board. Draw a box around the root word, *certain*, and point out that this is the main word part in the word. Reinforce that because *un-* means “not” the new word is the opposite of this word.

## Kindergarten Lesson 19



## Learn

### Determine the Essential Meaning of *Why Mosquitoes Buzz in People's Ears*

#### WHOLE GROUP


Remind students that *Why Mosquitoes Buzz in People's Ears* is a folktale. Explain that folktales, like the one shared in this text, are stories that have been told over and over for a very long time. Long ago, folktales were stories that were told and retold out loud; they were not written down at first.

Tell students that folktales were often created to explain something about the world, or to teach a lesson about life. Ask:

**“What does the story in *Why Mosquitoes Buzz in People's Ears* explain about the world?”**

Volunteers respond.

- *It explains why mosquitoes buzz in people's ears.*
- *It explains why mosquitoes are annoying.*
- *It explains why people don't like mosquitoes.*

 Tell students that *Why Mosquitoes Buzz in People's Ears* explains something about the world and teaches a lesson about life. Ask students to think about the life lesson the story teaches as they read the story one more time.

Read the text aloud. After the reading, ask the following TDQs.

**1. How did King Lion use questions to learn why the night was lasting so long?**

- *He called a meeting of the animals.*
- *He asked each animal a question.*
- *He kept asking questions until he figured out what really happened.*

**2. What might have happened if King Lion only listened to Mother Owl and didn't continue to ask more questions?**

- *He might have punished the monkey because Mother Owl said it was the monkey's fault.*
- *The animals might not learn the whole story.*
- *Maybe the animals would stay mad at each other.*

**3. At the end of the story, it says the mosquito had a “guilty conscience.” What is a guilty conscience? Why might the mosquito feel guilty?**

- *A guilty conscience is when you feel bad about something you did.*
- *You have a guilty conscience when you did something wrong and you feel bad.*
- *Maybe the mosquito feels bad because she knows she lied.*
- *Maybe the mosquito feels guilty because she lied and then the baby owl died.*

**4. What lines do you hear repeated over and over in the text? Why do you think the author repeated those lines?**

- *I hear King Lion telling what happened.*
- *I hear the events repeated, step by step.*
- *I think the author is showing those lines are important.*
- *I think the repeated lines show how King Lion is figuring out what really happened.*
- *Maybe the author is showing how each event made something else happen.*

Reread the chain of events from page 21. As you read each event, place one domino in a line, in a place easily visible to students. After reading the final event, knock down the domino chain.

#### Extension

Prior to the lesson, locate images of the animals in *Why Mosquitoes Buzz in People's Ears* and attach a character image to each domino. This will provide a visual reinforcement for the cause and effect nature of the story.

## Kindergarten Lesson 19



**“What is the main word part?”**

Volunteers respond.

- *Kind!*

Reinforce that because *un-* means “not” the new word is the opposite of the main word part: *kind*. Encourage students to use the illustration and knowledge of both word parts to determine the meaning of *unkind*. Instruct students to Think-Pair-Share, and ask:

**“What does *unkind* mean?”**

Volunteers respond.

- *Because the iguana is being mean to the mosquito, it could mean, “mean.”*
- *It could mean “not kind” or “not nice.”*

Use student responses to determine the meaning of *unkind* as “not nice.” Record this definition next to *unkind* on the board.

Display pages 9–10 of the text and read: “The owl was unwilling to call the sun.” Call on a student with a thumbs-up to identify the word starting with *un-*.

- *Unwilling.*

Organize students into pairs. Explain that students are going to work with their partner to figure out the meaning of the word *unwilling*. Reinforce that students should use the meaning of the word beginning *un-* and the main word part *willing*, and the illustration of the owl as clues to help them.

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## Land

- ✓ Distribute an index card to each pair. Display pages 9–10 and read the sentence again. Students work together to determine the meaning of the word *unwilling*. Allow time for students to discuss their ideas. Encourage students to write or draw their ideas on the index card. Circulate to provide support and ensure understanding of the word beginning *un-*.

Use Equity Sticks to call on pairs to share their ideas.

- *Mother Owl could not bear to call the sun.*
- *Mother Owl would not wake the sun.*
- *Mother Owl did not want day to come.*

Use student responses to determine the meaning of *unwilling* as “not wanting to do something.” Record this definition on the board.

Ask:

**“Why was Mother Owl unwilling to call the sun?”**

Volunteers respond.

- *Because she was so sad one of her babies had died.*

## Kindergarten Lesson 19

### *Extension*

Prior to the lesson, locate images of the animals in *Why Mosquitoes Buzz in People's Ears* and attach a character image to each domino. This will provide a visual reinforcement for the cause and effect nature of the story.

Ask:

**“How is this domino chain similar to what happens in the story?”**

Volunteers respond.

- *It's like how the python was scared, and then he scared the rabbit, and the rabbit scared the crow, and then it kept going.*
- *Little things happened and led up to a big thing happening.*
- *All the animals' actions led up to the night lasting too long. Each one played a part.*

Instruct students to Think-Pair-Share, and ask:

**“What is the essential meaning of the story? What life lesson does it teach you?”**

Call on several students to respond.

- *Don't lie.*
- *A small lie can turn into a big problem.*
- *Ask questions to get to the bottom of a problem.*
- *Things aren't always the way they seem.*

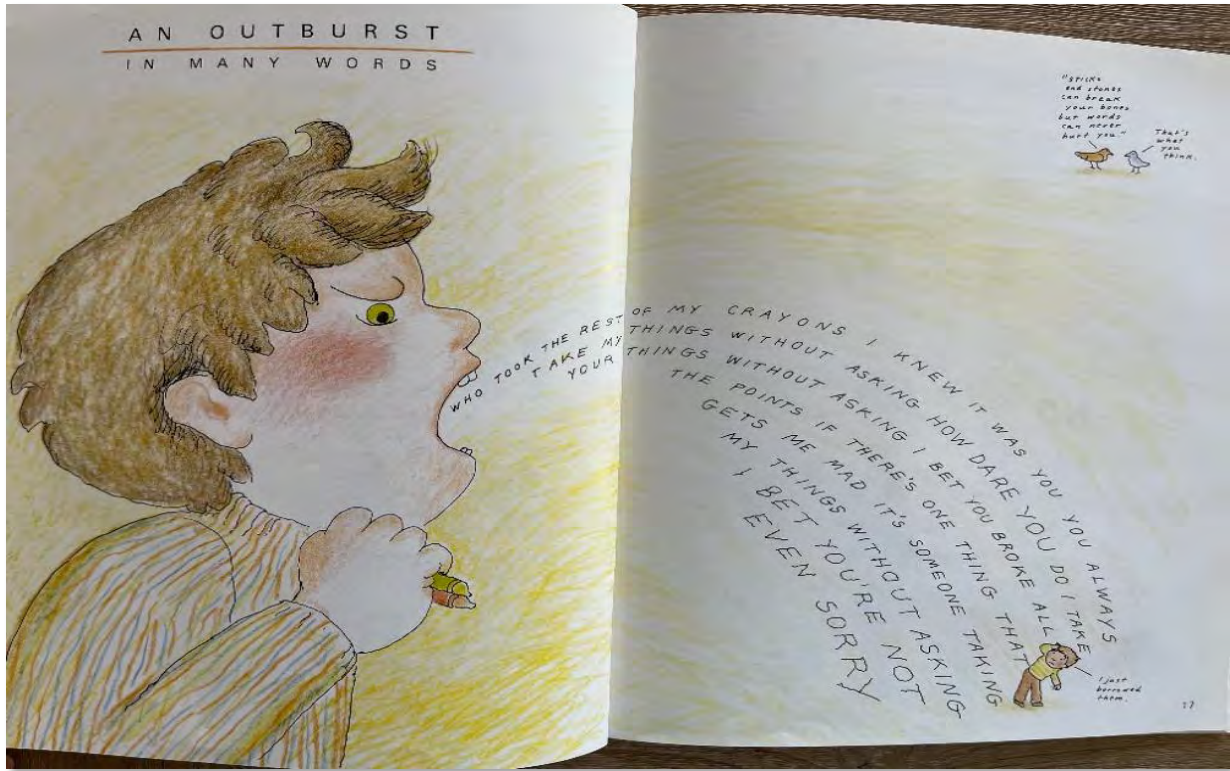
Select three or four strong responses and write each essential meaning on a large piece of paper. Post each poster in a different area of the room.

- ✓ Students select the essential meaning that stands out the most to them from the story. They walk to the area of the room with the poster showing their selected essential meaning. Use Equity Sticks to call on at least two students from each area to explain their thinking.

Learn - Explore Sound Effect Words



## Kindergarten Lesson 19



Feelings





## WHISKERS



Whiskers died.



Oh, poor Whiskers.



You had her so long.



I'm sad for you.



She was old.



She was sick.



She had to die sometime.



My heart is broken.



She was silly.



She was funny.



We'll miss you, Whiskers.



15

## Feelings



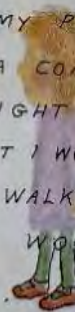
## CHICKEN POX



DID YOU MISS ME? I HAD THE CHICKEN POX. THE DOCTOR SAID IT WAS THE WORST CASE HE HAD EVER SEEN. I FELT SICK AND TERRIBLE. I HAD BIG RED SPOTS ALL OVER. I COULD HARDLY BREATHE. MY HEAD WAS SO HOT IT MELTED ALL THE ICE CUBES IN THE TOWEL IN TWO SECONDS. MY FEET WERE FROZEN. I COULDN'T EAT. MY TEMPERATURE WAS SO HIGH IT ALMOST BROKE THE THERMOMETER. I POURED SWEAT. I WAS SO TIRED I COULD HARDLY LIFT A FINGER. I DIDN'T EAT FOR DAYS AND DAYS AND DAYS. MY MOTHER WAS AFRAID I WOULD STARVE. I HAD TO TAKE THIS HORRIBLE MEDICINE THAT MADE ME THROW UP ALL OVER THE PLACE. THE DOCTOR CAME AND GAVE ME A SHOT. IT FELT LIKE A TEN-FOOT NEEDLE. NOTHING HELPED. I NEVER FELT SO MISERABLE.



ONE DAY I SLEPT 15 HOURS. MY POOR FATHER THOUGHT I WAS IN A COMA. I WAS DELIRIOUS. I NEVER THOUGHT I'D GET BETTER. I NEVER THOUGHT I WOULD BE ABLE TO GET UP AGAIN AND WALK AND COME TO SCHOOL. I THOUGHT I WOULD NEVER BE ABLE TO TELL YOU...







ALICIA HAS THE MOST BEAUTIFUL CURLY HAIR OF ALL MY FRIENDS.



CURLY HAIR?



I'd... I'd...



I like to CHOKE Alicia. Elizabeth likes her more than me.



What's wrong with straight hair?



What's wrong with STRINGY hair, if you're nice?



I HATE ALICIA.



GRRRR.



Kate's jealous.

She's green with envy!

she looks red to me.

## Feelings



## Learn

### Determine Meaning of Unknown Word 🗨

#### PAIRS

Highlight any words that students asked questions about during the previous activity. If they did not mention any words, remind them that readers often have questions about the meanings of some of the words in a text when reading it for the first time.

Explain that today students will act as “word detectives” and use clues from the text to figure out the meaning of an unknown word.

Display and read aloud two sentences from page 10: “The dragon’s long green claws were grabbing at his neck. The boy was paralysed with fear.”

#### Teacher Note

You may wish to mention to students that the word *paralyzed* is sometimes spelled with an *s* as in the text, but in the future they will probably see it spelled with a *z*, which is the American English spelling.

#### Alternate Activity

If students asked questions about other words with sufficient context, consider substituting a word for *paralyzed*.

Point to the word *paralyzed*. Have students repeat the word.

Ask:

**“What questions do you have about the word *paralyzed*?”**

Tell pairs that they will look at the illustration on this page for clues about what *paralyzed* means. Explain that looking at the illustrations is one strategy to help readers figure out the meaning of a word. Remind students that they have done this when they used the Outside-In strategy in previous lessons. Illustrations can help readers better comprehend, or understand, what is going on in text.

Instruct students to Think-Pair-Share, and ask:

**“What in the illustration might tell you what *paralyzed* means?”**

Use Equity Sticks to call on students for responses.

- The illustration shows a boy who looks really scared.
- The boy is really still.

Ask:

**“Based on what you found in the illustration, what do you think *paralyzed* means?”**

- I think *paralysed* means scared.
- I think *paralysed* means not moving.

Explain that *paralyzed* means “to be unable to move.” Explain that the boy was so scared or frightened that he could not move. Reread the sentence: “He was paralyzed with fear.” Add the word, definition, and an illustration to support the definition to the Word Wall.

## Learn

### Experiment with Asking Questions to Clear Up Confusion

#### WHOLE GROUP

Remind students that one of their Speaking and Listening goals for this module is to ask for more information while pointing to this goal on the Speaking and Listening Anchor Chart. One way to do this is to ask questions about things we might be confused about.

Read aloud the Craft Question:

*How do I ask questions to clear up confusion about texts and topics?*

Instruct students to Think-Pair-Share, and ask:

**What words do we use to ask questions to clear up confusion when we are reading or discussing texts?**

Call on pairs to share their responses.

- *Who*
- *What*
- *Where*
- *When*
- *Why*
- *How*

Share with students that question words help them formulate questions to help clear up confusion they may have about the text.

Remind students how they have been practicing asking questions about words they are confused about.



Display page 25 in *Feelings*. Read the sentences, “I didn’t eat for days and days and days. My mother was afraid I would starve,” and, “I never felt so miserable.”

Instruct students to Think-Pair-Share, and ask:

**“What questions do you have about unknown words in these sentences?”**

- ✓ Students share their question about an unknown word with a partner. Circulate and record their questions on the checklist in Appendix C.

#### Teacher Note

This activity as well as the word-detective activity later in the lesson will provide the opportunity to assess [RI.1.4](#)  as students will be asking questions about unknown words in the text. Be cognizant of the type of questions students are asking. Questions should focus on clarifying the meaning of the words. Examples of questions that would show that students are seeking more specifics about the definition of the word could include, “What type of word is *starve*?” “Does *starve* have something to do with eating?” “Does *miserable* mean feeling sick or bad?” Students who need more practice with this standard can be assessed later in the module. Other opportunities include vocabulary instruction during Lessons 26, 27, and 28. Students will be assessed on the other part of [RI.1.4](#) , answering questions about unknown words, during a New-Read Assessment.

After students have shared their questions with their partners, briefly define the words *starve* and *miserable*. Explain that *starve* is a verb that means “to suffer or die from not eating” and *miserable* is an adjective that means “very unhappy.”




## Learn



### Organize Feelings 🕒

#### PAIRS

Tell students that they will be working in pairs to find specific examples in the text, either in the words or illustrations, of two more types of feelings. Explain that students will focus on one feeling, either furious or sad, even though there are more feelings represented in the book.

Display the Feelings Words Anchor Chart  and add the two feelings words. Provide definitions for these words as needed so that students can understand the nuances between different types of feelings words. Have students make the corresponding furious and sad face. Include emojis next to the feelings words as picture support.

#### FEELINGS WORDS ANCHOR CHART

Text	Feelings
<i>Feelings</i>	 furious  sad

Pairs can choose the feelings word they want to find evidence for, or these words can be assigned to pairs. Pairs orally discuss and flag text evidence with a sticky note to support their assigned feeling.

Circulate as small groups discuss and flag pages with sticky notes. As students notice their assigned feeling, encourage them to consider, "What in the text makes you think that?"

Call on groups to share their findings with the class. Student responses may include:

(furious)

- On page 5, there is a picture of a girl who could be furious. She tries to kick the boy and is yelling at him.
- On page 9, a lot of the kids look really mad at John. Tom also looks really mad that John knocked down his blocks. He looks like he is shouting at John.
- On page 11, Kate looks really furious. She has a mad face and is growling and says, "I HATE ALICIA" in all caps.
- On pages 16–17, the boy is yelling at another boy and his face looks really furious. The words coming out of his mouth are in all caps and he says that gets him mad when someone takes his things.
- On page 18, the little boy looks furious. His eyebrows are pointing down and he is yelling "NO!"
- On page 31, there is a picture of a boy who is furious. The text says "furious" and he looks very mad.

(sad)

- On page 5, the boy looks like he feels sad after the girl yells at him.
- On page 15, the girl and boy look sad. The girl's pet Whiskers died and she is crying. The boy says he is sad for her and also looks sad.
- On page 24, I see a little kid crying.
- On page 26, Bob looks sad about giving a sundial to Alfred for his birthday. He is frowning.
- On page 31, there is a picture of a boy who is sad. The text says "sad" and he has tears coming from his face.

Accept all answers as long as they can be supported with text evidence. As students are sharing, record whether they notice the feeling in the words and/or illustrations to assess their learning.

## First Grade Teacher Manual

Questions	Answers in P
?	←
<ul style="list-style-type: none"> <li>▪ (Q1) What does petrified mean?</li> <li>▪ (Q2) Why is the girl on page 22 so bored when she has so many toys?</li> <li>▪ (Q3) Why does Kate want to choke Alicia?</li> <li>▪ (Q4) How does John feel on pages 8-9?</li> <li>▪ (Q5) What does conscience on page 12 mean?</li> <li>▪ (Q6) Why are there titles on almost every page?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (Q2) I play t</li> <li>▪ (Q3) want</li> <li>▪ (Q4) the b awf</li> <li>▪ (Q6) a lo the nee</li> </ul>

As time allows over the course of the course Chart at the close

First Grade Homework Assignment

D ANSWERS CHART

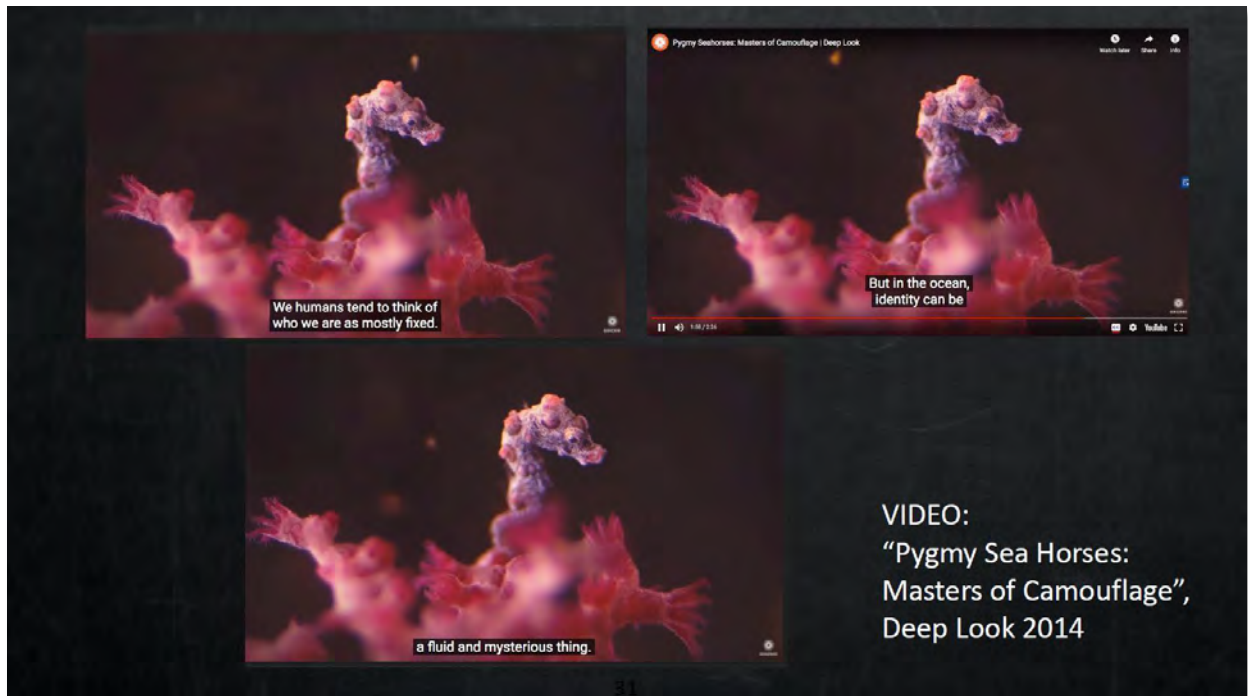
	Answers in Progress ←————→	Complete Answers ✓
age so to n ce on	<ul style="list-style-type: none"><li>▪ (Q2) Maybe the girl wants to play with another person.</li><li>▪ (Q3) Maybe it's because Kate wants curly hair like Alicia.</li><li>▪ (Q4) John looks sad, but the bird said John must feel awful.</li><li>▪ (Q6) It seems like there are a lot of different stories in the book. Maybe each story needs a new title.</li></ul>	

First Grade Homework Assignment

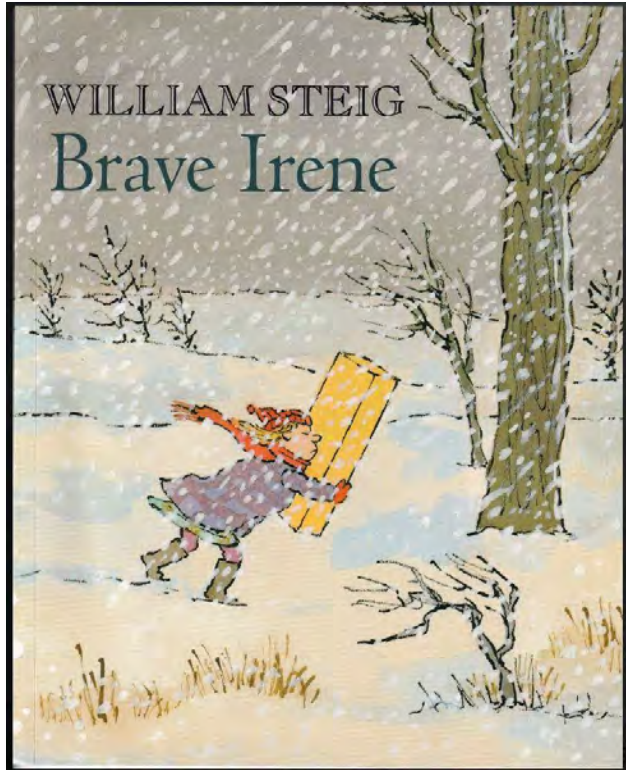




Sea Horse: The Shyest Fish in the Sea



Pygmy Sea Horses: Masters of Camouflage

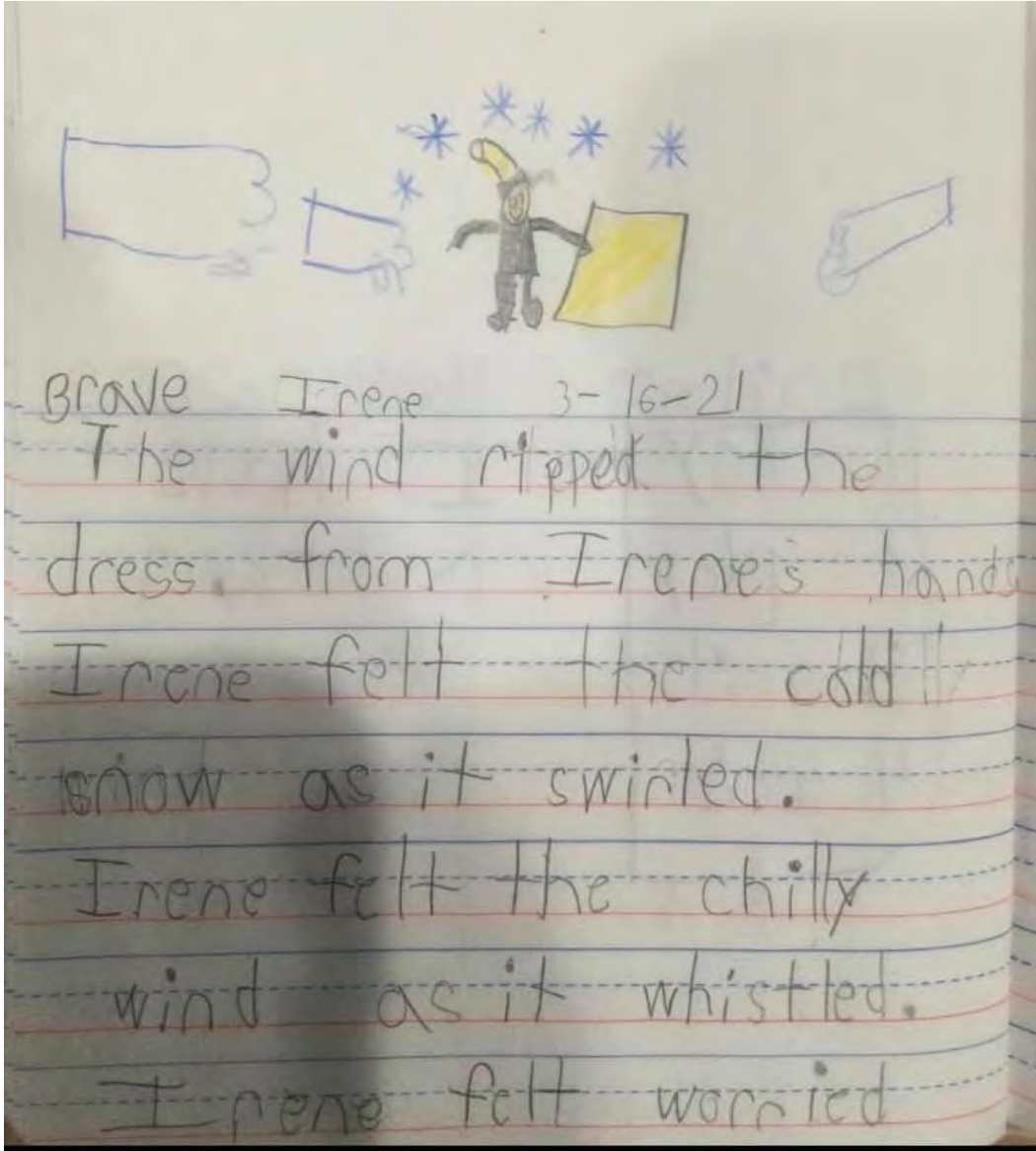


Irene pushed forward with all her strength and—*sloosh! thump!*— she plunged downward and was buried. She had fallen off a little cliff. Only her hat and the box in her hands stuck out above the snow.

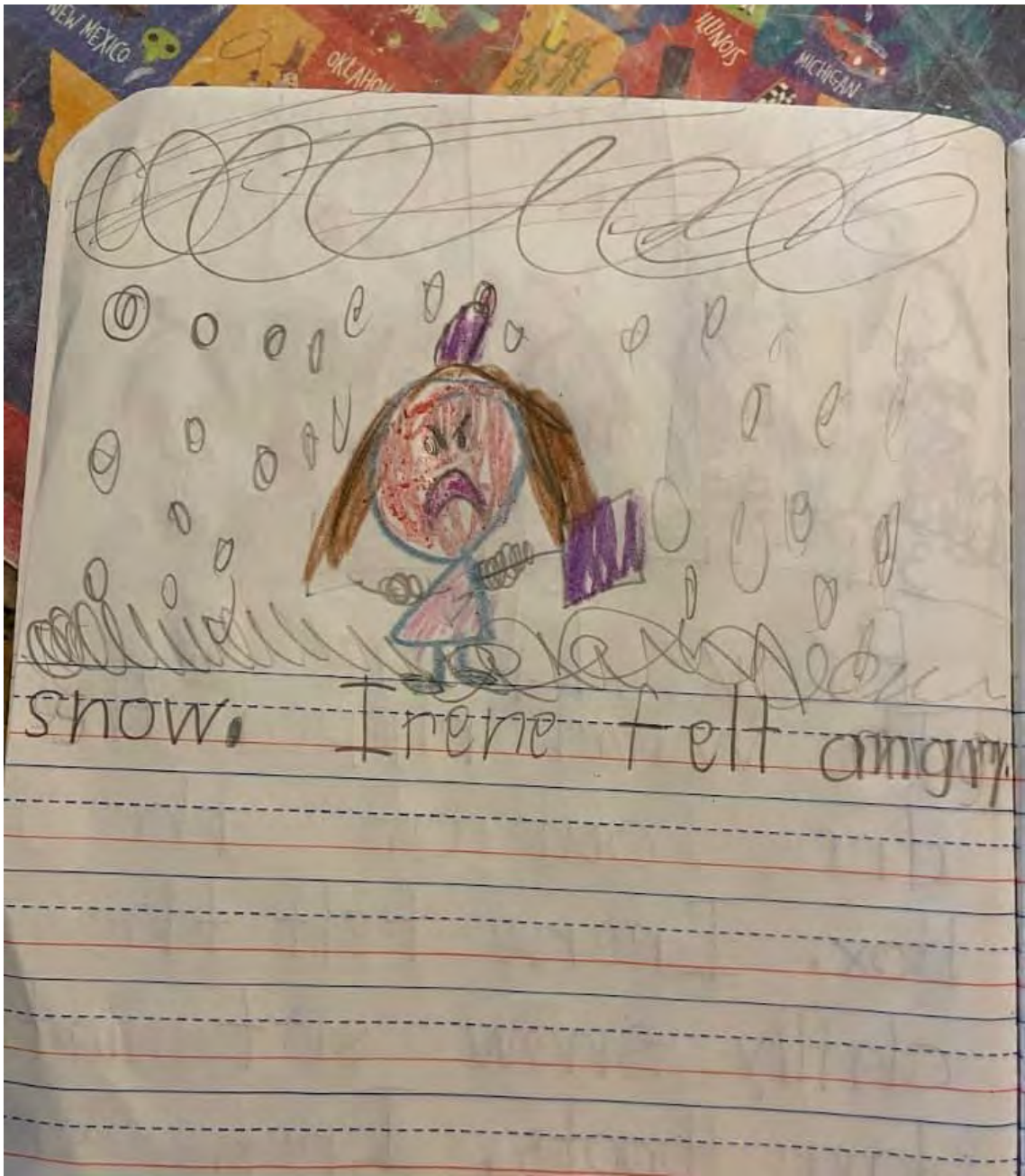


Even if she could call for help, no one would hear her. Her body shook. Her teeth chattered. Why not freeze to death, she thought, and let all these troubles end. Why not? She was already buried.

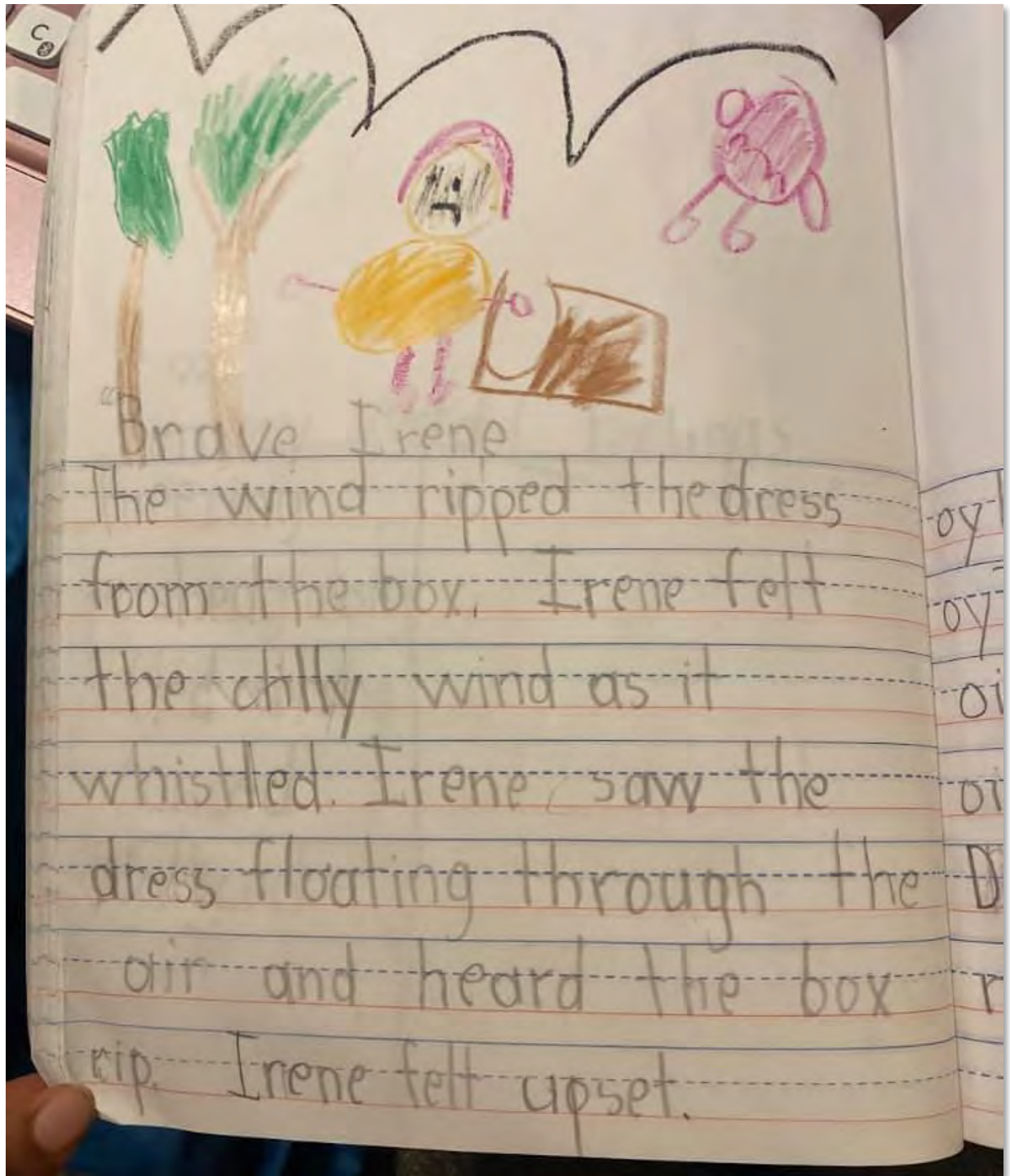
Brave Irene



First Grade Homework Assignment



First Grade Homework Assignment



First Grade Homework Assignment

## Welcome 🕒

### Examine Map

Show students the world map on the inside front cover of the text. Ask students to share verbally the continents or countries where some of the stories they have read this year took place. Responses could include Africa (*Me...Jane*), Malawi (*The Boy Who Harnessed the Wind*), Colombia (*Waiting for the Biblioburro*), and the many more countries featured in *My Librarian is a Camel*.

Explain to students that they will be traveling around the world through books during this module as well.

Point to the countries on the map and **Echo Read** 🗣️ them to emphasize this important knowledge.

Explain they will read be reading different versions of, or ways of telling, the same story. Each version comes from a different country around the world, but many parts of the story are the same around the world. As they listen to the story being read today, their job is to figure out what that story is.

#### Teacher Note

As students journey through several countries of the world via the Module 4 texts, consider bringing in other resources such as websites like *Time for Kids: Around the World* (<http://witeng.link/0384> 🌐) to explore in further detail the countries where the Cinderella stories are set in order to build background knowledge to help students access the stories.

## Launch 🕒

#### Teacher Note

Because reading the Essential and Focusing Questions would reveal the title of the fairy tale, the Essential Question will be introduced later in the lesson while the Focusing Question will be introduced during Lesson 2.

Post and read aloud the Content Framing Question. Have students Echo Read the Content Framing Question.

Tell students that next they will be trying to figure out the story and the character featured in *Glass Slipper, Gold Sandal* that many people admire throughout the world.

#### Teacher Note

Students may react strongly to some aspects of these traditional Cinderella stories. Allow students to experience the text themselves and grapple with their own questions—about the roles of young women and girls in various eras, for example. Provide time for students to discuss questions they may have and be mindful to convey that these stories represent different time periods.

In the traditional Cinderella fairy tale, the main character is treated poorly by members of her own family. This may be a sensitive issue for some students as well.

While many of the Cinderella characters did not complain about their mistreatment, it is important for students to understand that in real life, when someone is being mistreated, he or she should confer with a trusted adult. Consult school guidance resources as needed on how best to deal with this potentially sensitive topic.

## First Grade Teacher's Manual Module 4





2/5/14

Name: \_\_\_\_\_ Module 4 Lesson 11  
Directed Drawing: Listen as your teacher gives you directions to draw the Rough-Face Girl's music flutes. Then, finish the opinion statement below.



**Are the villagers mean to Rough-Face Girl?**

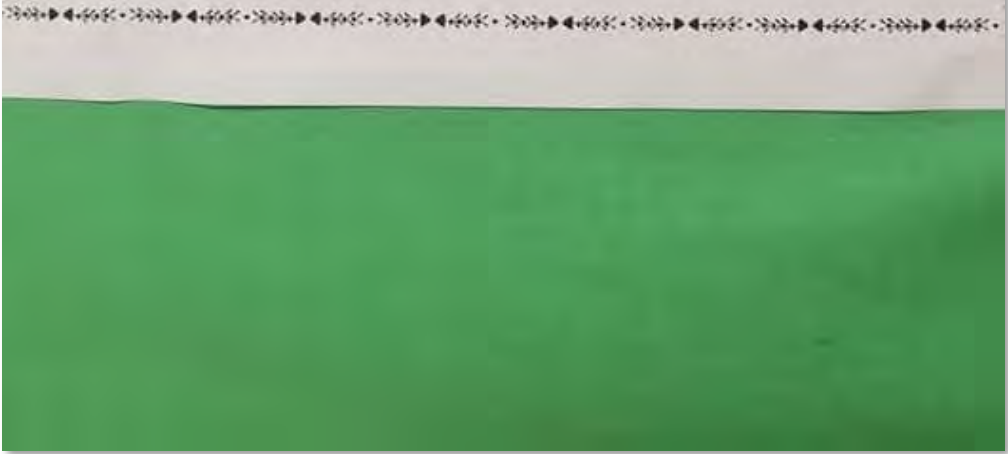
I think the villagers  
are meant to Rough  
-face girl.





**Are the villagers mean to Rough-Face Girl?**

I think the villagers are  
mean to Rough-Face Girl.



First Grade Homework Assignment

Grade 2 Module 1: A  
Season of Change (Trial)

Module Overview

- Module Summary
- Essential Question
- Suggested Student Understandings
- Texts
- Module Learning Goals
- Module in Context
- Standards
- Major Assessments
- Module Map

What changes in "Weather"?

- Lesson 1 1
- Lesson 2 2
- Lesson 3 3

How do changes in fall weather impact people and nature?

- Lesson 4 4
- Lesson 5 5
- Lesson 6 6
- Lesson 7 7
- Lesson 8 8
- Lesson 9 9

How does the Little Yellow Leaf change?

- Lesson 10 10

Title Page

## Module Summary

*How beautifully leaves grow old. How full of light and color are their last days.*

—John Burroughs

How do we notice the change that happens in the world? What factors affect change in our lives? Students in Grade 2 make sense of the world around them. In this module, they observe change through the cycle of the four seasons—winter, spring, summer, and fall—and they investigate the cause of those changes. As students examine seasonal differences, they explore how change impacts characters in beautifully crafted texts, and, through character study, recognize how people change.

Change is a concept that students wrestle with in school, in their lives, and in the world. This module focuses on seasons as an example of change and transformation. The study also exposes students to the science behind the transition from fall to winter. The knowledge gained in the module provides a foundation for understanding the complex changes students will encounter in text and in their lives.

Students begin the study through multisensory explorations of the poem "Weather," by Eve Merriam and four fine art paintings: *Paris Street, Rainy Day*, by Gustave Caillebotte; *Hunters in the Snow*, by Pieter Bruegel the Elder; *Bathers at Asnières*, by Georges Seurat; and *Autumn Landscape*, by Maurice de Vlaminck. Students begin by noticing and wondering how change is represented and described in poetry and art. They empathize with the fear and loneliness of Berger's *Little Yellow Leaf* and Lionni's chameleon in *A Color of His Own*, and recognize that change can be less daunting with a friend by your side. In *How Do You Know It's Fall?* and *Why Do Leaves Change Color?* students explore changes that happen in autumn, and then dive deep into the process of how the vivid colors of fall are born. In *Sky Tree*, graceful paintings paired with lyrical language depict the four seasons, and highlight the repetitive cycle of change in nature.

For their End-of-Module (EOM) Assessment, students write an informative paragraph, using evidence from the texts they have studied, to convey their understanding of change and the impact it has on plants and animals.

## Second Grade Module 1

Ask:

**“How could we describe the major event?”**

Volunteers respond.

- *New people came west.*

Create the card and walk to the timeline. Post the large main event card above the 1850s marker.

Teacher Note

Second graders need not memorize specific dates, but they can grasp understand the concepts of long ago, times in-between, next, and now. They should also be able to sequence events. Dates are helpful markers for posting things in correct order.

Read aloud pages 10–11.

Instruct students to Think-Pair-Share, and ask:

**“What is the main topic in this part of the text? What is this section telling us about what happened next in America?”**

Use Equity Sticks to call on students to answer.

- *There was trouble in the plains because there was fighting.*
- *The buffalo were shot by settlers.*
- *There were battles with American Indians.*

Read aloud the sentence “The government broke its treaties with the Indians.” Explain that *treaties* are formal agreements between governments. In this case, there was a treaty between the American Indian tribes and the United States. Breaking a treaty is like breaking a promise.

Ask,

**“How could we describe the major event?”**

- *We could say there were Indian Wars.*

Create the card and walk to the timeline. Post the large main event card above the 1850s marker, a little after the previous card.

Read aloud pages 12–19.

Instruct students to Think-Pair-Share, and ask:

**“What is the main topic in this part of the text? What is this section telling us about what happened next in America?”**

Use Equity Sticks to call on students to answer.

- *There was no rain.*
- *The fences kept the animals in.*
- *The fields were plowed up.*
- *Grasshoppers came.*
- *There was too much dust for crops to grow.*

Use student responses to reinforce the definition for *drought*. Explain that droughts are long periods of time without rain.

## Second Grade Teacher Manual

## Learn

### Make Connections

#### WHOLE GROUP

Remind students how important topic-specific words are to being able to understand and make connections about a text.

Distribute Handout 3A.

#### Teacher Note

To maximize time, consider cutting up this handout ahead of time.

Students work independently to choose two cards they believe are connected. Then, they share their connection with a partner and choose one connection to share with the whole group.

Explain that students should continue to think about the connections between these words as they revisit sections of *The Buffalo Are Back*. Students listen for topic-specific vocabulary as you read, holding up the corresponding Response Card for words they hear.

 Remind students to prepare to listen.

Read the sections specified below, pausing after each section to call on students to identify the topic-specific words. Then, use the associated TDQ to support students in identifying connections. Look for opportunities to both reinforce and extend students' initial thinking about the interaction between various people, plants, and animals.

Instruct students to Think-Pair-Share for each TDQ. Use Equity Sticks to call on pairs to share their thinking.

**1 What connections do you hear between the American Indians, the buffalo, and the grass on page 6?**

- *The Indians set fire to the grass to keep it healthy.*
- *American Indians took care of the grass, which took care of the buffalo.*
- *The buffalo were the American Indians' food and used to make shelter and clothing.*
- *The buffalo didn't eat too much grass and their hooves helped water to get into the soil.*

**2 Page 11 describes links between the American Indians and the government. How did this affect the buffalo?**

- *The government broke its treaties with the American Indians.*
- *The government wanted to hurt the Indians so they killed the buffalo.*
- *The Indians couldn't stay on the plains without the buffalo.*

**3 On page 16, how are settlers linked to the buffalo? How are the buffalo linked to the grass?**

- *The farmers' crops died because the buffalo were gone and they couldn't keep the prairie grass healthy.*

**4 What connections do you hear between President Theodore Roosevelt and the buffalo on page 20 (paragraph 1) and page 23 (paragraph 2)?**

- *Roosevelt loved buffalo because he loved nature.*
- *Roosevelt established a place in Montana for buffalo to be safe.*
- *Roosevelt made it illegal to shoot a buffalo.*

As students share, record topic-specific vocabulary words and the connections between them on a connections chart similar to the one below.

## Second Grade Teacher Manual

- *Roosevelt loved buffalo because he loved nature.*
- *Roosevelt established a place in Montana for buffalo to be safe.*
- *Roosevelt made it illegal to shoot a buffalo.*

As students share, record topic-specific vocabulary words and the connections between them on a connections chart similar to the one below.

### Alternate Activity

Pairs use sticky notes to record their connections. Circulate and choose connections to add to the class connections chart, adding clarifying language and returning to the text as needed.

### SAMPLE CONNECTIONS CHART

Who/What	Connection	Who/What
American Indians	kept the prairie healthy by setting fires to give it nutrients	prairie
American Indians	used the buffalo for food, shelter, and clothes	buffalo
buffalo	kept the prairie healthy making holes in the soil with their hooves	prairie
prairie	provided food for the buffalo	buffalo
government	broke treaties with the American Indians	American Indians
settlers	killed as many buffalo as they could	buffalo
settlers	destroyed the prairie by planting crops where there was native grass	prairie
government	helped to bring back the prairie	prairie

#### Teacher Note

Students will likely contribute simpler phrases than the ideas provided above. As needed, simplify the charted language so students will be able to access the ideas.

Read the Content Framing Question, and ask:

**“What are some connections we found?”**

Volunteers respond. As needed, support them in identifying the topic-specific word in each example.

- ✓ Students pick one connection and write a sentence about the connection in their Response Journals.

### Scaffold

Pull students together into a small group if they are stalled on the writing component. Ask:

**“How are the buffalo and the prairie connected? How are the people and the prairie connected? How are the buffalo and the people connected?”**

After each question, listen to several responses. When a student provides an accurate response, send them back to work independently and continue with others.

Explain that now students will practice with using topic-specific words in their own writing.



## Second Grade Teacher Manual

Handout 3A: Response Cards with Icons

G2 | N2 | Handout 3B - WIT & WISDOM™

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

### Handout 3B: Topic-Specific Words

**Directions:** Read the sentences. Circle words that are not topic-specific. Near each circled word, write a topic-specific word to replace the circled word.

1. People wanted to hurt others, so they killed animals.
  
2. Workers taught some people how to make the land healthy again.
  
3. The buffalo's legs poked holes in the ground, which helped plants get water.

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Page 1 of 1

## Second Grade Homework Assignment

## Learn

### Experiment with Topic-Specific Words

#### PAIRS

Ask:

**“Why are topic-specific words important?”**

Volunteers respond. Reinforce that topic-specific words help writers clearly communicate ideas about a topic, including connections they can make between ideas.

Display and read aloud the Craft Question:

*How do topic-specific words work?*

Explain that students will experiment with topic-specific words to precisely describe relationships between different people, plants, and animals in *The Buffalo Are Back*.

Distribute Handout 3B. Read the directions aloud. Students Echo Read the three sentences about connections.

✓ Each student completes the handout, discussing ideas for topic-specific words with a partner.

#### *Scaffold*

Review relevant vocabulary words from students' Vocabulary Journals and Response Cards. Review other relevant words such as *soil* and *hooves*. Use the words to create a word bank for students to reference while completing the handout.

- *The government wanted to hurt the Indians so they killed the buffalo.*
- *Government workers taught farmers how to make the prairie healthy again.*
- *The buffalo's hooves poked holes in the soil, which helped the grass get water.*

Students Choral Read the completed sentences. Explain that now that students have a strong understanding of these words, they are ready to think about how they will use them in their Focusing Question Task.

## Second Grade Teacher Manual

## Learn

### Determine the Essential Meaning

#### WHOLE GROUP

Ask students to look at their Response Card piles created earlier in the lesson. Ask:

**“How did you sort your Response Cards?”**

Volunteer respond.

- *Some people were good for the prairie. They did things that helped keep it healthy.*
- *Some people were bad for the prairie. They did things that hurt it.*

Use responses to reinforce that people's actions can cause certain changes or events to happen. Sometimes these changes or events can be good, which means they have a *positive* impact. Model using the nonverbal signal of a thumbs-up to indicate *positive*. Sometimes these changes or events can be bad, which means they have a *negative* impact. Model using the nonverbal signal of a thumbs-down to indicate *negative*.

Ask:

**“Who did you put in the bad pile? Who had a *negative* impact on the prairie?”**

Volunteers respond.

- *Farmers had a negative impact on the prairie. They didn't see how the buffalo's hooves helped the prairie. The cows just pushed down the ground.*
- *Farmers had a negative impact on the prairie. They plowed up the land, instead of keeping the grass.*
- *The government had a negative impact. They paid settlers to kill buffalo. And the buffalo died without the healthy prairie.*

Ask:

**“Who did you put in the good pile? Who had a *positive* impact on the prairie?”**

Volunteer respond.

- *The American Indians were good because they burned the grass. That gives it nutrients.*
- *The president was part of the government. Theodore Roosevelt helped the prairie by bringing buffalo back. That was a positive impact.*
- *The government also made a positive impact. They taught farmers how to plant crops in better ways.*
- *The farmers helped because they planted the grasses again. This was a positive impact.*

As needed, follow up with specific questions such as:

**Why did you say settlers had a negative impact on the prairie?**

**Why did you say the government had a negative impact on the prairie?**

**How did the government have a positive impact later on?**

## Second Grade Teachers Manual

## Learn

### Prepare for a Socratic Seminar

#### WHOLE GROUP

Share with students that today is the last day they will work with *Plains Indians* and that there has been so much new learning it is a good idea to review. Students discuss the following questions, citing text evidence from *Plains Indians*.

**1 What are some of the most important facts that you learned about the Plains Indians? Why are these facts important?**

- *Plains Indians lived in a very large part of the country called the Great Plains. The part of the country where they lived is now fourteen different states. It's important because Plains Indians lived on the prairie with buffalo.*
- *It's important that the Plains Indians were forced to move to reservations. People took away their home and way of life.*
- *The most important fact is that some Plains Indians are hunters and some are farmers. That is how they survived. Also, being hunters or farmers caused them to live as nomads or stay in one place.*

**2 Why do you think the author wrote this book?**

- *The author wanted us to learn about Plains Indians.*
- *The author wrote this book so we can know more about their lives. The book teaches about houses, religion, hunting, and farming.*
- *The author wrote this book to teach about how the Plains Indians used to live and how they live now.*

**3 Compare and contrast Plains Indians' lives in the 1800s and today.**

- *They lived on the prairies in the 1800s.*
- *Now they live on reservations and in cities.*
- *They used to hunt bison, but now they can't hunt.*
- *They fought for their rights then and they fight for their rights now.*

## Lesson 10 Deep Dive: Vocabulary

### Academic Vocabulary: *Reserve, reservation*

**TIME:** 15 min.

**TEXT:** *Plains Indians*, Andrew Santella

**Vocabulary Learning Goal:** Use a variety of strategies (context clues, root words, and glossary) to build an understanding of the academic and content word *reservation*. (L.2.4.a, L.2.4.c, L.2.4.e)

#### Launch

##### Teacher Note

Today students continue to use the glossary and context clues, in addition to the base academic word *reserve*, to develop a deeper understanding of the content-specific word *reservation*. After the Deep Dive in Lesson 9 on the word *nomadic*, students will begin to understand that the Plains Indians' nomadic lifestyle shifted once the government tried to force them onto *reservations*.

Instruct students to Think-Pair-Share, and ask:

**“What are some of the ways that we have been determining the meaning of unknown words?”**

As students share, write down their ideas on the board.

- Looking *outside* the word for clues in the text or pictures.
- Looking up the word in the glossary.
- Looking *inside* the word for parts we know.

Validate students' ideas and explain to students that they will use these strategies in this lesson to understand the word *reservation*. Post the word *reservation*. Some students may see the word *reserve* inside this word and others may not.

Ask:

**“Do you see a familiar word inside this word?”**

Volunteers respond.

- I see the word *reserve*.

#### Extension

To help students make a real-life connection to the word, instruct them to Think-Pair-Share, and ask:

**“Where have you heard or seen the words *reserve* or *reservation* before in your own life?”**

- When the librarian saves a book for me, he/she reserves it for me.
- When a table is reserved, it is saved for someone. This is called a reservation.

## Learn

Validate students' thoughts and explain that to *reserve* is "to set aside or save something for a particular person or a purpose." Tell students that they can use their understanding of this base word to grow their understanding of the word *reservation*. Post the definition for student reference.

Word	Meaning
reserve (v.)	To save or put aside.

Organize students into pairs and distribute texts. Remind students that they also know to look outside the word for more information. Direct students to page 38 and read aloud:

*"In the mid-1800s, the U.S. government tried to force Plains Indians to move to **reservations**. Reservations were public lands set aside as homelands for Indians. On reservations, the Plains Indians would have to give up many of their traditional ways of life and depend on the government for support."*

Ask:

**"Are there any clues outside of the word that help us with its meaning?"**

Volunteers respond.

- *It says in the sentence right after the word reservation that reservations were lands set aside for Indians.*

Validate and underline this sentence. Explain that sometimes, authors help the reader by putting the definition of the word right in the text in the sentence following the word. You may want to add this to a growing classroom chart on types of context clues.

Ask:

**"What do you notice about the word *reservation* on page 38?"**

Volunteers respond.

- *It is in boldface, like nomadic was in Lesson 9!*
- *This means we can learn more about it in the glossary in the back of the book.*

Add the definition underneath *reserve* on the board. Instruct students to independently locate the definitions of *reserve* and *reservation* in their glossary. Students add both of the definitions to their Vocabulary Journals.

Word	Meaning
reserve (v.)	To save or put aside.
reservation (n.)	An area of land in the United States put aside for the use of American Indians.

## Second Grade Teachers Manual

Ask:

**“How are the words *reserve* and *reservation* connected?”**

Volunteers respond.

- *Reserve is an action and reservation is a thing.*

Remind students that in core lessons, they discussed whether the *impact* of certain actions was *negative* or *positive*. Tell students that you will reread the passage on page 38 one more time. This time, tell students to highlight, underline, or jot down any words that show that creating reservations had a negative *impact* on American Indians in the mid-1800s.

“In the mid-1800s, the U.S. government tried to force Plains Indians to move to reservations. Reservations were public lands set aside as homelands for Indians. On reservations, the Plains Indians would have to give up many of their traditional ways of life and depend on the government for support.”

Instruct students to share out the words or phrases that signaled to them that reservations had a negative impact (see the underlined words above).

- *It says the government tried to force the Indians.*
- *It says the Plains Indians had to give up their traditions.*
- *It says they had to depend on the government.*
- *All of these clues tell me that the author saw the American Indians going to reservations as negative and that they did not want to be on reservations.*

---

## Land

✓ Ask:

**“What were some of the ways that we learned more about the word *reservation*?”**

Use Equity Sticks to call on students to answer.

- *Used the base word *reserve*.*
- *Looked up the word in the glossary.*
- *Looked for clues around the word in the text.*

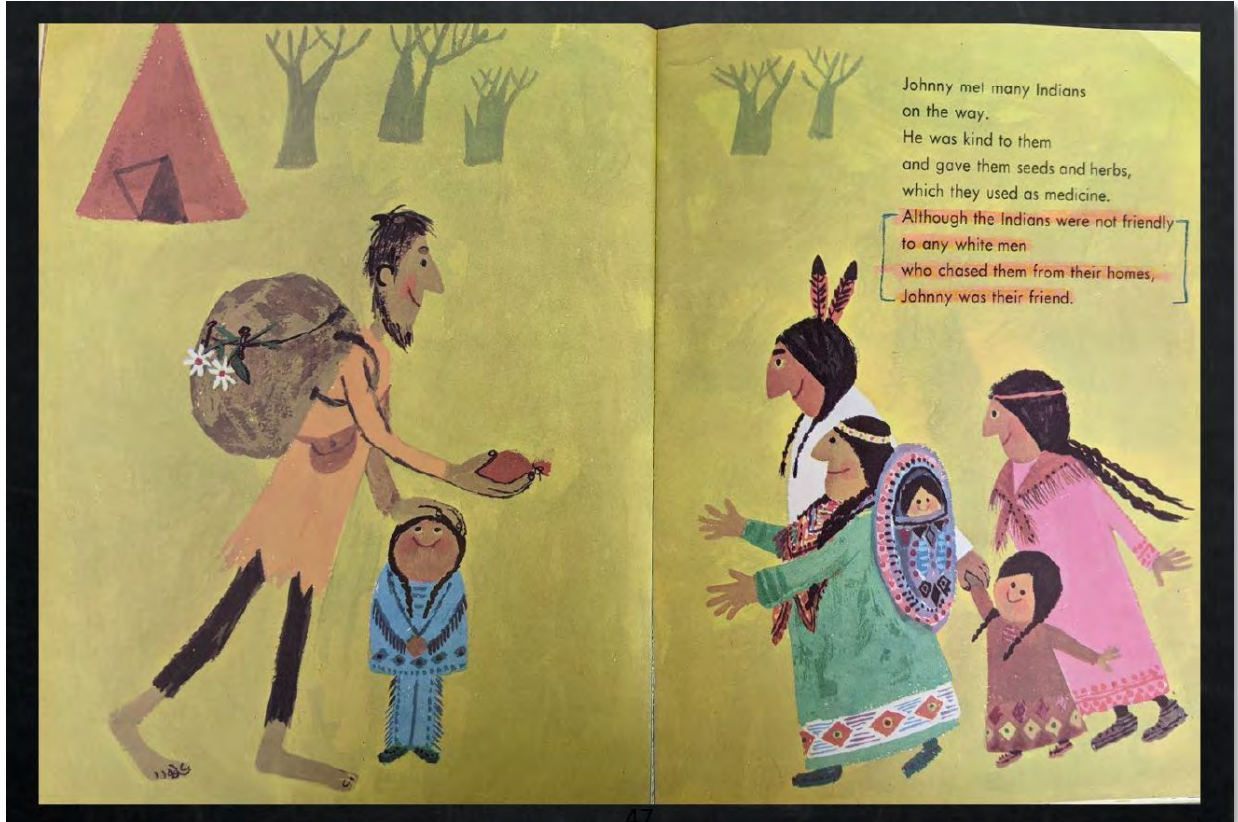
Instruct students to Think-Pair-Share, and ask:

**“How did the American Indians’ *nomadic* lifestyle change because of the *reservations*?”**

- *Before, lots of Indians roamed from place to place, chasing the buffalo. Then, the government and settlers started killing the buffalo and taking the Indians’ land and putting them on reservations. The impact was that they had to give up their traditions. Many also became poor and sick.*

## Second Grade Teachers Manual





Johnny met many Indians  
on the way.  
He was kind to them  
and gave them seeds and herbs,  
which they used as medicine.

Although the Indians were not friendly  
to any white men  
who chased them from their homes,  
Johnny was their friend.

The Story of Johnny Appleseed

## Learn

### Determine Lesson

#### PAIRS

##### Teacher Note

In Lesson 19, students generated the lesson ideas and the key details were provided by the teacher. In this lesson, students will be generating the key details, being coached to look closely at the actions of the character. Most lessons in stories with strong characters stem from the way the character solves a problem, learns a lesson about life, or demonstrates positive character qualities. Johnny Appleseed displays similar character qualities throughout the story. His character guides his actions and the recorded events in the story.

Give each pair of students three or four sticky notes. Explain that they will look at key details in *The Story of Johnny Appleseed* to find clues about its lesson. Encourage students to focus on Johnny's actions to think about the details that support a lesson.

Pairs flip through the text, rereading and discussing parts they might relate to the story's lesson. They record one key detail on each sticky note.

Call on a volunteer to share an important detail and place it on the Lesson Oval Chart. Invite students with a similar key detail to group their sticky notes together on the chart. Continue calling on students until they have shared several different details.

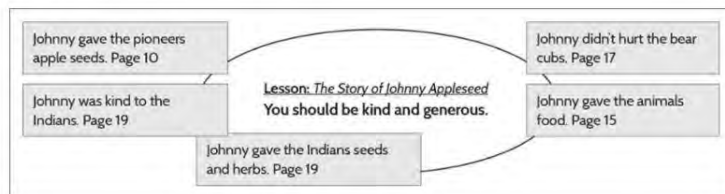
✓ Ask:

**“What lesson can we learn from these key details?”**

Students discuss in pairs, then write an answer in their Response Journals.

Acknowledge that students can describe a story's lesson in many ways; stronger lessons have more supporting details. Share a strong student response, and record it on a removable sentence strip in the middle of the Lesson Oval Chart.

##### SAMPLE LESSON OVAL CHART



Explain that repeated details within a story often provide clues to its lesson, or central message. Read aloud the following quotations from the text, then discuss the question about them.

🗣️ Remind students to prepare to listen by breathing deeply, and to focus on the entire message of each quotation as it is being read so they are ready to answer the following questions.

As students discuss new details, add them to sticky notes on the Lesson Oval Chart.

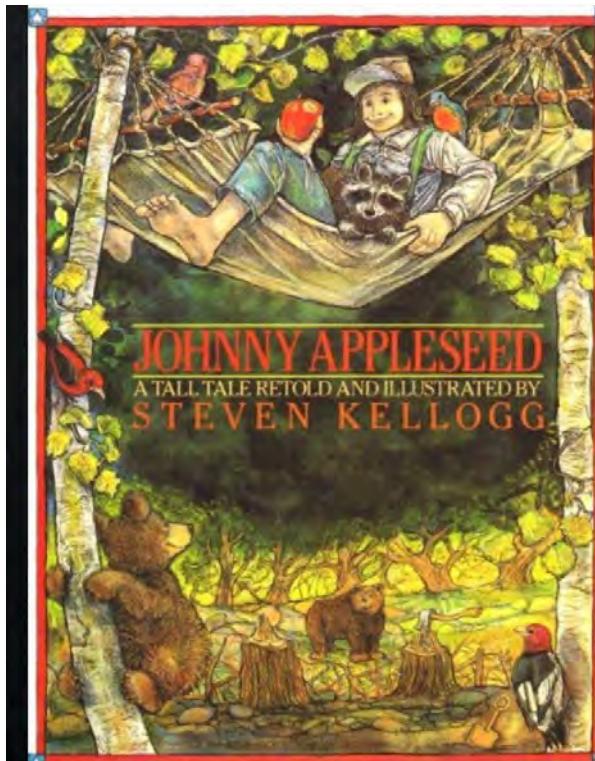
##### QUOTATIONS TO READ ALOUD

- “When they were finished, Johnny walked on to help others. But he always came back to see his friends.” (page 11)
- “He met wolves and foxes, birds and deer. They were all his friends.” (page 14)
- “Although the Indians were not friendly to any **white** men who chased them from their homes, Johnny was their friend.” (page 19)

##### 1 What do those details have in common?

- They talk about Johnny being friendly to different people.
- They all say the word friend.

## Second Grade Teachers Manual



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

Retelling Sentence Frames

Directions: Use the sentence frames below to help you recount *Johnny Appleseed* by Kellogg and write it on the lines below.

"Johnny Appleseed started in (setting) with (main character). First, (beginning event). Then, (event 2). When Johnny was away, (event 3). In the end, (ending event)."

In the wilderness, 1774, Johnny's mother and little brother die. His dad remarried another woman. Then he left the house because he has too many brothers and sisters. Then he met some animals and Indians. He planted seed everywhere. When Johnny got ill he die.

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Johnny Apple

## Welcome 🕒

### Explore the Text

Display the front cover and read aloud the first part of the title, *Separate is Never Equal*. Ask students to quietly notice and wonder about the title and cover illustration.

Have students Think-Pair-Share their observations and questions. As students are sharing, walk around and offer students a closer look at the illustration. Remind students to wonder about the title as well as the illustrations.

## Launch 🕒

Read aloud the Focusing Question and Content Framing Question.

Tell students that this text introduces them to another real family responding to injustice, the Mendez family. Read aloud the rest of the title: *Sylvia Mendez and Her Family's Fight for Desegregation* and tell students Sylvia and her family are fighting against segregation.

Activate students' prior knowledge of key words in the title. Ask a volunteer to provide the meaning of *segregation* using their Vocabulary Journal as needed. Remind students of their Deep Dive work with this work earlier in the module.

Then ask:

**“What do you know about the word *separate*? How does the illustration on the front cover connect with this word?”**

Volunteers respond.

- *I know that when things are separate they are apart. On the cover, there are two groups of kids and they are apart and separate.*
- *I think the kids are going to separate schools because I see two buildings in the background and it looks like the kids are holding school books and lunches.*
- *The two groups are walking away from each other so they are separate.*

Then ask:

**“What do you know about the word *equal*?”**

Volunteers respond. Confirm that equal means the same.

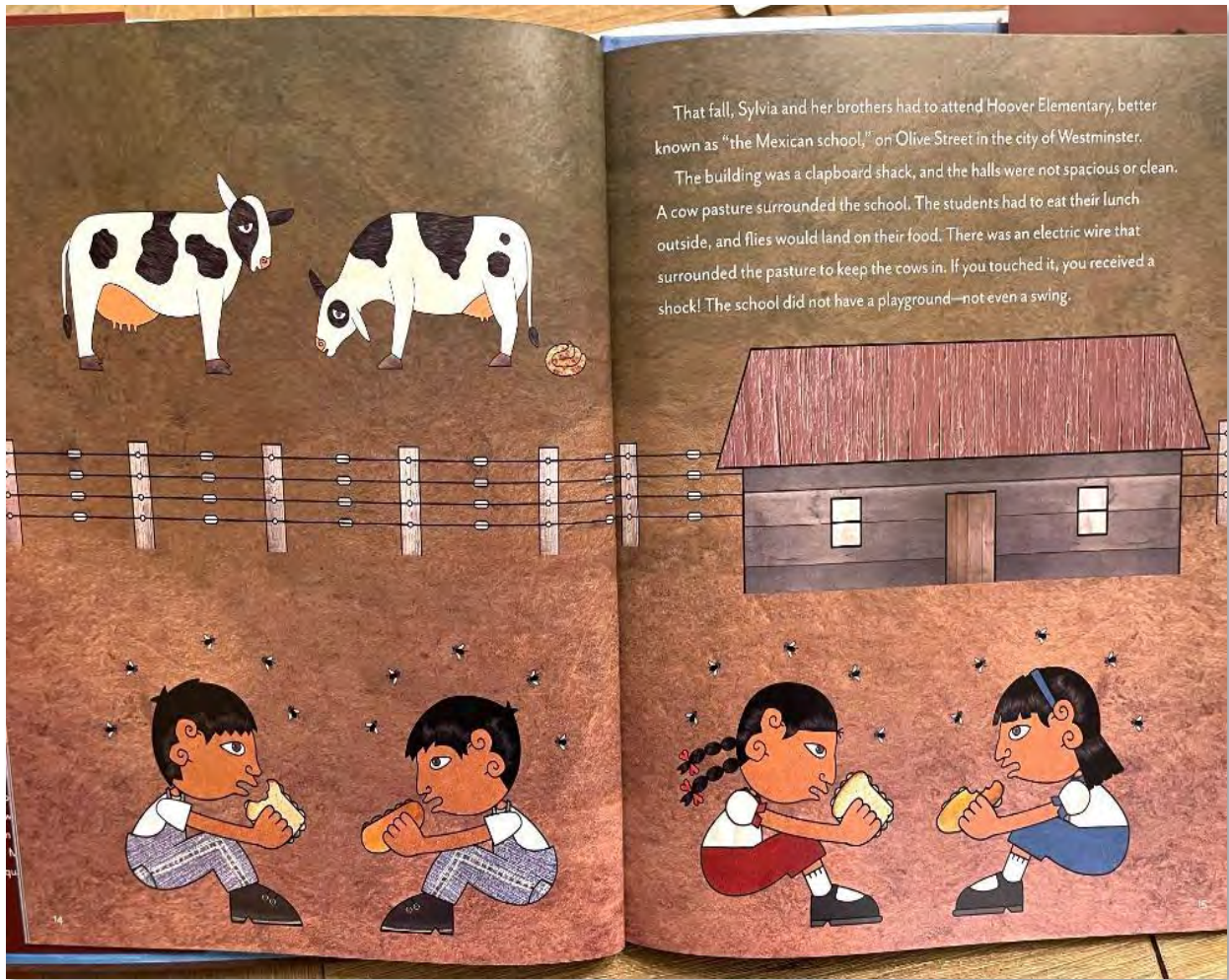
Encourage students to wonder about the meaning of the title *Separate is Never Equal* and how it connects with the text as students notice and wonder about the illustrations. Also encourage students to think about how this text connects with other module texts.

- ✓ Students Stop and Jot their observations and questions.

*Separate is Never Equal*

<b>I notice ...</b>	<b>I wonder ...</b>
The boy is pointing at Sylvia. (2 and 3)	Why is Sylvia crying and hanging her head? (3)
The white building looks nice! It was on the front cover. (7)	What is the white building? Maybe it is a school. (7)
The two girls with Sylvia look almost like twins! (10 and 11)	What is Sylvia looking at? (11)
The man at the desk looks like he is not very nice. (13)	Why is he pointing away from Sylvia's father? (13)
There is cow poop and bugs! (PAGE?)	Why are eating their lunch on the ground with bugs? (15)
The people are walking away. The kids are looking back at the Mendez family, but the parents are looking down. (16 and 17)	What is that paper Sylvia's father is holding? (16 and 17)
It looks like the kids are in jail! (19)	Why aren't they swimming? (19)
That building looks important. There is a flag. (23)	Who is that man? (23)
The Mendez family all have their mouths open. (26 and 27)	Are they all talking at one time? (27)
Sylvia's mouth is closed, her hands are hidden, and she is not behind the wood shelf. (28 and 29)	Why isn't Sylvia talking? (28 and 29)
Sylvia seems to be having fun on the playground! (35)	Can she go to school anywhere she wants like Ruby? (35)

Conduct a Whip Around in which each student shares either an observation or question. Choose sample student responses to add to the class chart.



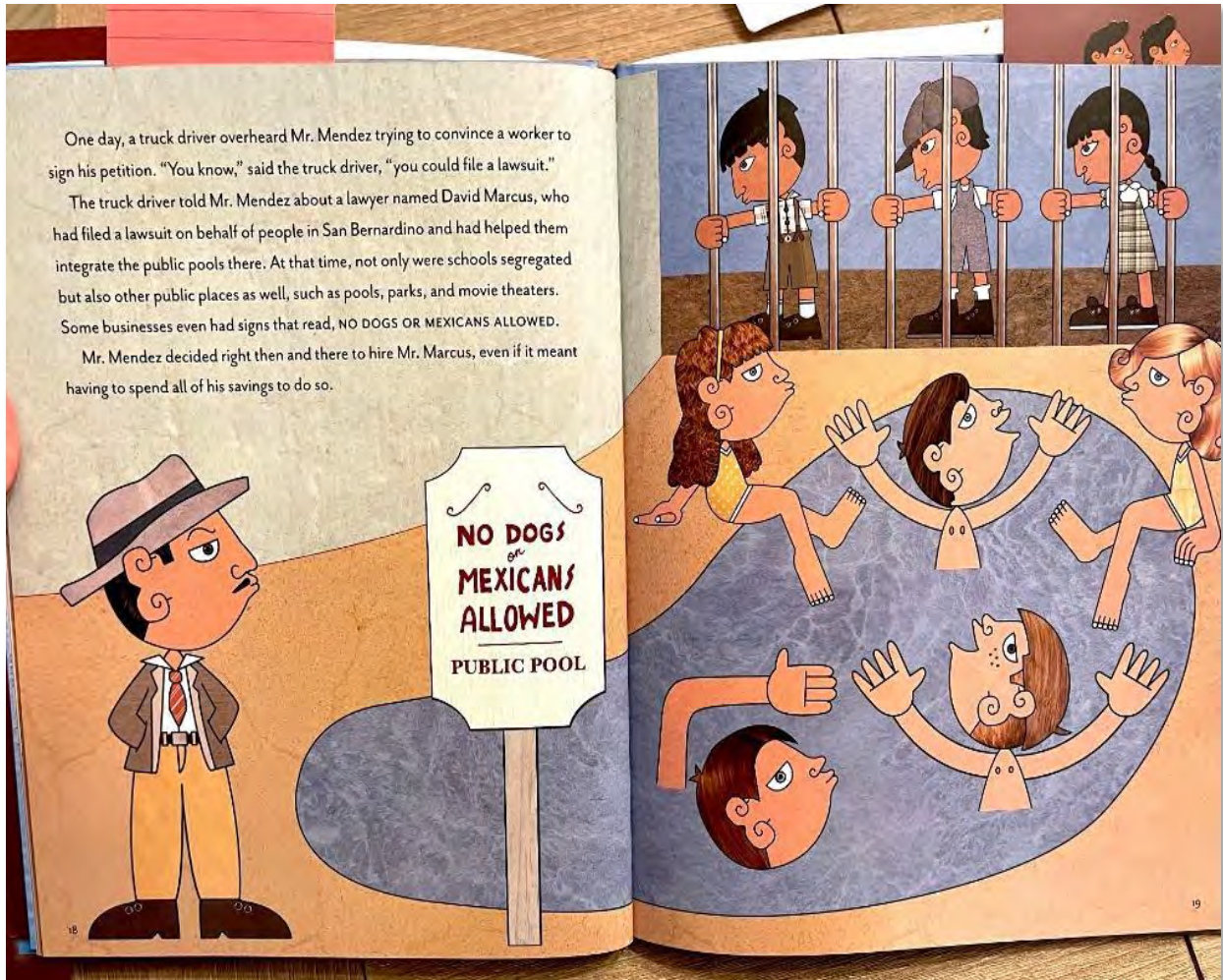
That fall, Sylvia and her brothers had to attend Hoover Elementary, better known as "the Mexican school," on Olive Street in the city of Westminster. The building was a clapboard shack, and the halls were not spacious or clean. A cow pasture surrounded the school. The students had to eat their lunch outside, and flies would land on their food. There was an electric wire that surrounded the pasture to keep the cows in. If you touched it, you received a shock! The school did not have a playground—not even a swing.

Separate is Never Equal

One day, a truck driver overheard Mr. Mendez trying to convince a worker to sign his petition. "You know," said the truck driver, "you could file a lawsuit."

The truck driver told Mr. Mendez about a lawyer named David Marcus, who had filed a lawsuit on behalf of people in San Bernardino and had helped them integrate the public pools there. At that time, not only were schools segregated but also other public places as well, such as pools, parks, and movie theaters. Some businesses even had signs that read, NO DOGS OR MEXICANS ALLOWED.

Mr. Mendez decided right then and there to hire Mr. Marcus, even if it meant having to spend all of his savings to do so.



Separate is Never Equal





## Learn

### Answer Picture-Dependent Questions

#### WHOLE-GROUP

##### Teacher Note

Since there is only one copy of the book, read the question and then walk around with the book making sure each student sees the illustration. As students are talking in small groups, walk around with the book a second time so students can look again at the illustration.

Thank students for their observations and questions about the text using only the illustrations. Let them know that that they are going to answer questions about a few pages, but they can only use what they see in illustrations help them answer. Provide time for students to Think-Pair-Share with a small group and then each group shares an idea.

#### 1. Why do you think Sylvia is crying on pages 2 and 3?

- *Sylvia looks like the only Mexican student. Is she the first one to attend a white school like Ruby?*
- *The boy seems to be saying something mean to her.*
- *She is walking away from the boy with her head hanging low. Maybe he yelled at her.*
- *Maybe she doesn't have any friends. She might feel alone, like Ruby did.*

#### 2. Look at the illustrations on pages 18 and 19. Why do you think the white kids are in the pool but the Mexican kids are not?

- *When we read Martin Luther King, Jr. and the March on Washington, we learned that segregation wasn't just at school. It happened at movie theaters and hotels too. Maybe pools were segregated, too.*
- *That sign says Mexicans are not allowed in the pool!*
- *The Mexican kids and the white kids are separated just like on the cover.*

#### 3. As some of you might have noticed this scene takes place in a courtroom. What do you think is happening in the illustrations on page 28?

- *I think Sylvia and her family are trying to get a law changed. This is like what happened when people changed the law so Ruby could go to the white school.*
- *Everyone is moving their hands a lot. That means they are talking. They might be talking about how segregation is unjust.*
- *The man with the white hair has a black robe on. I think he is called a judge. I think he will make the decision.*
- *Only the judge and Sylvia have closed mouths and hands that can't be seen. I think that means, they are listening not talking.*

#### 4. What is happening on pages 34 and 35?

- *Sylvia looks happy!*
- *Mexican kids and white kids are playing together!*
- *Sylvia is holding her head high! It's not hanging low anymore!*
- *I think the judge helped Sylvia and her brother.*
- *I think the boy at the beginning isn't being mean to Sylvia anymore!*

##### Scaffold

Support students who found this activity challenging by returning to the same pictures and questions after the text is read aloud. These students might find more success answering the questions after a deeper examination and will be able to gather stronger meaning from the illustrations.

Explain that over the next two lessons, they will hear the book read aloud and dig more deeply into the story of Sylvia Mendez and her family.

**1. Who are the characters in *Separate is Never Equal*?**

- *Sylvia and her family.*
- *And her aunt and her cousins.*
- *The people at the school are characters too, such as the secretary and Mr. Harris, the superintendent.*

Explain that all of the people in the book are characters, but some characters have a bigger part of the story and are called main characters, and other characters only have a small part in the story. Explain that they should focus on the actions and thoughts of the main characters. The main characters in this story are Sylvia and Mr. and Mrs. Mendez.

**2. What is the problem in this text, *Separate is Never Equal*?**

- *They had to go to a school only for Mexican students.*
- *Sylvia and her brothers wanted to go to the Westminster school with their cousins, but they weren't allowed.*
- *Sylvia and her brothers had to go to the Mexican school because they looked Mexican.*

Teacher Note

Allow students to share all of the different perspectives of the problem in the text at this point. Later, the class will revisit their ideas about the problem as they have a better understanding of what is happening in the text.

Continue with the Read Aloud and stop at page 23.

Have students Think-Pair-Share again to discuss one thing they learned during this portion of the read aloud.

**3. Who is the new main character?**

- *The new main character is Mr. Marcus.*
- *The lawyer is a main character.*

Teacher Note

If students bring up Mrs. Mendez, Mr. Estrada, or the truck driver, confirm that they all had an important role in the story and that is why the author included them. However, they are important in one part of the story, not the entire text.

**4. What do you think the problem is in the text?"**

- *We were right! The problem is that Sylvia can't go to the white school.*
- *They have to go to the Mexican school and it's not fair.*
- *The Mexican and white kids are segregated, just like with Ruby Bridges!*
- *It's an injustice that all the kids can't go to the good schools.*

**5. Why is Mr. Marcus important? What did Mr. Marcus and Mr. Mendez do together?**

- *Mr. Marcus and Mr. Mendez went all over to find other families who had the same problem.*
- *Mr. Marcus helped to integrate a swimming pool.*
- *Mr. Marcus filed a lawsuit because he is a lawyer.*



**1. How did Sylvia feel at the beginning of the book?**

- *Sad because it says she kept her head down.*
- *Ashamed.*
- *Embarrassed.*
- *Maybe alone, because the other kids are not Mexican.*

**2. How did Sylvia change from the beginning to the end of the book?**

- *Sylvia didn't want to go to school but then she did go back.*
- *Sylvia was sad at the beginning but she was happy at the end.*
- *Sylvia didn't understand at first about what her parents fought for, but then she did.*
- *On the first day, she kept her head down. On the second day, she held her head high.*

**3. What does Sylvia's mother want her to understand when she says, "Don't you know that is why we fought?"**

- *They fought because they had to change the way people were thinking of Mexican people.*
- *They fought so white people would stop thinking they were better than Mexican people.*
- *She wants her to know that they changed the laws so Sylvia could go to that school.*

**4. How did Sylvia feel at the end of the book? How do you know?**

- *Confident.*
- *Proud because it says she held her head high.*
- *Happy.*

**5. If the beginning of the book is the first day of school and the end of the book is the second day of school, what is happening in between those parts of the book?**

- *It tells how they fought so that Sylvia and her brothers could go to the white school.*
- *It tells all about how Sylvia's family had to fight to make people understand Mexican people should be treated fairly.*
- *The text says the Mexican school is not good. The white school is much nicer.*

Have student groups with the Beginning Response Cards reread their cards.

**6. Why do you think the story is organized by showing the first day of the new school before explaining that the Mendez family fought for desegregation?**

- *To show how hard it was to desegregate the schools.*
- *To tell us that the other kids didn't want to integrate, like with Ruby Bridges.*
- *The author showed us what happened after the court so we know that Sylvia's family won but that it was hard.*

Have student groups with the Ending Response Cards reread their cards, then ask:

**"And why do you think the author waited all the way until the conclusion, or end of the book, to tell about the second day of school?"**

- *Because all the parts in the middle are what made Sylvia able to be proud on the second day.*
- *We could see how the Mendez family fought for their kids when it was hard and Sylvia had to not hate school even if it was hard.*
- *The ending of the story shows that fighting injustices can make good changes.*

### Scaffold

Reread, "Three years ago, in the summer of 1944..." at the top of page 5. Prompt students to notice that the story goes back in time. Explain to students that one important change in setting is that the book goes back in time. On pages 2–3, Sylvia is in her school. On pages 4–5, the reader is brought back in time to when Sylvia's family first arrived in California.

- ✓ Students draw a three-frame picture with labels in their Response Journal showing the beginning, middle, and end of the story. Students use their drawings to Pair-Share with a partner and explain how the beginning and end of the story are connected.

## Learn

### Plan to Write an Exploded Moment

Post the Craft Question:






*How do I explode a moment in Focusing Question Task 5?*

Distribute Assessment 27A: Focusing Question Task 5. Share the prompt for Focusing Question Task 5.

*Read pages 24–29 in **Separate is Never Equal**, Duncan Tonatiuh. Write an exploded moment narrative from the point of view of Sylvia Mendez as she listens to the trial. Describe her response to injustice by describing her thoughts, feelings, and actions in this moment.*

Let students know that after working on the plan for writing, they will begin drafting independently to respond to the prompt. Post a blank SCPAE Chart . Note that in this story the problem comes before the action. Have students take out a clean copy of Handout 21A.

Reference the Exploded Moment Process Chart and direct students' attention to the first step. Read aloud pages 24–29. Tell students to listen for the Setting and the main characters during the Read Aloud. Have students fill in the Setting and the Characters independently on their SCPAE Charts. Use Equity Sticks to have students share out. Write the Characters and the Setting on the class chart.

SCPAE Chart	
<b>Text or Event:</b> Sylvia goes to the trial.	
Setting 	<ul style="list-style-type: none"> <li>▪ Courtroom</li> </ul>
Character 	Character <ul style="list-style-type: none"> <li>▪ Sylvia</li> <li>▪ Mr. Marcus</li> <li>▪ Mr. Kent</li> <li>▪ Judge</li> </ul>
Problem 	<ul style="list-style-type: none"> <li>▪ Mr. Kent tried to prove Mexicans not as good</li> <li>▪ Didn't speak English</li> <li>▪ Said they were dirty</li> <li>▪ Not smart</li> <li>▪ Not nice clothes</li> </ul>
Action 	<ul style="list-style-type: none"> <li>▪ Mr. Marcus tried to prove Mexicans were equal</li> <li>▪ Girl could speak English</li> <li>▪ Segregation makes one group feel bad and one group feel they are better</li> </ul>
Ending 	<ul style="list-style-type: none"> <li>▪ Judge nodded</li> <li>▪ He seemed to agree</li> </ul>

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Students Think-Pair-Share to complete the problem, action, and ending on the SCPAE Chart. Circulate and offer support when necessary.

Let students know that they are going to look closely at Sylvia's thoughts, feelings, and actions. Ask students to think about how Sylvia might feel in this moment. Again, have students use words, phrases, and sketches to write thoughts, feelings, and actions on sticky notes. Have students place the sticky notes directly on their SCPAE Charts next to the element.

Remind students that they are going to write using the first person point of view. Ask:

**“What pronouns will you use in your writing?”**

Confirm that they will use: I, my, and me. Allow students time to orally practice their exploded moment. Have partners place a checkmark next to each part of the SCPAE when they hear it in the oral narrative.

Post sentence frames to help students include thoughts, feelings, and actions as well as expand on their sentences.

**I feel \_\_\_\_\_ because \_\_\_\_\_. (I feel mad because no one is letting me talk.)**

**I think \_\_\_\_\_ is \_\_\_\_\_. (I think he is lying.)**

**I think \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_. (I think the judge is going to side with us because he nodded his head.)**

Provide more time for students to add in at least one sentence with a thought and feeling to their oral rehearsal.

## Second Grade Teachers Manual

## Learn

### Execute the Focusing Question Task ⑤

#### INDIVIDUALS

Read aloud the Focusing Question and the Focusing Question Prompt from Assessment 27A.

*Reread pages 24–29 in **Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation, Duncan Tonatiuh**. Write an exploded moment narrative from the point of view of Sylvia Mendez during the courtroom scene. Describe her response to injustice by describing her thoughts, feelings, and actions in this moment.*

Review the criteria for success with students.

- ✓ Students draft Focusing Question Task 5.

#### *Scaffolding*

Support students by allowing students to access the text while they write. Looking at the rich illustrations might help students to think more deeply about the thoughts, feelings, and actions of Sylvia.

Circulate to support students when necessary. Explain that students will continue their writing for Focusing Question Task 5 in *Lesson 28*.

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## Learn

### Study Text Quotations

#### WHOLE GROUP

Ask:

**“I notice only a few pages of text include Spanish words. Why might the author have included a few Spanish translations of what characters are saying?”**

Volunteers respond.

- *The characters were real Mexican American people who spoke Spanish and English, so that makes the text more real.*
- *Maybe those parts were really said by the people in Spanish and are important to the whole story.*

Draw students' attention to the Text Quotations Chart. Explain that students will study one quotation at the beginning of the book and one quotation at the end of the book. They will answer TDQs to help them distill the essential meaning of the text.

#### Teacher Note

Support students in unpacking these Spanish quotations using the following TDQs. Page numbers are included in the sample student responses. Return to these pages to reread as needed. Prompt students to provide text details in their responses by asking questions like, “What else do you remember from the text that gives you that idea?” Reread or display a few suggested pages to confirm.

Quotation 1: Page 3

Tell students to look again at the first quotation from page 3. Read it aloud and highlight the words “we fought.” Remind students that in an earlier lesson they looked closely at what was happening on these pages. Reread the entire page spread and recount if needed.

“Sylvia,” said her mother. “¿No sabes que pore so luchamos?” “Don’t you know that is why we fought?” (3)

#### 1. Why does Sylvia’s mother use the word *we* to tell who fought?”

- *Sylvia’s aunt tried to enroll her in the white school (8–9).*
- *Sylvia’s dad talked with other parents and traveled all over to get support for the lawsuit (20).*
- *Sylvia’s mom took care of the farm while Mr. Mendez was away fighting the law (20).*
- *Lots of other families joined the lawsuit (22–23).*

#### 2. What kind of fighting happened in this text?

- *Sylvia’s aunt refused to enroll any of the kids when she was told “no” (11).*
- *Mr. Mendez kept asking “Why?” to the school officials when he didn’t get an answer that made sense (12–13).*
- *Mr. Mendez made a parent group and tried to collect signatures for a petition (17).*
- *Mr. Marcus filed a lawsuit on behalf of the Mendez family (23).*

Emphasize the role of legal action in responding to injustice. Explain that the Mendez family fought not in a physical way, but by using words. Tell students that creating a petition and filing a lawsuit were ways of challenging the injustices the Mendez family and others faced.

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## Module Summary

*Our Ruby taught us all a lot.  
She became someone who helped change our country.  
She was part of history,  
just like the generals and presidents are part of history.  
They're leaders, and so was Ruby.  
She led us away from hate, and she led us nearer to  
knowing each other,  
the white folks and the black folks.*

—Ruby's Mother, Epigraph, *The Story of Ruby Bridges*

Module 3 compels students to closely examine the impact of three key Civil Rights heroes: Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez. How did these figures respond to the injustices they faced? What can we learn from their actions? A series of narrative nonfiction texts and historical photographs serve as students' insight to the past. By examining the impact of these three individuals on the country, students build deep knowledge of what it means to live out the nation's creed of "liberty and justice for all."

The Module begins by introducing students to Ruby Bridges, the first black student to attend a white elementary school in Louisiana. Both the accessibility of the text, and the fact that Ruby herself is a Grade 1 student, help invite students into this moment in history.

Students then zoom out to study two texts about King, *Martin Luther King, Jr. and the March on Washington* sets the historical stage for a close reading of excerpts from the famous "I Have a Dream" speech, with stunning paintings by Kadir Nelson. Students examine the power words have to inspire change. They examine the power of the individual to unite others in the fight against injustice.

Armed with this historical background knowledge, students return to the story of Ruby Bridges with a deeper sense of the significance of her actions. Students experience the same historical moment in two texts. They examine the moment when Ruby Bridges walks into the white elementary school for the first time. Students examine point of view in these texts, and experiment with narrative writing that details thoughts, feelings, and actions.

Students then turn their attention to *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, the story of Sylvia Mendez and her family's fight to end school segregation in California in the 1940s. This text offers insight into the power of laws in effecting systemic change. Students develop a more nuanced understanding of point of view, look closely at the illustrations, and develop their narrative writing skills to include a sense of closure.

The End-of-Module (EOM) Task invites students to step into the shoes of one of the two children they learned about in the module: Ruby Bridges or Sylvia Mendez. Students write an original narrative describing a moment from one of the module texts. Students look through the eyes of another to describe their thoughts, feelings, and actions in the face of injustice.

The module culminates in a Socratic Seminar in which students have the chance to make connections among the three Civil Rights heroes they have studied. Students explore the importance of responding to injustice, and come to recognize the impact an individual can have in helping to make the world a better place for us all.

## Learn

### Write and Reflect

#### INDIVIDUALS

Congratulate students on their new understandings about the words change and choice.

Post the following sentence frames and have students complete them in their Response Journals.

- I can choose to make a change in my world. I will....
- I can make good choices for myself. I will...

#### *Extension*

This activity could easily be adapted into a class book, bulletin board, or other format for display. Consider collecting students' responses to share with parents or other members of the school community.



My name is Sylvia. I sat in the  
court room, I saw the lawyer, his name is  
Mr. Marckes, and I saw the judge.  
Mr. Mendez asked questions, like,  
are Mexicans inferior? Mr. Kent lied  
about me and my family. He said that  
we had ugly outfits and we had  
lice, and we had dirty hands, ears,  
and face. He said that we were  
**not** superior. We stared at Mr. Kent  
lie. I was really mad, but Mr. Marckes  
proved that we were not dirty, and  
we did not have ugly clothes. I thought  
that "what is up with this guy?" I talked to  
myself about Mr. Kent. I wondered if  
why he lied. Mr. Kent even said  
that the white kids are superior  
and Black kids are not superior.  
Finally on the fifth day the judge agreed that  
they should have integration. And we  
got to the same school.


The end

## ↓ Lesson 14 Deep Dive: Style and Conventions

### Experiment with Adjectives and Adverbs

**TIME:** 15 min.

**TEXT:** *Ruby Bridges Goes to School: My True Story*, Ruby Bridges

**Style and Conventions Learning Goal:** Generate adjectives and adverbs depending on the word that is being modified. (L.2.1.e )

#### STYLE AND CONVENTIONS CRAFT QUESTION: LESSON 14

Experiment: *How do writers choose between adjectives and adverbs?*

#### Teacher Note

In the Style and Conventions Deep Dive from [Lesson 13](#), students differentiated between adjectives and adverbs in sentences and thought about why writers use each. In today's Deep Dive, students will move on to generating their own adjectives and adverbs depending on what is being modified.

In preparation for today's Deep Dive activity, prepare sets of notecards with the following words written on them: *student, problem, Mrs. Henry, children, teacher, stand, yelled, play, learned, Ruby*.

### Launch

Post the following sentence: "A mob stood outside the school, yelling at Ruby."

Tell students that a big crowd of people that wants to be violent is called a *mob*.

Ask students if the underlined word is a noun or a verb (noun). Follow up by asking whether they will describe the word using an adjective or an adverb (adjective). Then, brainstorm adjectives as a class that could describe the mob (angry, scary, mean, loud).

Repeat this procedure with the following sentence: "Ruby walked to school."

Students should identify the word as a verb that should be described with an adverb (bravely, confidently, slowly, quickly).





## Scaffold

Work with students to create Nonverbal Signals for the terms *adjectives* and *adverbs*. Draft a few sentences including everyday nouns and adjectives or verbs and adverbs. Display these sentences for students, asking them to identify whether a word is an adjective or adverb using the assigned Nonverbal Signal.

Make the Adjectives and Adverbs Anchor Charts visible to students. Instruct students to Think-Pair-Share, and ask:

**“What do you recall about when writers use adjectives and when writers use adverbs? Why do writers use adjectives and adverbs?”**

- *Writers choose adjectives to give more detail about people, places or things. Writers choose adverbs to give more detail about actions.*
- *Writers use adjectives to describe nouns.*
- *Writers use adverbs to describe verbs.*

---

## Learn

Tell students that today they will continue to practice choosing between adjectives and adverbs depending on what they are describing.

Divide students into groups of two or three.

Pass out notecards to each group with the following words written on them: *student, problem, Mrs. Henry, children, teacher, stand, yelled, play, learned, Ruby*. Add any other nouns and verbs you feel would be valuable for your students to experiment with.

Distribute [Handout 14B](#).

Read the following directions aloud to students:

1. Pull a card from the pile and decide whether the word on the card is a noun or a verb.
2. Decide whether you will describe the word with an adjective or an adverb.
3. All group members write a sentence using the word card and the describing word.
4. Group members share their sentences with each other.
5. Repeat.

Model this process once, demonstrating how to return to the directions to confirm the next step.

Students take turns drawing word cards. As students play, remind them that adverbs often answer the question “how?” while adjectives often answer the question “what kind?” Circulate and ask students questions such as, “What kind of problem?” or “How did they play?” depending on whether the word is an adjective or adverb.

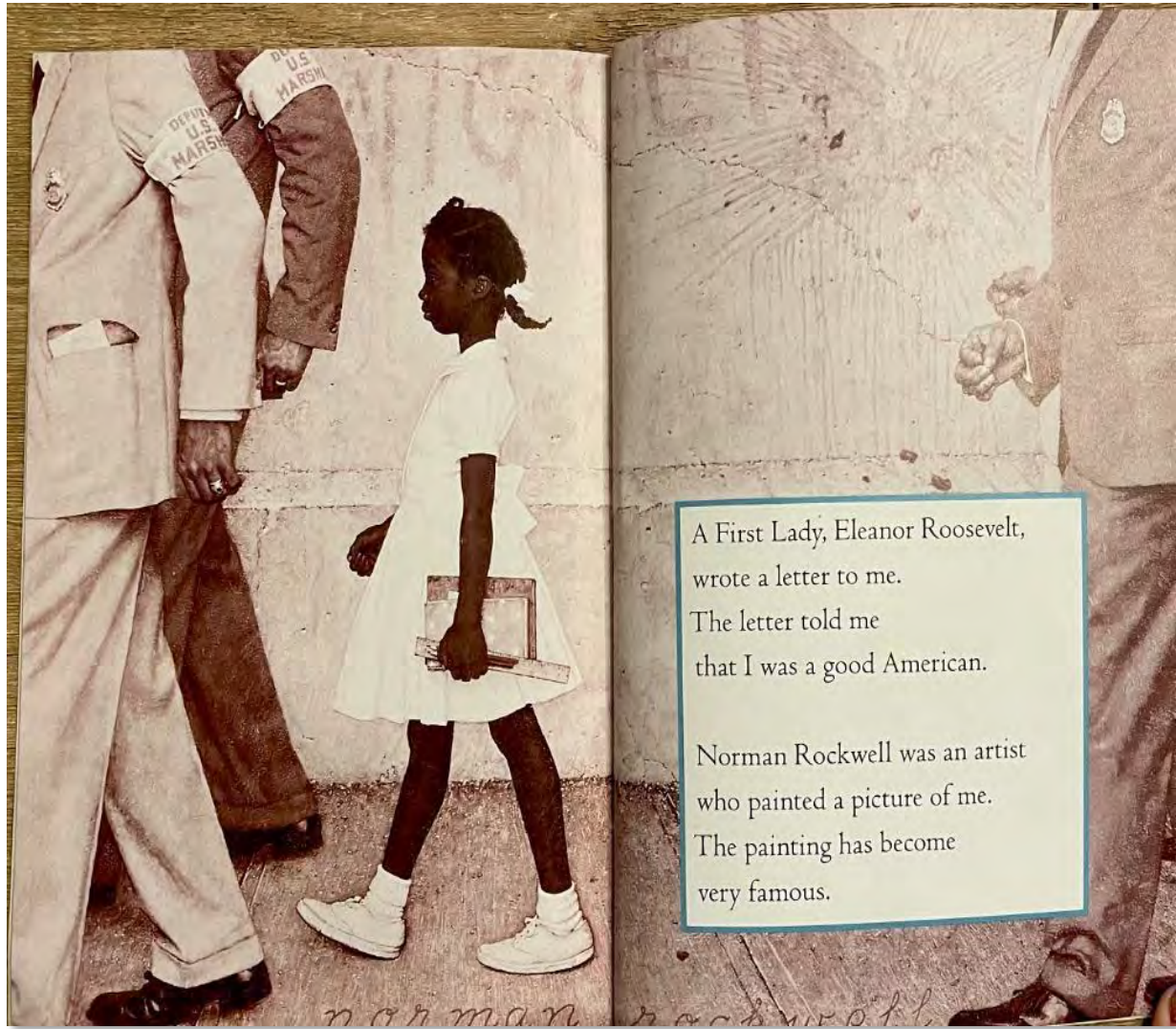
- ✓ Students choose one sentence on their handout and explain why they chose an adverb or adjective to describe the word on the card.

---

## Land

Bring the class together and have several student volunteers share their sentences and explain why they chose an adverb or an adjective.

- *My sentence was “The children played nicely on the playground.”*
- *I described the verb played with the adverb nicely because adverbs describe action words.*



Ruby Bridges Goes to School

## Learn

### Share Observations and Develop Questions 🗨️

#### WHOLE GROUP

##### Teacher Note

As students examine the text and photographs more closely, they may make note of the racial slur on the Normal Rockwell painting on pages 24–25. If this happens, see the suggestions included in [Lesson 1](#).

Instruct students to Think-Pair-Share, and ask:

#### “What did you notice about *Ruby Bridges Goes to School: My True Story*?”

- *The signs in the photographs seem very mean. (2–3)*
- *There is the same picture inside as on the cover! It must be Ruby. (9)*
- *There are lots of big, tall men around Ruby when she goes to the new school. (13)*
- *The people are yelling at Ruby. (14–15)*
- *Ruby is the only kid in school. (17)*
- *Mrs. Henry seems so nice. She cares for Ruby. (18–19)*
- *Ruby feels happy when the other kids come back. (20–21)*
- *Lots of people want to tell Ruby’s story. They write to and about her, or draw her, too. (22)*
- *Ruby is all grown up now! (26–27)*
- *Ruby likes to visit schools everywhere now that she is grown up. (28–29)*
- *Ruby thinks everyone should be nice to each other. (30)*

Guide students to revisit the question in their Response Journal that they started during the Welcome and determine if they have heard an answer.

Have students work in pairs to use the Question Cube to develop more questions. Direct students to choose at least one unanswered questions, either from [Lesson 1](#) or this lesson, to write on sticky notes to be added to the Wonder Chart.

## Second Grade Teachers Manual



Ask:

**“How does a text written in first person point of view tell us about a person’s thoughts, feelings, and actions?”**

- *We don’t have to guess how Ruby feels or what she thinks—she tells us!*

Emphasize the importance of using the text to understand Ruby’s thoughts, feelings, and actions. Read aloud pages of the text that have a clear statement about thoughts, feelings, and actions and record what students find.

Post a blank chart with two columns. Write “Thoughts, Feelings, Chart” (including quotes).

Read aloud page 8. Then ask:

**“What do we learn about Ruby’s thoughts and feelings on this page?”**

- *Ruby says, “I liked my school. I liked my teacher. I liked my friends.” That’s how she felt.*
- *Ruby says, “I like” a lot. She liked a lot of things at her old school.*

Record student responses. Repeat the process. Read aloud pages 12, 17,–18, 20–21, and 28–30. Then ask what they learned about her thoughts and feelings.

Thoughts	Feelings
<ul style="list-style-type: none"><li>▪ She wished the other students would come back. (18)</li></ul>	<ul style="list-style-type: none"><li>▪ Ruby liked her old school. (8)</li><li>▪ Ruby felt alone. (17)</li><li>▪ She loved Mrs. Henry. (18)</li><li>▪ She was very, very happy—the other students came back. (21)</li><li>▪ Ruby likes to visit schools. (28)</li></ul>

### Scaffold

Challenge students by having them work in small groups to find examples of Ruby’s thoughts and feelings. Assign each group one page or set of pages. Provide three sticky notes and ask them to write thoughts, feelings, and/or actions. Share out responses to create the class Thoughts and Feelings Chart.

Remind students of the Focusing Question:

***How did Ruby Bridges respond to injustice?***

Explain to students that in this book readers learn how Ruby responded to injustices as a little girl and also how she responded as an adult.

Have students Think-Pair-Share about the questions:

**“How does Ruby respond to injustice as a little girl? How does Ruby respond to injustice as an adult?”**

Provide time for students to discuss and deeply think about these big ideas. Encourage them to return to the text to look for the answers. Use Equity Sticks to have students share their answers.

Sample responses that answer how Ruby responded to injustice as a child include:

Formative Assessment of the Essential Question

### **How did Ruby Bridges respond to injustice?**

Explain to students that in this book readers learn how Ruby responded to injustices as a little girl and also how she responded as an adult.

Have students Think-Pair-Share about the questions:

**“How does Ruby respond to injustice as a little girl? How does Ruby respond to injustice as an adult?”**

Provide time for students to discuss and deeply think about these big ideas. Encourage them to return to the text to look for the answers. Use Equity Sticks to have students share their answers.

Sample responses that answer how Ruby responded to injustice as a child include:

- *When Ruby was a kid, she was brave and went to the school even though some people didn't want her there.*
- *Ruby walked through the crowd of people yelling at her.*
- *She went to school by herself even though she was lonely.*
- *Ruby kept going to school until finally the other students came back!*

Highlight

responses that answer how Ruby responded to injustice as an adult include:

Add a note

*Ruby visits schools and tells children her story.*

- *Ruby tells children that white people and black people should be friends.*
- *Ruby tells children to be kind.*

Thank students for the rereading and thinking that they did. Let them know that thinking about what is important in the book helps them find the essential meaning. Organize students into groups of four or five and have them think about how and why Ruby responded to injustice in order to help them figure out the essential meaning.

Circulate around the room and listen to student conversations. If students are struggling to come up with the essential meaning themselves, guide them with one additional question. Ask:

**“What did Ruby learn from her experience that she shares with children today?”**

Direct students to write the essential meaning in their Response Journals. Use Equity sticks to call on students and share their responses.

Sample responses include:

- *People should try to be kind to each other.*
- *No matter the color of someone's skin, people should treat one another fairly and with kindness.*
- *People of all races should be treated equally and with respect.*

✓ Students write the essential meaning of the text in Response Journals.

Congratulate students on their discovery of the essential meaning. Let students know that they will continue to discuss the way Ruby Bridges responded to injustices in the next lesson.

## Learn

### Execute the Focusing Question Task

#### INDIVIDUALS

Post the Craft Question:

*How do I write a first person narrative in Focusing Question Task 3?*

Give students two to three minutes to practice recounting the story elements they recorded on the SCAPE Chart on Handout 16B. Circulate the room to be sure that students are recalling all of the major story elements.

Remind students of their discussion from [Lesson 16](#). Ask students,

**“What words help me write in first person point of view?”**

Direct students back to the Point of View Chart.

- I, me, *and* mine.

Model for students how to take the notes and sketches from the SCAPE Chart and turn them into first person point of view sentences.

Think Aloud:

**The event on my SCAPE Chart is that Ruby is walking to the white school for her first day. Instead of saying what Ruby did, I am going to put myself in Ruby’s shoes. I am going to pretend that I am Ruby on this day. So I would say, “Today is the first day I am going to the white school.”**

**Next, let’s look at the problem and turn that into first person point of view. There are a few notes on the SCAPE Chart: “people do not want her to go to the white school, yelling at her, holding signs.” One way to turn these phrases into sentences is by saying: “The crowd does not want me to go to school with the white kids. They are yelling at me. They are holding signs.”**

Give students three to five minutes to orally rehearse changing their notes on the SCAPE Chart to first person point of view. Prompt students to focus on the “action” and “problem” rows. Circulate the room to assess. Remind students to pretend they are Ruby, and put themselves in Ruby’s shoes.

- *I am walking to my new school.*
- *It is the first day.*
- *It is the white school.*
- *They do not want me to go to the school.*
- *They are yelling at me.*
- *They are holding up signs.*
- *I keep walking with my mom.*

## Learn

### Identify Responses and Impacts

#### WHOLE GROUP

Remind students of the Response and Impact Chart from Lesson 6. Let them know that they will add to it with new information from *Ruby Bridges Goes to School: My True Story*.

Guide students through the process of adding their learning from today's lesson to the Response and Impact Chart. Prompt students to consider the essential meaning of the text that they just wrote in their Response Journals.

Text	Response: How did people respond to injustices?	Impact: What impact did their actions have on the country?
<i>Ruby Bridges Goes to School: My True Story</i>	<ul style="list-style-type: none"><li>▪ Ruby was brave and was the first black student at an all-white school.</li><li>▪ Ruby goes to schools to tell kids her story.</li><li>▪ Ruby tells kids to be nice to each other.</li></ul>	<ul style="list-style-type: none"><li>▪ Now all black students and white students go to school together.</li><li>▪ Kids learn to be nicer to each other.</li></ul>



#### Teacher Note

Pages 24–25 of *Ruby Bridges Goes to School* features Norman Rockwell's *The Problem We All Live With*, showing Ruby Bridges surrounded by U.S. Marshals and including a racial slur in the background.

Use this opportunity to remind students that racial slurs are words people use to show disrespect and hatred towards people of different races. Point out that the use of this word was common at the time. People still use this word today as a hateful slur. Reinforce the power of language and how words can cause pain. Draw on students' knowledge of the Civil Rights Movement to discuss how words can be used to attack and disrespect people.

Remind students that considering their use of language is one way they can help bring more kindness and fairness to the world.

Students may or may not notice this word. As needed, consider these suggestions for discussing emotionally charged language:

- Set ground rules for the discussion, such as showing respect for all viewpoints.
- Do not expect an individual or group to serve as a “spokesperson” for his or her race, gender, or any other group.
- Invite outside experts or community leaders to give other perspectives.
- Be honest with students about your own feelings, and explain to them why it is important to explore the impact of language.
- If the class is initially hesitant to talk, try having students express their feelings through journal entries, free writing, or anonymous responses.



## Learn


### Unpack New Vocabulary

#### WHOLE GROUP

Access Ruby Bridges and the Civil Rights Movement Slide Show: <http://witeng.link/0355> .

Display Image 2, a map indicating states with segregated schools.

Point out how the orange states include Georgia, where King grew up, and Louisiana, where Ruby Bridges attended school.

Read the map key, “States with segregated education.” Define segregation as the practice of separating people according to groups, such as black and white people. Post it on the **Word Wall**  and have students record this new word in their Vocabulary Journals. If necessary, tell students that to segregate means “to keep apart.”

Explain that laws segregating schools were an example of Jim Crow laws, unjust laws that kept black and white people apart. There were laws segregating children into separate schools in the orange states when King was a child.

Word	Meaning
Segregation	The action of separating people based on the color of their skin.

#### *Foundational Skills Connection*

If students are ready to use the suffix *-tion*, discuss the suffix after introducing the word *segregation*. Explain that the suffix *-tion* means “the result of” or “the action of.” Display other *-tion* words with familiar base words, such as *imagination*, *introduction*, *organization*, and *correction*. Read aloud one word at a time and ask:

**“How is this word the result of something?”**

Highlight relationships between the base word and suffix, such as people making a correction when they correct something. Tell students the letters *tion* will help them read words in upcoming fluency passages, such as *nation* and *education*. For an extra challenge, discuss other spellings for /*shun*/ in a final syllable, such as *-sion* and *-cian*.

## Second Grade Teachers Manual

Name: \_\_\_\_\_

## Handout 4C: Word Relationships

**Directions:**

1. Cut apart the words below the chart.
2. Sort the words under either integration or segregation.

Integration	Segregation

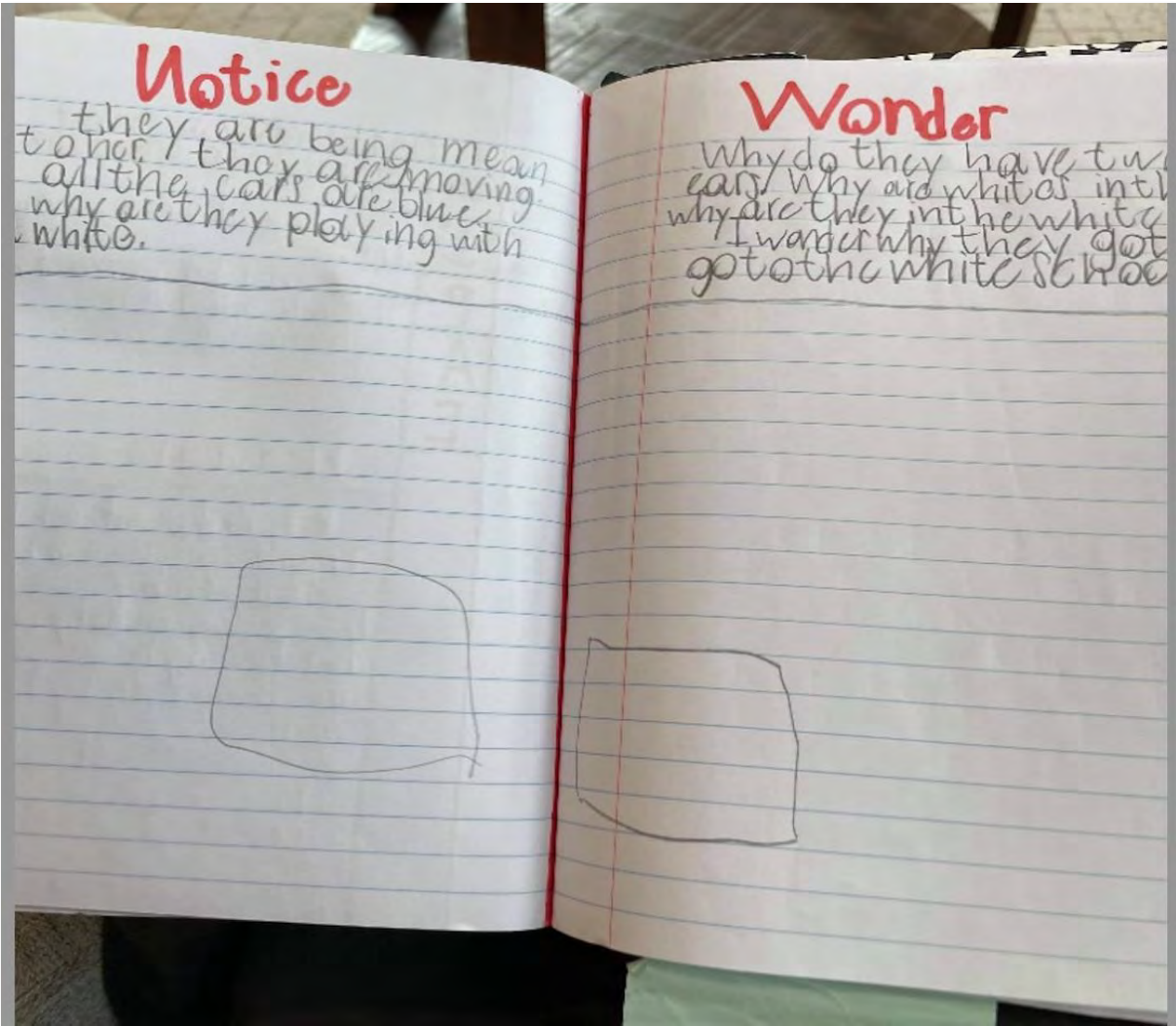
separate	apart	unfair	Jim Crow	justice
join	injustice	Civil Rights	together	fair

### Second Grade Homework Assignment

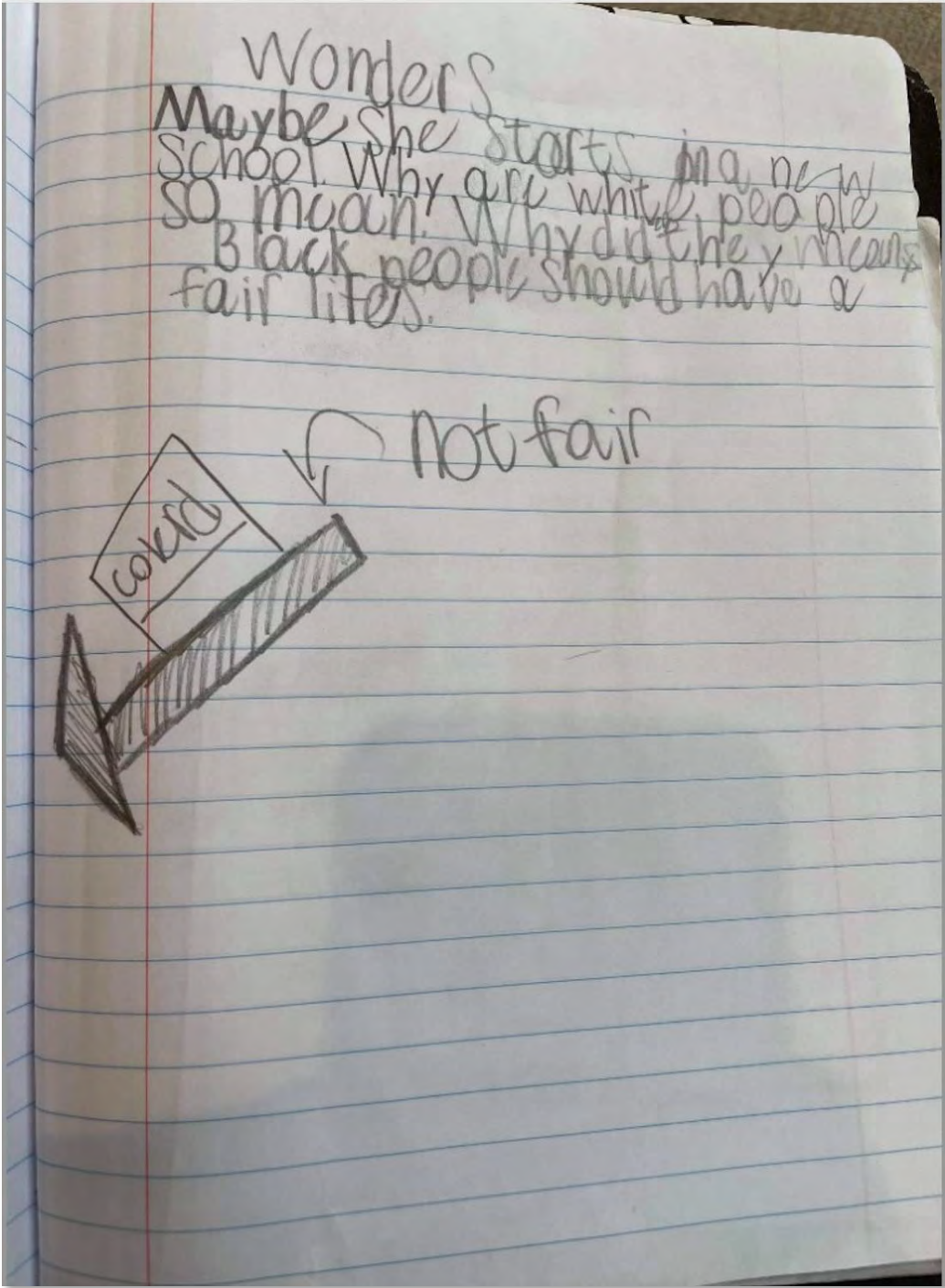


Hi, my name is Ruby Briges. I walk into the William Frantz Elementary school, it is a school for white children, but I'm a black child. My teacher is Mrs. Henry. I'm all alone, the white kids did not want me in the white school. I'm in a empty classroom, I'm in a empty building. I eat and play with no one, but every day I went to school with a big smile on my face. I walked through the crowd every day, I come to school every day. I like my school, I like my teacher, I like to learn. I enjoy going to school to learn. I thought, like Mrs. Henry, kept going to school every day. The William Franz Elementary school was empty, but I go to school every day. Finally, I learned to write and read. Later that year. Eventually white children started to come back to the William Frantz Elementary school.

Second Grade Homework Assignment



Second Grade Homework Assignment



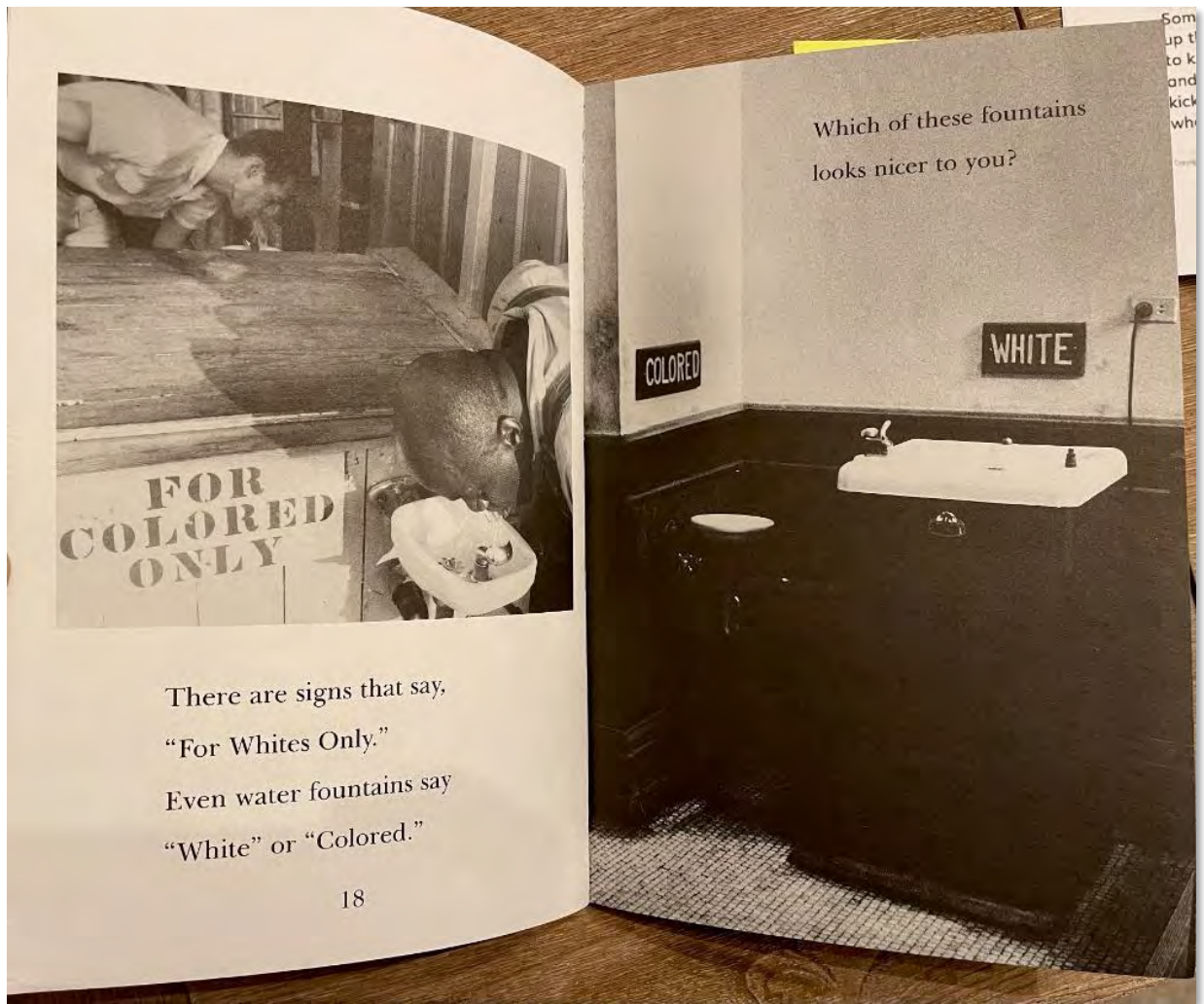
Second Grade Homework Assignment



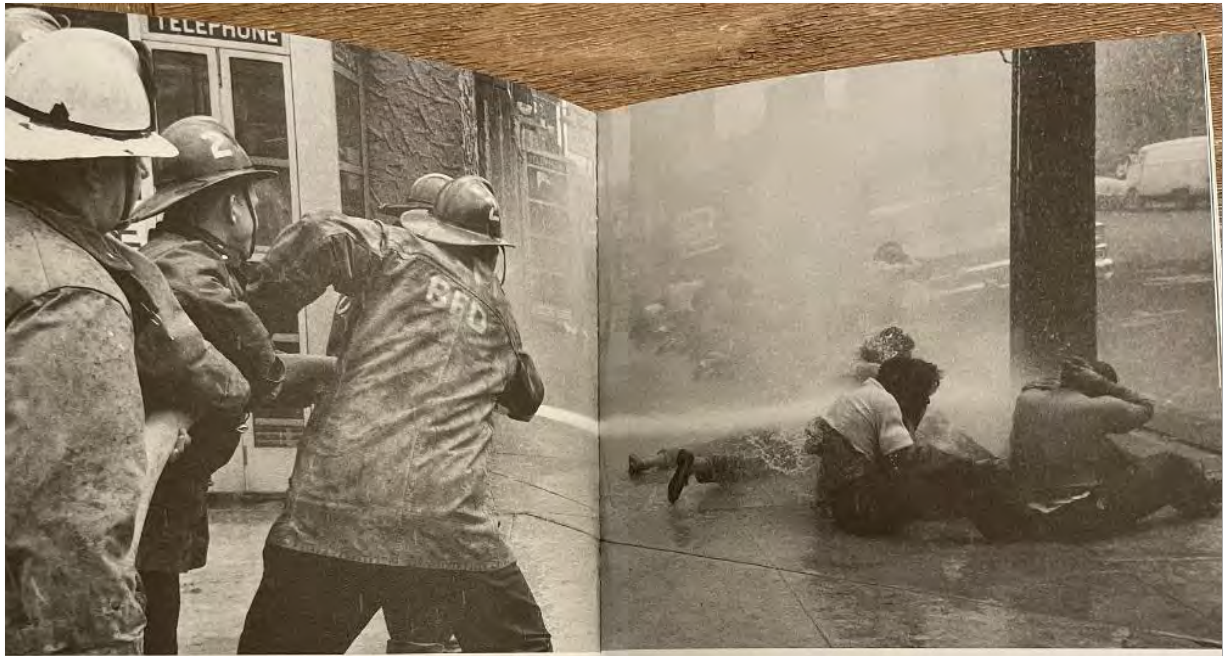
2/27/19

My name is Ruby Bridges. I go to the William Frantz Elementary school. I liked my teacher Mrs. Henry she was very nice. But everyday I was by myself I always wonder why are they never in my classroom. I have to eat lunch by myself and play by myself. And everyday when I arrived at school there was an angry mob yelling and throwing things at me. When I walked in the building I felt lonely because there was never people to play with. In the beginning of the school year I notice that there was a lot of kids but now some of them aren't here. Everyday I wondered why are those white kids being so mean? Some people don't want to go to school with me. Everyday before I walk thro that mob some people try to hurt me and they always throw things for no reason. In the end I notice that the other kids started to come back. And some of the kids were being nice and some were even my friends. They were nice to me very nice. The End

Second Grade Homework Assignment



Martin Luther King Jr. and the March on Washington



There have been sit-ins in many cities.  
At sit-ins, black people take seats  
in "white only" restaurants or theaters.  
And they refuse to leave.  
Often they are dragged out.

22

Sometimes they are put in jail.  
There have been protest marches  
in many Southern cities and towns.  
People hold signs.  
They sing songs.

23

Martin Luther King Jr. and the March on Washington

**“What do we do when we want to uncover answers to the questions we have about a text?”**

- We talk to each other about the text.
- We often go back into the book to read again.
- We reread the part we are wondering about.

Remind students that rereading a text can help them find answers to questions. Explain that readers keep track of their questions so they can think back as they reread and look for answers using the text. When readers find complete answers, they move the question to the column with the check mark. If they only find part of the answer, they move their question to the middle column with the arrows.


Read aloud one sticky note. Think Aloud considering whether you remember the answer to this question from the text. Model revisiting the text to confirm or add to your thinking. Add the page number(s) where you found evidence to the bottom of the sticky note. Finally, place the sticky note in the appropriate column.

Loop students in to this process as you repeat it for the remaining questions. Students Stop and Jot about details they remember from the text. Students use the following Nonverbal Signals to indicate whether they are able to answer the question:

- Thumbs-up: I remember the answer from the text.
- Thumbs-sideways: I remember part of the answer from the text.
- Thumbs-down: I don't remember the answer.

Call on students to share their thoughts. For those questions students decide to place in the “Complete Answer” column, return to the text to confirm and clarify students’ thinking.

Display the Wonder Chart and make time for students to revisit their questions as they continue to work with the text. Move sticky notes along the Wonder Chart to indicate the extent to which each question has been answered.

Wonder Chart for *Martin Luther King, Jr. and the March on Washington* 

Wonders for <i>Martin Luther King, Jr. and the March on Washington</i>		
Questions	Answers in progress	Complete answers
Why does the book talk about Abraham Lincoln if it is about Martin Luther King Jr.? (11)		
Why were there laws to keep black people and white people apart?		
Who are the people wearing black suits holding hands on page 20 and 21?		
Why did the illustrator make some pictures in color and some black and white?		
Why did Martin Luther King Jr. get put in jail? (35)		

**Extension**

Instruct students to **Mix and Mingle** , and ask:

**“Which question are you most excited to learn more about? Why?”**



Post the following definition:

Word	Meaning	Sentence
law	A rule made by the government that people must follow.	It is the law in most states that everyone must wear a seatbelt while driving.

Ask:

**“What are some examples of laws you know?”**

- *Children have to ride in special seats in cars.*
- *Drivers must stop at stop signs.*
- *Children in the United States must go to school.*

Direct students to page 13 of *Martin Luther King, Jr. and the March on Washington* and point their attention to the sign that states “We March for Civil Rights Laws Now!”

Ask:

**“How are the people in this photograph demanding civil rights laws?”**

- *They are marching and showing others what they want.*
- *They are holding up signs to ask for change.*

Ask:

**“Why are civil rights laws important?”**

- *Civil rights laws are rules stating that all people should be treated fairly.*

Post the following definition:

Word	Meaning	Sentence
civil rights	The rights every person should have, such as the right to vote or be treated fairly.	Martin Luther King Jr. was a leader in the fight for civil rights.

Direct students to write the word and definition of *civil rights* in the center of a page in their Vocabulary Journal. Model for students how you create a web diagram, with the definition in the center, as shown below.

- ✓ Pairs focus on pages 6, 12–13, and 20–21, and 26–27, searching for examples of civil rights that people demanded on their signs. Ask students to record these examples in the web diagram they created in their Vocabulary Journals.



Teacher Note

Students may mistakenly record a word such as “segregation” as an example of civil rights. Guide students to revise their response by asking, “Segregation, or separating black and white Americans because of their skin colors, is unfair. The civil right that black Americans were fighting for was \_\_\_\_\_.”

## Lesson 4 Deep Dive: Vocabulary

### Word Relationships: *Segregation, integration*

**TIME:** 15 min.

**TEXT:** *Martin Luther King, Jr. and the March on Washington*, Frances E. Ruffin

**Vocabulary Learning Goal:** Demonstrate an understanding of word relationships by categorizing words related to *integration* and *segregation*. (L.2.5.a)

#### Teacher Note

To maximize instructional time, cut out the words on Handout 4C in advance and give them to students in an envelope.

### Launch

Draw students' attention back to the word *segregation* on the Word Wall and in their Vocabulary Journals from Lesson 3.

Word	Definition
Segregation	The action of separating groups based on the color of their skin.

Direct students to pages 12–19. Instruct students to find one example of segregation in a picture in the text. Have students Think-Pair-Share about how the picture shows segregation.

- *This is an example of segregation because black and white people have to use different water fountains.*

Next, ask students to identify a picture that shows the opposite of segregation. Students might choose the image of black and white children playing together on pages 38–39 or the image of the man taking down a “Whites Only” sign on page 45. Call on one or two volunteers to share their choices.

Explain to students that the opposite of segregation is *integration*. Provide the following definition for students to add to their Vocabulary Journals.

Word	Definition
Integration	Bringing together people who were separated.

#### Scaffold:

Demonstrate and have students repeat hand motions that represent *integration* and *segregation* (i.e., fingers and hands interlocked as *integration* and hands apart as *segregation*). The actual ASL signs for the words *integrate* (<http://witeng.link/0357>) and *separate* (<http://witeng.link/0358>) may also be helpful kinesthetic reinforcements.

## Learn

Instruct students to cut out the words on Handout 4C: Word Relationships.

Students Echo Read each word.

Explain to students that, with a partner, they will sort the words based on which word, *integration* or *segregation*, they relate to the most.

Tell students that they must be prepared to share why they placed each word in its category and how it relates to the other words.

Post the following sentence frames on sentence strips to support oral expression:

**“I placed \_\_\_\_\_ in this category because \_\_\_\_\_.”**  
**“\_\_\_\_\_ is related to the other words because \_\_\_\_\_.”**

Once a pair has sorted their words and provides a justification for the placement of several words, have students tape their words onto the T-chart on Handout 4C.

If students finish quickly, challenge them to explain or write down how all of the words in one column are connected to one another.

When students are finished, use Equity Sticks to have individual students share where they placed each word and why.

## Extension

The more that students engage with the words in a variety of ways, the more quickly they will develop a semantic framework around the words and will be able to express them orally and in writing. As students work, during their share, or at some other point in your day, consider using the following prompts and questions to promote engagement with the vocabulary.

When might people join hands?

What would it look like to sit apart?

Why might the teacher separate two children in the classroom?

Why did people want to protest Jim Crow laws?

What might someone fighting for justice say or do?

Which would be a greater example of an injustice? Why?

(Someone cheats in a game. OR Black and white children have to attend separate school.)

What are three things that are fair? Unfair?

Which is an example of integration? Which is an example of segregation? Why?

(Black and white children playing together. Black and white people eating at separate lunch counters.)

Tell students to pick one word that they categorized under *segregation* and one word that they categorized under *integration*.

✓ Students Stop and Jot on how these words are related to each other.

*Civil Rights* and *Jim Crow* are related to each other because Jim Crow laws were against black people's civil rights.

*Fair* and *unfair* are related to each other because they are opposites.



---

## Land

Ask:

**“Which of these columns represents what America was like before the Civil Rights Act of 1964 was passed?”**

Instruct students to place their finger on the appropriate column. Choose students to share their reasoning.

- *The words in this group, segregation, are related to the injustices that black people faced before the Civil Rights Act of 1964.*

## Second Grade Teachers Manual

Name: \_\_\_\_\_

## Assessment 30A: New-Read Assessment 3

**Directions:** Listen to the Read Aloud of "Different Voices" by Anna Gratz Cockerille. Then reread parts of the passages to answer the questions.

### Different Voices

by Anna Gratz Cockerille

Illustrated by Mark Mitchell

There is more than one side to every story. Imagine that you could hear the voices of Birmingham in May 1963. This is what they might have said.

### Lucille Lyons: Student Protester

My heart is fluttering in my chest. All around me kids chatter nervously. Many look around my age, 14, but a lot are younger, too. This morning we met at the 16th Street Baptist Church. Before we marched right into the area with all of the whites-only stores, I talked to one of my classmates from school. "You skipping school today, too?" he asked. I nodded yes. "You scared?" he asked. I nodded again. "Me too." Now we're looking across the street. We see firemen standing there with hoses, aimed right at us. Suddenly, water explodes from the nozzles. Some kids fall down. Others sit right down in the street. The firemen turn up their hoses even higher. I press myself against the side of a building to keep from getting swept away. Water beats my back and shoulders and pins me against the building. It feels like I'm being punched and kicked. The water tears my sweater. I'll be bruised and in big trouble when I get home, but I know I'm doing the right thing.

**Johnny Lee Baker: Police Officer**

There's a crowd gathering at the church. A lot of them are kids, but they still need to be kept under control. We have to protect our citizens—our white citizens, that is. This city is segregated. Whites and blacks are separate. Always has been that way, and, I hope, always will be. As a police officer, it's my job to use whatever force is needed to keep the peace. The crowd is beginning to march, straight toward the white shopping area. "Halt!" I yell, "and no one will get hurt." They don't stop. Then I see Commissioner Connor signal to the firemen. The firemen turn their hoses on the crowd and start to spray. The water's power is strong enough to tear the bark off a tree. I hope this will teach these people a lesson!

**Bill Keys: Photographer**

I'm watching history being made. I am in Birmingham to take pictures for my job as a *LIFE* magazine photographer. As I snap pictures of the black children gathered for their march, I see firemen cross the street toward them. "Bull" Connor is there yelling commands. The firemen blast the kids with water. I can't believe my eyes, seeing such violence against children. I see a teenage girl and two boys holding onto the side of a building to try to keep from getting swept away by the blasts of water. It looks like the water is really hurting them as it hits them in the back. I snap a picture of them. I hope this picture makes it into the newspaper. This picture will make the world pay attention to what is happening here.

Gratz Cockerille, Anna. "Different Voices." *Cobblestone*, Oct. 2013.  
Cricket Media, Carus Publishing Company.

Name: \_\_\_\_\_

Reread part of the passage about Lucille below:

"You skipping school today, too?" he asked.  
I nodded yes.  
"You scared?" he asked.  
I nodded again.  
"Me too."

Now we're looking across the street. We see firemen standing there with hoses, aimed right at us. Suddenly, water explodes from the nozzles. Some kids fall down. Others sit right down in the street.

Reread part of the passage about the photographer below:

It looks like the water is really hurting them as it hits them in the back. I snap a picture of them. I hope this picture makes it into the newspaper.

1. Use words and phrases to complete the chart:

What does Lucille see?	What does the photographer see?

2. Why do Lucille and the photographer see the same event differently?  
Write one complete sentence.
3. What is different about the two passages? Circle one answer.
- a. the point of view
  - b. the setting
  - c. the problem
4. Read the sentence: "I hope this picture makes it into the newspaper.  
This picture will make the world pay attention to what is happening here."

Draw a line between the two word parts in the word *newspaper*.\*

newspaper

\*News: new information about important events.

5. Which of the following best describes the word *newspaper*?
- a. Paper that someone just bought from the store.
  - b. A printed paper with new information about important events.
  - c. Important information.
  - d. Something you buy from the store that is new.
6. Arrange the following verbs from least strong to strongest: *explode*,  
*spray*, *blast*

\_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Name: \_\_\_\_\_

7. Read the following sentence from the text: "Suddenly, water explodes from the nozzles."

How would the meaning of the sentence change if the underlined word were *pours*?

8. Read the following sentence from the text in the voice of the police officer: "Halt!" I yell, "and no one will get hurt."

Which verb would be another good fit in this sentence?

- a. ask
- b. demand
- c. request

Determining the Essential Meaning of the Text

Directions: Answer the following question and illustrate.

What message does the book teach you?

The illustration shows a scene with several figures. On the left, there is a building with a window and a door. A sign on the wall says "I + do not match what by Hook like". In the center, a figure holds a sign that says "STOP". To the right, another figure holds a sign that says "STOP". A third figure is partially visible on the far right. The drawing is done in a simple, childlike style with black ink on a lined background.

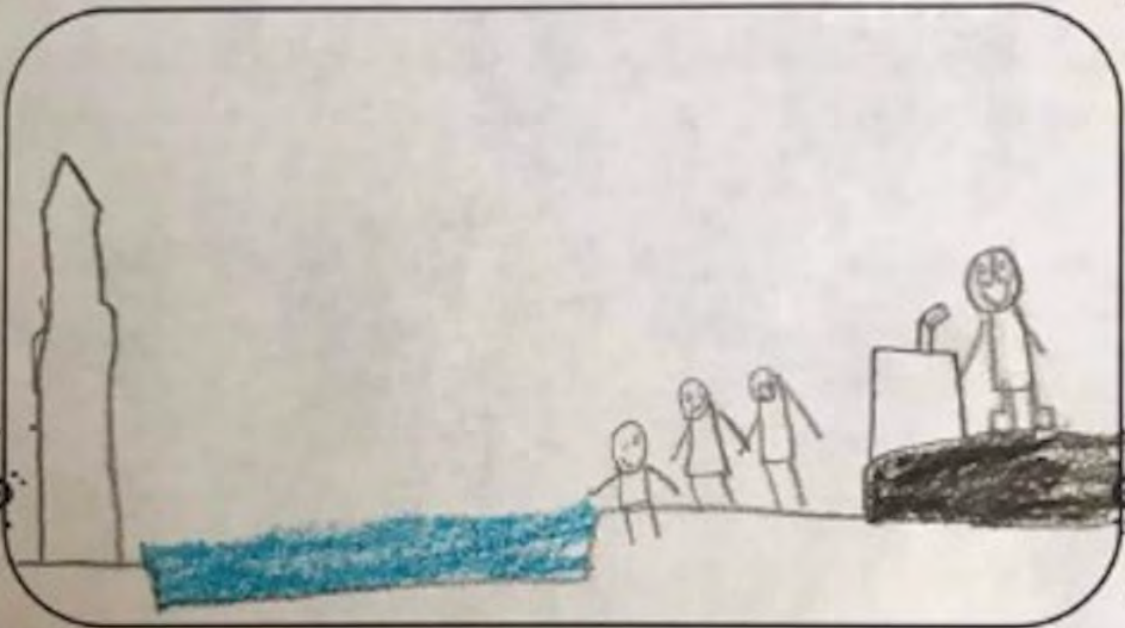
The message of the story is It does not matter what you look like it matters what is on the inside. So grass is not cool so it need to change and it did. And a big thank you to Dr. King for changing the law. If he did not change the law how

Second Grade Homework Assignment

Determining the Essential Meaning of the Text

Directions: Answer the following question and Illustrate.

What message does the book teach you?



What I learned about this book is people were not treated fairly. People came to Washington DC to protest. They wanted laws to change. Dr King treated people fairly. He gave a speech using words with I have a dream. The laws changed. It was called the Civil Rights Act of 1964.




Name: ~~\_\_\_\_\_~~ Kenny Date: \_\_\_\_\_

Focusing Question Task

Directions: Write an informative paragraph using evidence from two sources to answer the Framing Question: What were the injustices people faced before the Civil Rights Act of 1964?

People fought for injustices. There are more injustices Black People faced. When they went to the movie theater they had to sit at the top. And they couldn't go to the same school. Black People <sup>faced</sup> a lot of injustices before the Civil Rights Act of 1964.

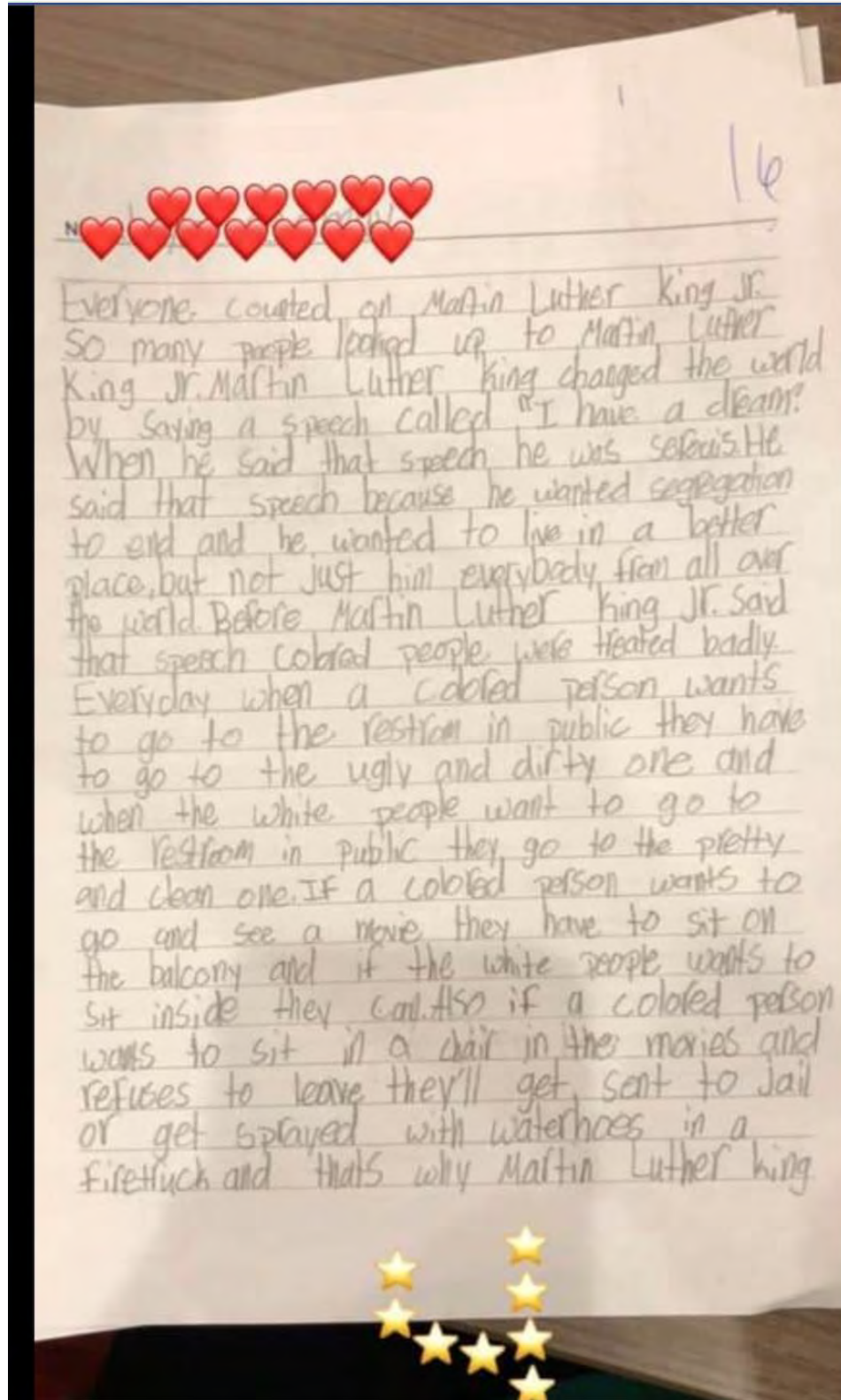
(S) (C)



Civil Rights Movement

Second Grade Homework Assignment





16

Everyone counted on Martin Luther King Jr. So many people looked up to Martin Luther King Jr. Martin Luther King changed the world by saying a speech called "I have a dream". When he said that speech he was serious. He said that speech because he wanted segregation to end and he wanted to live in a better place, but not just him everybody from all over the world. Before Martin Luther King Jr. said that speech colored people were treated badly. Everyday when a colored person wants to go to the restroom in public they have to go to the ugly and dirty one and when the white people want to go to the restroom in public they go to the pretty and clean one. If a colored person wants to go and see a movie they have to sit on the balcony and if the white people wants to sit inside they can. Also if a colored person wants to sit in a chair in the movies and refuses to leave they'll get sent to jail or get sprayed with waterhoses in a firetruck and that's why Martin Luther King



Second Grade Homework Assignment

## Determining the Essential Meaning of the Text

Directions: Answer the following question and illustrate.

### What message does the book teach you?



I learned about the "I have a dream" speech. Dr. King wanted black and white people to be treated fairly. He said "I have a dream one day my kids won't be treated by their skin color but by the content of their character. All people should be treated fairly."

Second Grade Homework Assignment

Name: \_\_\_\_\_

## Handout 7B: Root Word *Equal*

Directions: Complete Part 1 and Part 2 below.

### Part 1:

1 Underline the root word in each word:

*equality*    *equally*

2. What do the words *equality* and *equally* have in common?

---

---

Fit the following words in the sentences below: *equality*, *equally*, *equal*.

3. Black and white people were not being treated \_\_\_\_\_ .

4. Dr. King wanted \_\_\_\_\_ for all people, no matter the color of their skin.

5. Things were not \_\_\_\_\_ for black and white people.

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Page 1 of 2

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G2 | M3 | Handout 7B - WIT & WISDOM™

### Part 2:

6. Write a sentence about Dr. King's hope for a better world, using the word *equality*, *equally*, or *equal*.

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## Second Grade Homework Assignment



## Welcome 🕒

### Sing and Connect 🕒

#### WHOLE GROUP

Play “Ain’t Gonna Let Nobody Turn Me Around” (<http://witeng.link/0359>). Model and encourage students to sing along and move to the beat.

Ask:

**“How does this song connect with Martin Luther King, Jr. and the March on Washington?”**

Volunteers respond.

- *The song talks about marching. That’s what happened during the March on Washington.*
- *It also talks about segregation, which is what people were trying to change.*
- *The song says something about the Jim Crow laws.*

Explain that later in this lesson students will continue to explore this song. Challenge students to share the song with family members and explain how it is connected to what they are learning about the Civil Rights Movement.

## Launch 🕒

Read aloud the Focusing Question and Content Framing Question.

Ask:

**“What is one word or short phrase that tells something important you’ve learned about what life was like during the time of the March on Washington?”**

Distribute sticky notes and ask students to write down their response. Collect a few strong, repeated responses to display and read aloud.

- *Unfair laws*
- *Injustice*
- *Hard*
- *Separate*
- *Mean*
- *Protest marches*
- *Martin Luther King, Jr.*

Congratulate students on all their new learning about what life was like during this important period in American history. Explain that in this lesson students will think more deeply about the knowledge they are gaining about the Civil Rights Movement, and how people responded to injustices.

## Second Grade Teachers Manual Lesson 6





## Land

### Answer the Essential Question

Project and play the second version of “Ain’t Gonna Let Nobody Turn Me Around” performed at the White House by The Freedom Singers: (<http://witeng.link/0359>). Explain that the White House is where the President of the United States lives and works.

**1. “In what ways is the song different in this setting?” Have students record two differences in their Response Journals.**

- I see President Obama listening.
- There is a group of people singing.
- The leader talked about the song before they started.
- The audience sings and claps along.
- The words are a little different and so is the way they sing.

Ask:

**“Why were Americans singing this song in 2010?”**

Give students time to Think-Pair-Share before calling on volunteers.

- People always keep fighting for what is fair!
- There is still injustice in our society.
- So that we don’t forget what happened during the Civil Rights Movement.

### Extension

Add the words *injunction* and *jailhouse* to the list of new verse words created during the Welcome. Explain that the lead singer shared a story about a time these words were added to the song in response to a historical event in 1962, a few years before the March on Washington. Remind students that in the Launch they learned that words in protest songs often change in response to the setting.

## Wrap

### Assign Homework

Remind students to continue their home reading routine with a selection of their choice.

### Analyze

#### CONTEXT AND ALIGNMENT

Context and Alignment

In this lesson, students complete an informative paragraph featuring details from two different sources. (W.2.8, W.2.2)

Each student:

- follows the structure for informative paragraphs.
- Includes one piece of evidence from a text source and another from the video source.

#### NEXT STEPS

Support striving readers by providing additional opportunities to view video sources or read video transcripts. Students could then highlight evidence on such transcripts to transfer to their evidence organizers. Consider providing recording devices for students to dictate and then print their paragraph drafts; they can then devote more time to the revisions and editing.

We’re eager to receive your feedback. If you have any comments or questions about this lesson or the Wit & Wisdom curriculum, please contact us through the Great Minds website today.

## Second Grade Teachers Manual Lesson 6



## Learn from Lyrics

### WHOLE GROUP

Explain to students that they are now going to listen again to “Ain’t Gonna Let Nobody Turn Me Around.”

Remind students that in the previous lesson they learned how repeated words are used to emphasize what is important. Ask students to think about the main topic, or meaning, they identified in the song from thinking about the repeated words.

Explain that today students are going to again look at these repeated words and see what new knowledge they can build about the meaning.

Play “Ain’t Gonna Let Nobody Turn Me Around” (<http://witeng.link/0359> .

Ask students to listen for the new words added in each verse. Work with students to identify a Nonverbal Signal for new words. Post new words as they are identified.

- V1: nobody
- V2: segregation
- V3: Jim Crow
- V4: Bull Connor
- V5: nobody (like V1)

Remind students that they have learned two of these words and phrases, segregation and Jim Crow, during previous lessons. Ask students to find the word segregation on the Word Wall or in their Vocabulary Journals and have a volunteer state the definition.

Ask:

**“What did Jim Crow laws do?”**

Volunteers respond. Confirm that they were laws that kept black and white people apart.

Ask students to raise their hands if they have heard of Bull Connor. Acknowledge that this name is likely unfamiliar. Ask:

**“Why do you think this person is in this song?”**

Students will likely reply that he is probably someone who tried to turn black people around and away from freedom. Confirm that Bull Connor is the name of a person who forced people to follow segregation laws.

Instruct students to Stop and Jot, and ask students to read the list of new words again.

Ask:

**“Why do all of these repeated words belong in the song?”**

Pause to give students time to think and respond. Then, repeat the question, and instruct students to Think-Pair-Share their answers.

- ✓ Pairs discuss why they believe these specific words are repeated within the song.
  - *I remember Jim Crow laws kept people apart. People fought to change them.*
  - *The singer isn’t going to let nobody or any unjust laws make them turn around.*
  - *People were protesting these things at the march.*
  - *All the words help show the main topic.*

Circulate and choose two pairs to share with the class. Reinforce that repeated language helps readers understand what is important, or the meaning, of a text.

Remind students that this is an example of a protest song, and explain that words in protest songs often change slightly in each verse (or part of the song) to make a point about a particular injustice. There were many causes of the injustice, and the song helps make some of those clear.

Thank students for listening so closely to this song and unpacking how it connects to the knowledge they are building about the Civil Rights Movement.

Land/Arav

## Second Grade Teachers Manual Lesson 6



Name: \_\_\_\_\_

## Handout 5B: Adverbs

### Directions:

- 1) Complete the sentence frame, The **adverb** \_\_\_\_\_ describes how \_\_\_\_\_.
- 2) Circle the word being described.
- 3) Draw an arrow from the adverb to the word being described.
- 4) Reflect on why writers use adverbs.

### Example:

But are black people and white people **treated** equally?  
The adverb equally describes how people were treated.

### Your turn:

1. The people marched slowly.

The adverb \_\_\_\_\_ describes how \_\_\_\_\_.

2. The people clapped loudly for Dr. King.

The adverb \_\_\_\_\_ describes how \_\_\_\_\_.

Name: \_\_\_\_\_

3. Black and white people had to sit separately.

The adverb \_\_\_\_\_ describes how \_\_\_\_\_.

4. Martin Luther King Jr. treated people fairly.

The adverb \_\_\_\_\_ describes how \_\_\_\_\_.

Why do writers use adverbs?

\_\_\_\_\_

## Second Grade Homework Assignment



Name: Chloe chloe

Date: 4-19-22

clack! clack! clack! That's the sound of black people getting put in jail for the color of their skin. The injustices people faced before the Civil Rights Act of 1964 were unfair. It was unfair because there was segregation. This means blacks and whites had to be separated. The first example of injustices people faced is, black people and white people could not drink from the same water fountain. Second, blacks and whites could not go through the same doors. Third, in some places there is a law to keep blacks and whites apart. This law is called the Jim Crow law. In fact, blacks could not sit on the front of the bus with whites. Furthermore, blacks were not able to go to school with whites.

There is no doubt that there was unequal treatment.



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Second Grade Homework Assignment





Name: Miller

Date: 4-19-22

### Focusing Question Task

**Directions:** Write an informative paragraph using evidence from **two sources** to answer the Framing Question: **What were the injustices people faced before the Civil Rights Act of 1964?**

"I refuse to go to school with a black kid!" said many people. Did you know that black people and white people were not treated equally? The injustices black people faced before the Civil Rights Act of 1964 was challenging. It was challenging when blacks refused to leave whites only areas. This was called sit-ins. When they refused they were often dragged out. It was not fair to blacks that white people got nicer things like water fountains and restaurants. Segregation was a word that meant to not be together this was usually because of skin color. Clearly, these injustices were challenging for black people before the Civil Rights Act of 1964. This made life for black people harder and unfair.



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Second Grade Homework Assignment

Name: Amina

Date: 4/20/22

### Focusing Question Task

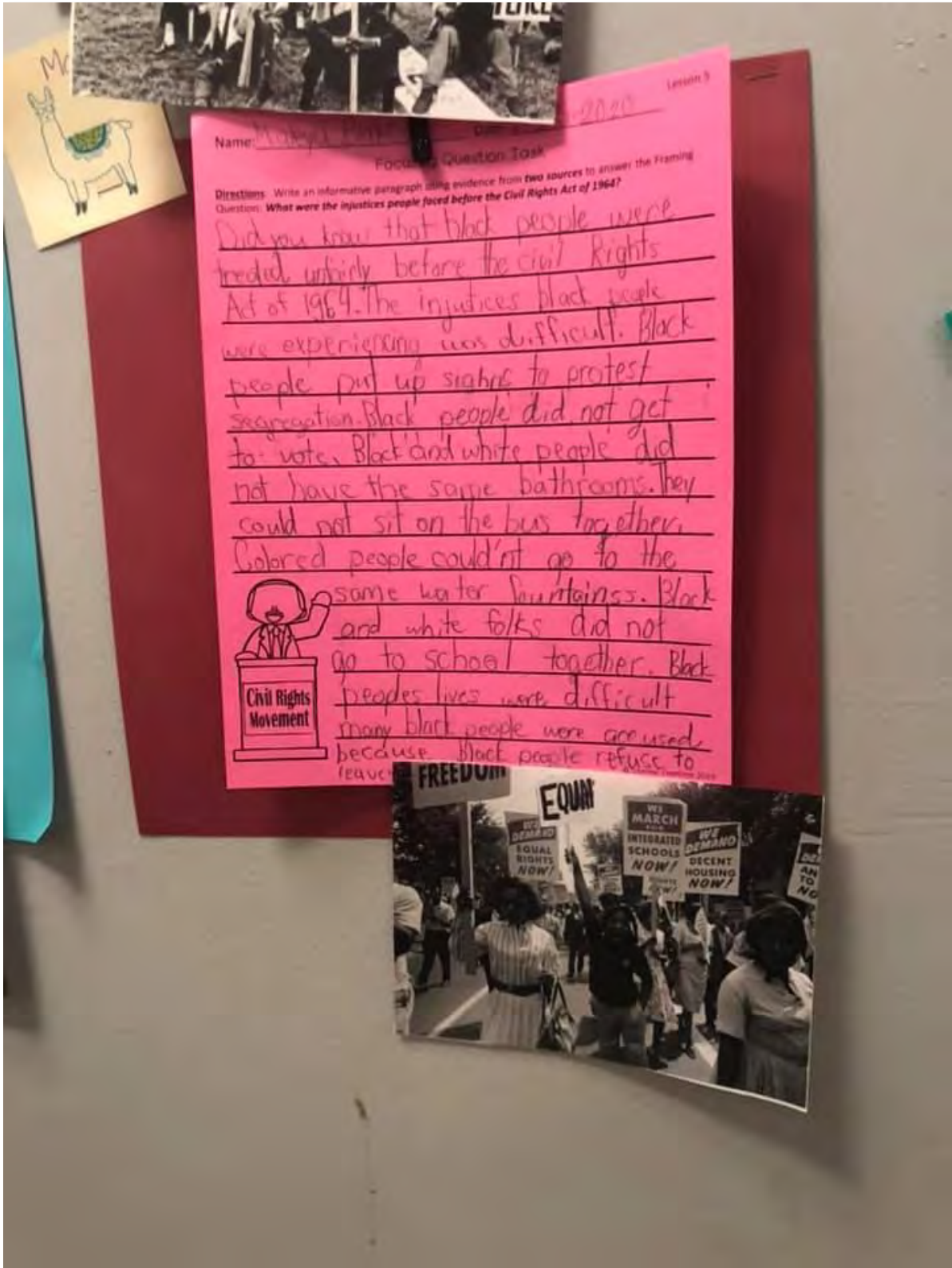
**Directions:** Write an informative paragraph using evidence from *two sources* to answer the Framing Question: *What were the injustices people faced before the Civil Rights Act of 1964?*

"White only." That is what some white people said to black people. That is called segregation its when people get separated from other people, usually because of race. Before the Civil Rights Act of 1964 black and white people did not have equal rights. Black people were treated unfairly. When black people refused to leave white only places they either get dragged out or sent to jail. They had white only hotels and restaurants because they didn't want to be with different races. In America they separated black and white people. Black people had to sit in the back of the bus. Different races could not drink out of the same water fountain. Different races couldn't go to the same school. Finally, the Civil Rights Act of 1964 250,000 came to protest. After the Jim Crow law was changed in the white end, white people and black were treated equally. But before that black people were treated badly.



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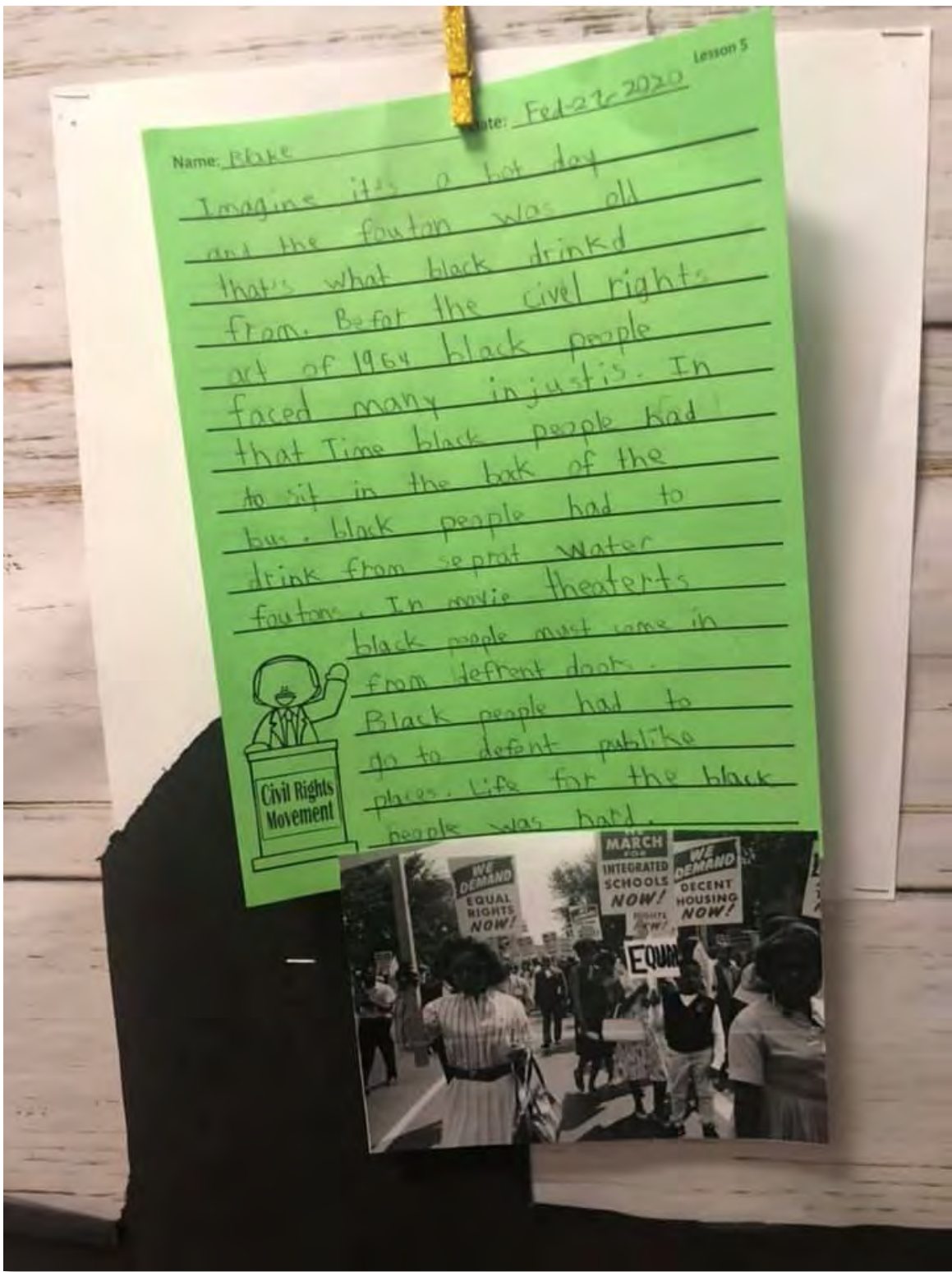
Second Grade Homework Assignment

Directions: Write an informative paragraph using the  
Question: What were the injustices people faced before the Civil Rights Act?

Have you ever wonder how black people were treated before the civil rights Act of 1964? Many injustice before black treated were unfair. Black people had to seat in the back of the bus. Black people and white people had different water fountains. Black people got sprayed with water holes because they are a sit-ins. Black and white people had to go to different schools. Black people and white people could not sit together on the bus. Black people had to drink out of black only water fountains because it says Black only.



Second Grade Homework Assignment



Name: Blake

Lesson 5

Date: Feb 27, 2020

Imagine it's a hot day  
and the fountain was all  
that's what black drank  
from. Before the civil rights  
act of 1964 black people  
faced many injustis. In  
that time black people had  
to sit in the back of the  
bus. black people had to  
drink from seprat water  
fountains. In movie theaters  
black people must come in  
from defrent doots.  
Black people had to  
go to defent public  
places. Life for the black  
people was hard.



Second Grade Homework Assignment

## Welcome ☺

### Understand the Essential Question

Instruct students to **Think-Pair-Share** ☺☺, and ask:

**“When have you used the word *unfair*?”**

Use Equity Sticks to choose three pairs to share with the class.

- *I wanted to stay up late, but my dad would not let me.*
- *I wanted to hang out with my friend, but I had to clean my room.*
- *My brother started a fight, but I was blamed.*

Post and read the Essential Question, pointing out the word *injustice*. Explain that *unfair* and *injustice* are often thought to be synonyms, or words that mean the same thing. However, *injustice* is a stronger word; it goes beyond some of the moments we might think about as unfair. **When things are *unjust*, people are not being treated in the ways that everyone deserves to be treated.**

Explain that in this module students will learn how real people respond to injustice. Tell students that they will continue to explore the word *injustice* in the Deep Dive of this lesson.

Reread the Essential Question, and ask:

**“How do we answer Essential Questions?”**

Volunteers respond.

Reinforce that the Essential Question is the big question to answer during the module as students explore the module texts.

Leave the Essential Question posted for students to reference throughout the module.

---

## Launch ☺

Post the Essential Question, Focusing Question, and Content Framing Question. Students **Echo Read** ☺☺ the Focusing Question. Point out the word *injustice*. A volunteer reminds the class of the meaning of this word.

Explain that, in this module, students will read a number of nonfiction texts about people fighting injustice. Ask:

**“What is an informational text?”**

Provide ten seconds of wait time before calling on a volunteer to respond.

Reinforce that nonfiction texts are texts that are not fiction. They provide true, or real, information.

Explain that some nonfiction texts are written like a story, or narrative. Ask:

**“What does it mean if something is narrative nonfiction?”**

Provide ten seconds of wait time before calling on a volunteer to respond. If needed, remind students that they read narrative nonfiction texts in Module 2, such as *The Buffalo Are Back* and *Journey of a Pioneer*.

Reinforce that narrative nonfiction texts contain mostly true information but are told like a story; they are often the true story of someone’s life.

Ask:

**“What do we do the first time we read a new text?”**

A volunteer responds. Reinforce that the first time a new text is read, students notice and wonder. Students Echo Read the Content Framing Question.

Learn • Explore Module Texts

## Second Grade Teacher Manual

## Welcome

### Sing and Connect

#### WHOLE GROUP

Play “Ain’t Gonna Let Nobody Turn Me Around” (<http://witeng.link/0359>). Model and encourage students to sing along and move to the beat.

Ask:

**“How does this song connect with Martin Luther King, Jr. and the March on Washington?”**

Volunteers respond.

- *The song talks about marching. That’s what happened during the March on Washington.*
- *It also talks about segregation, which is what people were trying to change.*
- *The song says something about the Jim Crow laws.*

Explain that later in this lesson students will continue to explore this song. Challenge students to share the song with family members and explain how it is connected to what they are learning about the Civil Rights Movement.

## Launch

Read aloud the Focusing Question and Content Framing Question.

Ask:

**“What is one word or short phrase that tells something important you’ve learned about what life was like during the time of the March on Washington?”**

Distribute sticky notes and ask students to write down their response. Collect a few strong, repeated responses to display and read aloud.

- *Unfair laws*
- *Injustice*
- *Hard*
- *Separate*
- *Mean*
- *Protest marches*
- *Martin Luther King, Jr.*

Congratulate students on all their new learning about what life was like during this important period in American history. Explain that in this lesson students will think more deeply about the knowledge they are gaining about the Civil Rights Movement, and how people responded to injustices.

## Second Grade Teacher Manual



By: [scribbled out]

I learned that Segregation was a thing and it fair to black people. I learned that Sylvia stopped Segregation in California. they couldn't drink from the same water fountain. I would want to learn more about how mlk went to Jail. I want to learn more about Sylvia. How did Segregation ever start?

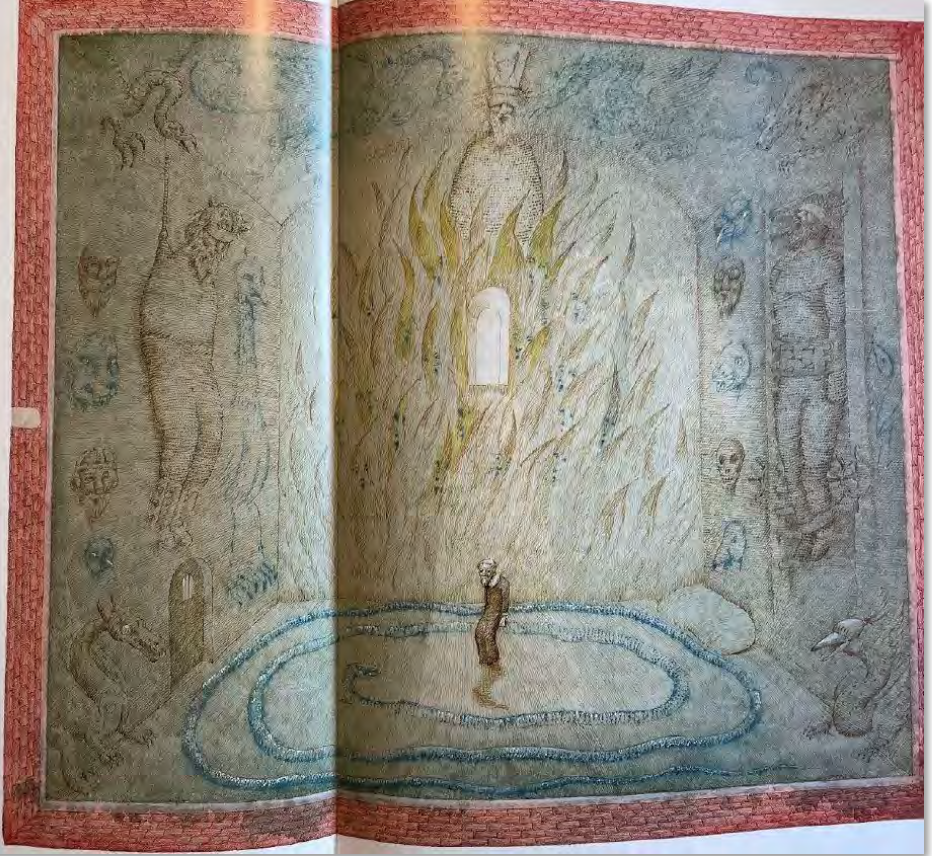
Rosa parks	Sylvia	Ruby	MLK
Rosa stopped Segregation on buses so black people didnt have to sit in the back.	Sylvia stopped Segregation in California	Ruby stopped Segregation	Martin fought to win and stop Segregation
Rosa	Sylvia	Ruby	MLK

Second Grade Homework Assignment

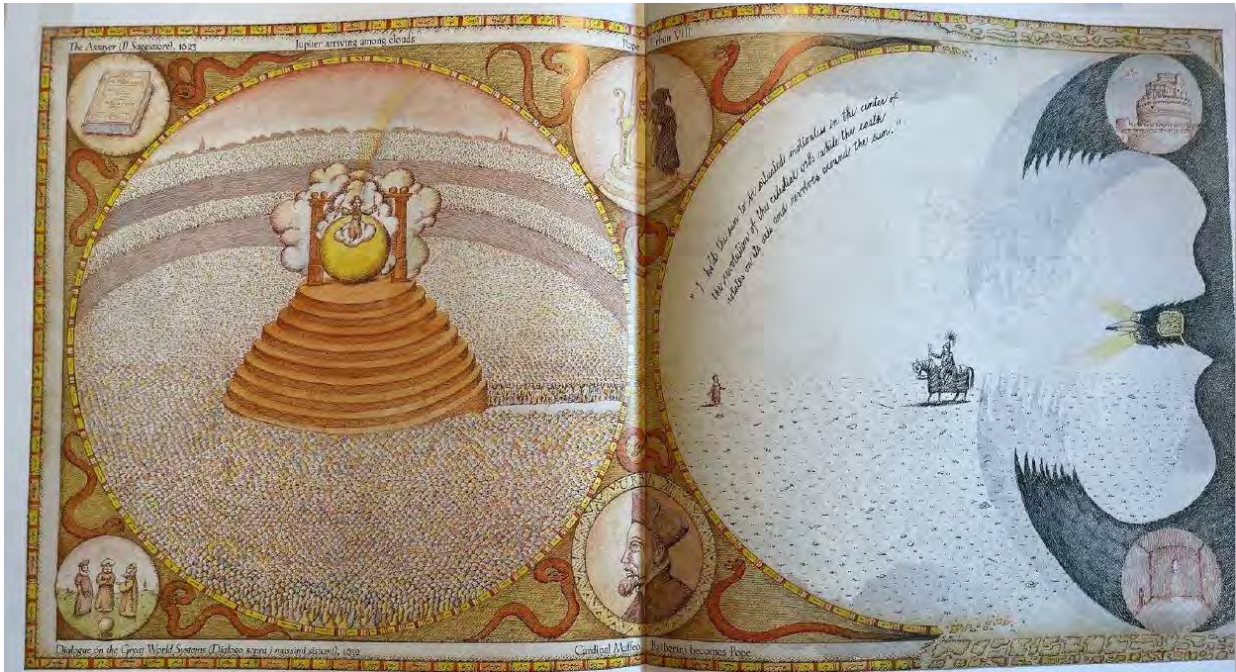
"Do not feel obliged to believe that the same God who has endowed us with senses, reason, and intellect has intended to frigo their use... He would not require us to deny sense and reason on physical matters which are set before our eyes and minds by direct experience or necessary demonstrations"

... If they [the ancient philosophers] had seen what we see, they would have judged as we judge.  
Why should I believe, simply and blindly, what I read in books and what the fathers of my faith have written, when I can see as plain as daylight that they are wrong?  
Galileo Galilei

Galileo was afraid. He knew that people had suffered terrible torture and punishment for not following tradition. It could happen to him.



Starry Messenger



His fame grew . . . and the celebrations became extravaganzas. But now the Church began to worry. Galileo had become too popular. By upholding the idea that the earth was not the center of the universe, he had gone against the Bible and everything the ancient philosophers had taught.

He had gone against the Church . . .

Galileo was ordered to stop believing what he could see with his own two eyes. He was summoned to appear before the highest ruler of the land—the Pope.

### Starry Messenger

Discuss similarities and differences among the timelines, noting which events most or all groups included and why these events seemed particularly important.

Reread pages 3–7, modeling the elements of fluent reading, as students follow along.

**1 How does the information on pages 3–7 about events before the birth of Galileo add to your understanding of Galileo's life?**

- The information on pages 3–7 explains that before Galileo turned his telescope to the sky, many people believed the Earth stood still and the Sun revolved around the Earth. This helps me understand that Galileo's ideas were very different from the ideas of many people around him.
- The information on pages 3–7 shows that most people followed tradition. This helps me understand why so many people had a hard time believing Galileo.
- The information on pages 3–7 shows that Copernicus wondered if maybe what tradition taught was not so. This helps me understand that Galileo was building on the work of someone who had already thought about the possibility that the Earth moved and the Sun stood still.
- The information on pages 3–7 shows that Galileo was born in a place and time when many "artists, writers, musicians, and scholars" contributed to the ideas of the time. This helps me understand that Galileo added his ideas to the work of many other thinkers at the time.

Reread pages 30–32, again modeling the elements of fluent reading, as students follow along.

**2 How does the information on pages 30–32 about events after the death of Galileo add to your understanding of Galileo's life?**

- On page 30, the text says, "But still the ideas lived on." This helps me understand that Galileo's life was important because his ideas continued to be important, even after he died.
- On page 32, the text says that the Church finally pardoned Galileo "more than three hundred years later" and that they "admitted that he was probably—in fact, surely and absolutely—right." This helps me understand that Galileo was right not to give in to the Church and that even the Church now sees that Galileo was correct.
- The timeline on page 32 shows that in 1989 a spacecraft named Galileo was launched. This helps me understand that even today people remember Galileo as an important scientist who helped us learn about space.

**3 What clues in the text and illustrations clarify the meaning of the word condemned on page 30?**

- The picture on pages 28–29 show Galileo in a court where he is being tried because the Church is worried that he is teaching people to go against tradition.
- On page 30, the text says that Galileo had to "spend the rest of his life locked in his house under guard."
- The illustrations and text suggest that condemned means "given a punishment."

Provide the following definition for students to record in the "New Words" section of their Vocabulary Journals.

Word	Meaning
condemned (v.)	Ordered to be punished.

## Lesson 4 Deep Dive: Vocabulary

### Examine Multiple Meanings of *tradition*

TIME: 15 min.

TEXT: *Starry Messenger*, Peter Sfs

Vocabulary Learning Goal: Examine *tradition* using a multiple-meanings chart to distinguish shades of meaning. (L.3.5.c)

#### Launch

Reread the following passages from *Starry Messenger*, modeling fluent reading as students follow along:

- “For hundreds of years, most people thought the earth was the center of the universe, and the sun and the moon and all the other planets revolved around it. They did not doubt or wonder if it was true. They just followed tradition.” [3]
- “Galileo was afraid. He knew that people had suffered terrible torture and punishment for not following tradition.” [26]

#### Teacher Note

Consider Galileo’s statement that “with regard to matters requiring thought: the less people know and understand about them, the more positively they attempt to argue concerning them.” [30] The quote articulates Galileo’s perspective regarding the consequences of breaking tradition. The quote also offers an explanation for the Church’s harsh punishment of Galileo.

Students reread page 3 in pairs and answer the following TDQs:

#### 1 What *tradition* did people “just follow” during the time of Galileo?

- Most people “just followed” the tradition that “the earth was the center of the universe and the sun and the moon and all the other planets revolved around it.”

#### 2 Why did people “just follow” tradition during the time of Galileo?

- People “just follow[ed]” tradition because people had believed the same thing “for hundreds of years.”
- People “just follow[ed]” tradition because the Church supported it.

#### 3 How does the Church’s reaction to Galileo’s challenge to tradition build your knowledge of the role of *tradition* during the time of Galileo?

- The Church was worried because Galileo challenged its traditions, so they punished him harshly.
- The Church’s reaction shows that tradition was very important during the time of Galileo.

Highlight

Add a note

#### Learn

Point out that people today have traditions, too. For example, schools have field days and countries celebrate their traditions with national holidays.

Provide students with the following two definitions for *tradition*. Instruct students to record the definitions in the “New Words” section of their Vocabulary Journals:

Word	Meaning	Synonyms
Tradition	Practice or belief passed down through generations of a culture or group of people.	
	Accepted ways of doing things over time.	

## Third Grade Teacher Manual

Assign students to groups of three. Students put their index cards in a pile in the center of the group. Each student draws an index card and explains how the evidence does or does not explain what happened to Galileo when he challenged tradition, using complete sentences. Repeat until students have orally processed all of the evidence.

In their groups, students choose two pieces of evidence and record that evidence on Handout 5A. Students add notes to the elaboration boxes to explain how the evidence supports the topic statement.

Instruct students to identify each piece of evidence as a fact, definition, or detail.

Student responses may include:

- **Topic Sentence:** A long time ago people followed tradition and believed the Earth was the center of the universe.
- **Evidence:** Galileo made observed the sky using his telescope. (detail)
- **Elaboration:** The Church said Galileo was wrong to use what he could see with his own eyes instead of tradition.
- **Evidence:** Galileo was called to see the Pope. (fact)
- **Elaboration:** Galileo was afraid because the Church might punish him for going against tradition.
- **Conclusion:** The Church locked Galileo in his house for the rest of his life, but his ideas lived on.

Using their own writing planners, students point to each box and tell their group what they will write about. Students say the sentences aloud as if they are writing them.

Independently, students use their writing planners to write an explanatory paragraph.

✓ *Explain what happened when Galileo challenged tradition. Use facts, definitions, and details to develop the paragraph.*

Students use the Painted Essay® strategy to check that they have described their knowledge “to a TEE.”

[Begin green] A long time ago people followed tradition and believed that the earth was the center of the universe. [End green] [Begin yellow] Galileo used his telescope to prove that this was not true. The Church said Galileo was wrong to use what he could see with his own eyes instead of tradition. [End yellow] [Begin blue] Galileo was called to see the Pope. Galileo was afraid because he knew he could be punished for going against tradition. [End blue] [Begin green] The Church locked Galileo in his house for the rest of his life, but his ideas lived on. [End green]

Students read the paragraph aloud to their groups, revising and editing as they read.

Collect student work.

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## Learn

### Review Text Features

#### WHOLE GROUP

Remind students that Dan Yaccarino used the words of Jacques Cousteau in text bubbles as a design element of *The Fantastic Undersea Life of Jacques Cousteau*.

Explain that Peter Sís also uses text as a design element in *Starry Messenger* and that each page uses lines of text that Sís chose to support his text.

Read the lines of script on page 8 as students follow along.

Distribute and review Handout 7A: Script Passages from *Starry Messenger*. Explain that *script* is another word for cursive in this context and that it refers to the small writing that appears on every page.

Students locate the typed lines that correspond to the lines of script on page [8].

Ask:

**“What is the effect of including lines of cursive writing instead of plain typed text?”**

Student responses may include:

- The lines of small cursive writing are hard to read, so it makes the book seem complicated.
- The lines of small cursive writing are almost like pictures. They are arranged in all sorts of shapes and make the pages interesting to look at.

Use a Think Aloud while rereading page 3 to model using the handout to understand the writing on a page:

*I notice there is a line of script at the very beginning of the main text. Let me look at the handout to see if I can figure out what it says . . . “God fixed the Earth upon its foundation, not to be moved for ever.” . . . Psalms.*

*I’m not sure what Psalms means, but I see the quotation has something to do with God creating an unmoving Earth and I know that the Church was upset that Galileo said the Earth was not the center of the universe, so Psalms might be something religious.*

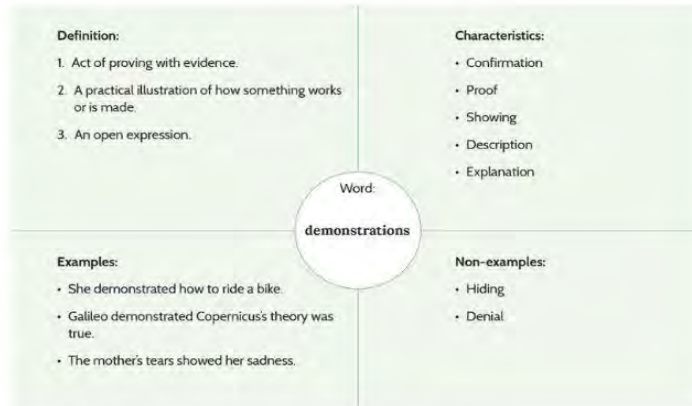
*The text says, “For hundreds of years, most people thought the earth was the center of the universe.” The picture shows the Ptolemaic System, with the Earth in the center and not moving, just as Psalms describes. We learned in Lesson 5 that according to the Ptolemaic system, the Earth is at the center of the universe, and the words in the upper right-hand corner say, “The Earth Stands Still.” The illustration and the script both show what people once believed.*

*The text, the illustration, and the quotation all have to do with the Earth being the center of the universe. A main idea here is that the belief that the Earth was the center of the universe was very important for a long time.*

#### Teacher Note

References to the Catholic Church and its role in Renaissance Italy establish the historical context for the conflict between Galileo and the traditional beliefs of the time. The references to the Church are neutral. They do not reflect a devotional, celebratory, or doctrinal acceptance of the Church, nor do they reflect a critique of the modern Church or religious beliefs. Clarify for students that at the time of Galileo, the Church was a powerful cultural and political institution, as well as a religious institution, that influenced many areas of life.

## Third Grade Teacher Manual



After each group presents its Frayer Model, Ask:

**“Why are these words important in an informational text about Galileo?”**

Challenge students to use these words in their responses.

- *These words help us understand what Galileo's work and life meant. He came from a family that already had an accomplished mathematician, so Galileo probably understood how important it was to study and work hard. His father might have influenced Galileo's interest in science and math.*
- *Galileo had influences on his own thinking, like Copernicus. But Galileo's accomplishments of building a telescope and studying the sky allowed him to demonstrate he could go beyond Copernicus' accomplishments.*
- *Galileo performed other experiments before he built his telescope. He understood that each experiment demonstrated a fact about science or nature. By the time he made his telescope, he knew how important it would be in helping to prove the way the planets and the Earth moved around the sun and disproving what the Church and people traditionally believed.*
- *Galileo's accomplishments demonstrated that people should not blindly believe tradition. The Church was so angry because Galileo's accomplishments discredited their influence. The Church was afraid it would lose its power and control over the people by admitting they were wrong. That is why it took three hundred years to demonstrate the Church was wrong and Galileo was right.*

## Land

✓ Students respond to the following prompt in their Vocabulary Journals:

**How did Galileo's accomplishments about the Earth's movement influence ideas during his time?**

Galileo built on the work of other scientists and astronomers to demonstrate that the Earth moved around the sun instead of upholding the Church's long-standing belief (or tradition) that the sun moved around the Earth. Galileo caused an argument that lasted for three-hundred years, until the Church finally admitted he was right.

## Third Grade Teacher Manual





### Immigration: Who and Why?

Maybe you and your family love your home, your community, your country. Maybe you can't imagine picking up and moving to somewhere far away and totally different. But people and families move from one country to another for many reasons:

**To escape war.** When people go to war, innocent families and children get caught in the crossfire, and often the only way to survive is to find a new country to live in. Sometimes this means picking up and walking hundreds of miles across the nearest border, and sometimes it means traveling halfway around the world. People who immigrate to escape war are called *refugees* because they're seeking a refuge from the conflict.

**To escape famine or other natural disasters.** War isn't the only thing that creates refugees. Drought (when there's not enough rain for crops) can lead to famine and starvation, disease can spread and become a plague, and earthquakes, floods and hurricanes can devastate whole nations. When these types of catastrophes hit, lots of people have no choice but to find a new place to live.

**To escape persecution.** Governments are not always fair, and they aren't always just. Often, a certain group of people living in a nation will be singled out for harsh, unfair treatment. They may have certain rights taken away, or be denied freedoms, or even be physically harmed—just because of who they are. Sometimes a government does this directly, and other times the government just looks the other way while another group of citizens does the dirty work. This treatment is called *persecution*, and people who are persecuted in one nation often move to another, where they believe they can start a new life and be treated as equals.

**To find greater freedom.** Even when people aren't actively persecuted, they may feel like their home country doesn't offer the same liberties people in other places get to have. As long as people dream of freedom, many will be willing to move to a new country to find it.

**To find work.** As unfair as it is, the world has always been divided into poor nations and wealthier ones. There are countries that offer plenty of opportunities and jobs, and countries where those things are scarce. This is one of the biggest reasons people become immigrants: they're simply looking for a place where they can work hard, earn money, and support themselves and their families. If people can't earn a living where they are, they'll sometimes move to wherever there are better chances for them to do that.

**To join relatives and reunite families.** So much of who we are comes from the country we're from. But family bonds are sometimes even stronger, and the pain of having a loved one live far away can be enough to make people start over in a new place. If your sister, your dad, or your child moves overseas, you might want to move too.

**For their children.** Kids are one of the biggest reasons people uproot themselves and move to another country. Simply put, parents want their children to have a better life than they did.

Okay, now that we know why people immigrate, let's look at how people have gone about immigrating in the Past and Present.

<http://pbskids.org/itsmylife>  
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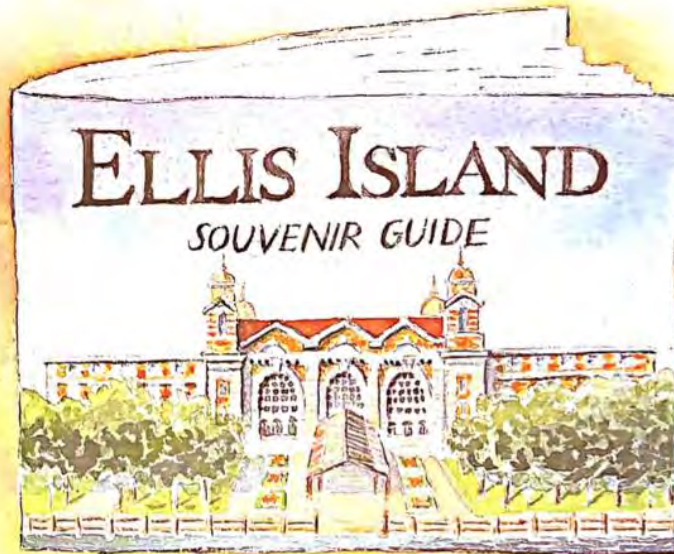
## “Immigration: Who and Why?”



By about 1700, thousands of settlers lived in the Spanish, French, and English colonies of North America. Other new Americans had arrived from the Netherlands, Sweden, Germany, Finland, and Wales. As the population grew, the Europeans competed with the Indians for land and food. The Indians were pushed off their land and were often treated badly or killed.

### Coming to America

During the busy years at Ellis Island, millions of immigrants passed through its massive halls. World War I slowed the huge flow of people into the United States. In 1921, the United States government passed more laws limiting the number of people who could enter the country. These laws were unfair and were later changed.



Other laws were passed requiring new immigrants to have medical examinations before boarding ships in foreign ports. As a result, Ellis Island was no longer very busy, and finally, in 1954, it was closed. In 1990, Ellis Island was reopened as a museum. Today, most immigrants no longer arrive by ship. Instead, they fly into the many international airports in the United States.

Coming to America



All newcomers to America have a hard time at first. This is true whether they came in the 1600s or have just arrived. It isn't easy to start a new life in an unfamiliar country. Most immigrants have to learn a new language and a new way of life. The jobs they must take are often hard, with long hours. Sadly, new arrivals are often poorly treated by other Americans just because they look or act differently.



### Coming to America

## IMMIGRATION TODAY

Before 1965, there were limits on the numbers of immigrants who could come to the United States from many countries. These quotas, based on national origin, were abolished by the Immigration and Nationality Act of 1965. The United States began to give preference to those who were refugees and those who already had family members in the country. Between 1981 and 1990, more than seven million immigrants were admitted. Most of the new citizens were Asians and Hispanics.

Today, nearly one million legal immigrants arrive in the United States each year. Many others enter the country illegally. These immigrants do not have permission to come. Because they are often desperate to leave political unrest or economic hardship at home, they take great risks, traveling by boat or coming across the border with Mexico. Smugglers sometimes "help" these illegal aliens to get into the United States. The cost is very high — some die in transit, and many others find themselves virtual slaves when they reach their destination. Although the government tries to intervene, illegal immigration is hard to control.

## OTHER INTERESTING FACTS ABOUT IMMIGRATION

In 1654, Jewish refugees arrived in New Amsterdam. They hoped to find religious freedom in America after fleeing intolerance and violence in Spain.

In 1755, during the French and Indian Wars, the British deported French settlers from Nova Scotia. About 900 Acadian refugees arrived in the American colonies.

Early in the 1800s, it was not unusual for one tenth of the passengers aboard ship to die during the long ocean voyage. Often, more than half the passengers were ill.

The length of time for an ocean crossing changed from around 15 weeks in the middle of the 1700s to about 15 days by 1840.

About 30 different languages were spoken by the staff and officials of Ellis Island.

More than 20 million immigrants came to the United States between 1880 and 1920.

In 1897, a fire destroyed the five-year-old immigration center on Ellis Island. In 1900, a new, fireproof center opened. By 1914 there were 33 buildings, including a chapel, hospital, and laundry.

About 10 million Africans were brought to the Americas as slaves. Most African-Americans are their descendants.

Over 100 million Americans, two fifths of our population, can trace their roots to a relative who passed through Ellis Island.

Thousands of newly arrived immigrants settle in New York City every year. More than 100 different languages are spoken there.

## Coming to America

## Learn

### Notice Details about Ellis Island

#### PAIRS

Students review the illustrations on pages 22–29 of *Coming to America*. With a partner, students take turns explaining how they think the people in one of the illustrations feel, using evidence from the illustrations and text.

- *I think the people in line on page [26] feel nervous because they know they're being checked over. I see the man pointing at the woman at the front of the line, and the text says, "First the immigrants were given a quick examination by doctors" and "Some people were kept on the island for observation." That must have been a little scary.*
- *I think the woman and child on page [27] are very sad because their relative has to return to their home country. The woman looks very sad and the child is crying, reaching toward the person who is walking away. Families must have been frightened and very sad when they were not allowed to stay together.*
- *I think the people standing in line on page [28] are worried because they have to answer questions that the officials ask. Nobody in the picture is smiling, and the text says, "Now the immigrants were asked a long list of questions." If you could not speak English, this must have been very hard.*
- *I think the family on page [29] is happy because they are finally able to enter their new country and be together. Everyone is smiling and the man is hugging the wife and children. They all look happy and relieved.*

#### Scaffold

Provide a sentence frame to help students:

- I think [character(w) pictured] feels \_\_\_\_\_ because \_\_\_\_\_.

Remind students that they are taking turns and listening carefully to their partner's thoughts.

Display a two-column chart with these headings:

What made Ellis Island a positive experience	What made Ellis Island a challenging experience

In pairs, students reread pages 22–30 and record details that explain how passing through Ellis Island was both a positive experience and a challenge.

Student responses may include:

What made Ellis Island a positive experience	What made Ellis Island a challenging experience
Long journey finally over	Long lines and more waiting
People could get treatment in hospital	People with health problems had to go back, families were separated
Translators tried to help people	It was hard for people to answer questions in a language they didn't know
	Laws were unfair about who could come in

## Third Grade Teacher Manual Lesson 19

**1. How do the details the author included add to your understanding of Ellis Island?**

- *The details show that Ellis Island was really important to history because so many immigrants came through it.*
- *The details show what it was like to be an immigrant.*
- *The details show that even though many people wanted to come to America and pass through Ellis Island, it could be scary.*

In small groups, students brainstorm a list of words that might describe the emotions of people entering Ellis Island.

Chart student responses as groups share out.

Student responses may include:

▪ Worried	▪ Nervous	▪ Delighted
▪ Scared	▪ Anxious	▪ Relieved
▪ Frightened	▪ Eager	▪ Hopeful
▪ Heartbroken	▪ Happy	▪ Elated

*Extension*

Students may use a print or online dictionary or thesaurus to find synonyms for the emotions they identify. Consider grouping similar emotions together or creating a value line of the students' words.

<b>Strategy:</b> Analyzing Notes (Timeline)	
<b>Guiding Questions:</b>	
<ul style="list-style-type: none"> <li>▪ How would you explain immigration to someone who doesn't know about it using this timeline?</li> <li>▪ Would you focus on any particular information or dates?</li> <li>▪ What big ideas do you notice as you review your timeline?</li> </ul>	
<b>What We Notice</b>	<b>What This Tells Us about Immigration to the United States</b>
<ul style="list-style-type: none"> <li>▪ People have come to America in different ways, such as across a land bridge, by ship, and by airplane.</li> <li>▪ One major way that people got to America was through Ellis Island.</li> <li>▪ The laws have not always been fair to immigrants from certain countries.</li> <li>▪ Millions of Africans were brought against their will and enslaved, and American Indians were displaced by settlers and immigrants.</li> <li>▪ Immigration has provided hope for many refugees and others seeking opportunities and freedom in America.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Immigrants have taken many different paths to the United States.</li> <li>▪ Ellis Island was an important part of the immigration story for many families.</li> <li>▪ For many people, immigration gave them the chance for a better life, but for some groups, the story of immigration is not a positive one.</li> <li>▪ Today, the United States continues to be a place of hope where immigrants seek a better future for themselves and their families.</li> </ul>
<b>Essential Meaning:</b> Immigration has provided many opportunities to people from all over the world. The history of immigration is complicated, with many changes throughout the years.	

**Teacher Note**

If students need support identifying big ideas on the timeline, consider follow-up questions such as “What does the timeline tell you about different ways people came to America? What does it tell you about challenges?” “Did immigration have positive results for all groups?” and “What does the timeline tell you about what laws the United States had for immigrants?” “Do you think the history of immigration is all positive, all negative, or somewhat complicated?”

Once students have created their organizers, bring the class back together.

As student pairs share the essential meanings they identified, add them to the Essential Meanings chart.

Tell students that at the end of the lesson, they will use these big ideas to write about the essential meaning of *Coming to America*.


### Third Grade Teacher Manual Lesson 20



## Learn

### Read and Process Jack's Poem

#### PAIRS

Instruct students to work with a partner to read through the April entries and summarize the most important events from that month in their Response Journals. Then invite a few students to share, and use their ideas to write a brief summary on the class April Chart :

April
<ul style="list-style-type: none"><li>▪ Miss Stretchberry types up Jack's "secret" poem and puts "inspired by Walter Dean Myers" on it. Jack is glad she does that so no one thinks he copied it or couldn't think of the right words.</li><li>▪ He is wondering if Walter Dean Myers is real and might come to their school.</li><li>▪ Miss Stretchberry seems to be asking him to write to Walter Dean Myers, but Jack wants her to do it.</li><li>▪ He writes Walter Dean Myers to invite him to come to their school.</li><li>▪ Jack is impatient to see if Walter Dean Myers wrote back.</li><li>▪ Jack thinks he better forget about it, but he can't stop thinking about it.</li></ul>

Read pages 65–67 in *Love That Dog* aloud. Have students annotate as you read. Facilitate a quick discussion around the reading.

Ask:

#### “What happens in this section of *Love That Dog*?”

- Miss Stretchberry types up what Jack wrote about not being able to stop thinking about Walter Dean Myers, but he doesn't want his name on it because "it was just words coming out of my head."
- He asks Miss Stretchberry to show him how to use the computer to type his own poems.
- He loves spell-check and wants to learn to type faster.

#### Teacher Note

Today students will read Jack's poem, "My Sky." This is an emotional part of the story, as students will read about Sky's death. Activities today are meant to help students reflect on and process the events in the story, but be aware that students may have connections to this part of the story that might make it difficult for them to discuss.

Read aloud pages 68–72. Pause after reading to give students time to process what happens in the poem.

Tell students that they may briefly write or draw in their Response Journals about their reactions or feelings to what happened. Invite them, if they feel comfortable, to share their writing, drawings, reactions, or feelings with a partner. Invite students who are willing to share their reactions with the class. Student responses will vary.

Continue reading pages 73 and 74.

Ask:

#### “What did you notice in this section, and what does that reveal about Jack?”

- I noticed that he is worried about how other people are going to feel. He doesn't want them to feel sad.
- He is okay with Miss Stretchberry putting his name on it even though it is so sad and personal.
- He wants her to try to cheer everyone up, maybe by making brownies.

## Fourth Grade Teacher Manual Lesson 27

## Learn

### Analyze Jack's Poem

#### PAIRS

Invite students to take a closer look at Jack's poem and see what they notice and wonder about it, making notes or sketches in their Response Journals or using sticky notes to annotate the text.

Ask:

#### “What did you notice about Jack's poem?”

- I notice the connection to the blue car. It makes more sense now.
- We now know that the blue car hits Sky when he is playing.
- I noticed that Jack uses a lot of the same phrases and words he uses in earlier poems.
- I notice that the poem is like the one Jack wrote earlier in the year—about how Sky plays with the kids and follows Jack everywhere. It has a similar message and similar elements of poetry, but this time tells the whole story.
- The poem really changes over the few pages. At first, it feels really happy, and they're all playing outside. Then, the car comes, and you just know something terrible is going to happen. Then the worst thing of all happens.

Instruct students to Think-Pair-Share, and ask:

#### “What elements of poetry did Jack use in his poem?”

- It has two long stanzas.
- It doesn't have much punctuation—just one period at the end of the poem.
- He uses a lot of repetition: “chasing chasing, chasing,” “wag-wag-wagging,” “walk-walk-walking.”
- Jack also has a lot of imagery like “slob-slob-slobbering.” He also writes that his legs are “bent funny” and “his side heaving.”
- He uses onomatopoeia when he writes, “Thud, thud, thud.”
- He plays a lot with where to end the lines, especially near the end.

Instruct students to Think-Pair-Share, and ask:

#### “How did these elements of poetry help Jack tell his story in a powerful way?”

- All the repetition about what Sky is doing, like wag-wag-wagging, chasing chasing, chasing, and slob-slob-slobbering, makes Sky seem so lovable and dog-like. It feels so happy during that part.
- The onomatopoeia, “thud, thud, thud,” made me almost sick when I heard it. I could just hear that car hitting Sky. I hated it, but in three words, he makes it really powerful.
- Not having punctuation makes the poem feel kind of rushed, like the way he might say it, because it is so upsetting he just wants to get it over with.
- The imagery he uses makes it really easy and sad to picture.
- The way he uses line breaks on that last page makes it so clear how awful it is.

## Learn

### Consider Themes in Jack's Poem

#### SMALL GROUPS

Ask:

**“What are some themes of Jack’s poem?”**

- *It is so sad to lose someone or a pet that you love.*
- *Your life can change so fast. Jack was having such a happy time, and it all ended so quickly.*
- *It is important to slow down. That blue car went so fast, and the driver didn't even stop. It's kind of like the “Snowy Woods” poem—everyone needs to slow down.*

Explain to students that they will work in groups to create a Graffiti Wall:

**Now you will record your thoughts, feelings, and ideas about the poem “My Sky” on a Graffiti Wall. You will work in a small group to respond to one question on a piece of chart paper. Each person will get to write at the same time. You can use words, pictures, and symbols in your response. Think about this question: “What does Jack’s poem ‘My Sky’ reveal about his great heart?” Does anyone have any clarifying questions about the protocol or the question?**

Answer clarifying questions, then break students into groups of three to five students to respond to the question.

- ✓ Students produce words, pictures, and symbols to create a Graffiti Wall to explain what Jack’s poem reveals about his great heart.

As students work, circulate and evaluate and record students’ understanding. This activity allows students to express their thinking in pictures. Ask them to explain their pictures to give you a clearer understanding of what they are inferring.

After students finish, have them share one or two ideas from their Graffiti Wall with the class.

- *I can tell Jack enjoys Sky because of the way he describes how he plays with the other kids. I drew Jack and Sky together, smiling to show that Jack shows compassion toward Sky.*
- *Jack shows courage by writing about Sky. I added that to our wall. It was probably really hard for him to write about what happened. I remember earlier in the story when he doesn't want to talk about Sky at all.*
- *You can tell Jack really loved Sky because of the words he uses to describe Sky with his “feet going every which way” and his tail “wag-wag-wagging” as he plays with the kids.*

## Fourth Grade Teacher Manual Lesson 27

## Lesson 27 Deep Dive: Vocabulary

### Academic Vocabulary: *Synthesize*

**TIME:** 15 min.

**TEXT:** *Love That Dog*, Sharon Creech

**Vocabulary Learning Goal:** Demonstrate how to synthesize evidence to support a point. (L.4.6)

#### Launch

Review the word *synonym*, meaning “same name” or “same meaning.”

Instruct students to Think-Pair-Share, and ask:

**“Knowing the prefix *syn* means ‘same,’ what might *synthesize* mean?”**

Allow students to wrestle with the question before giving the answer.

#### Learn

Explain that *synthesize* is from the roots *syn*, meaning “same,” and *tithenai*, which means “put, or place as in putting parts into a whole.” So, *synthesize* means “to take parts and bring them together to form the same idea.”

Use this example to model the strategy.

**When I read the poem “My Sky” I can synthesize that “blue car blue car splattered with mud speeding down the road” is going to be important in his poem about Sky because it is repeated.**

**When Jack says “and kept on going in such a hurry so fast so many miles to go it couldn’t even stop” it makes me think of Robert Frost’s poem, “Stopping by Woods on a Snowy Evening,” when the traveler stops to notice what is important. This driver of the car was too busy which is why Jack says, “so many miles to go.” Jack is saying the driver is too busy rushing around to notice the important things like Sky getting hit by his car.”**

Instruct students to Think-Pair-Share, and ask:

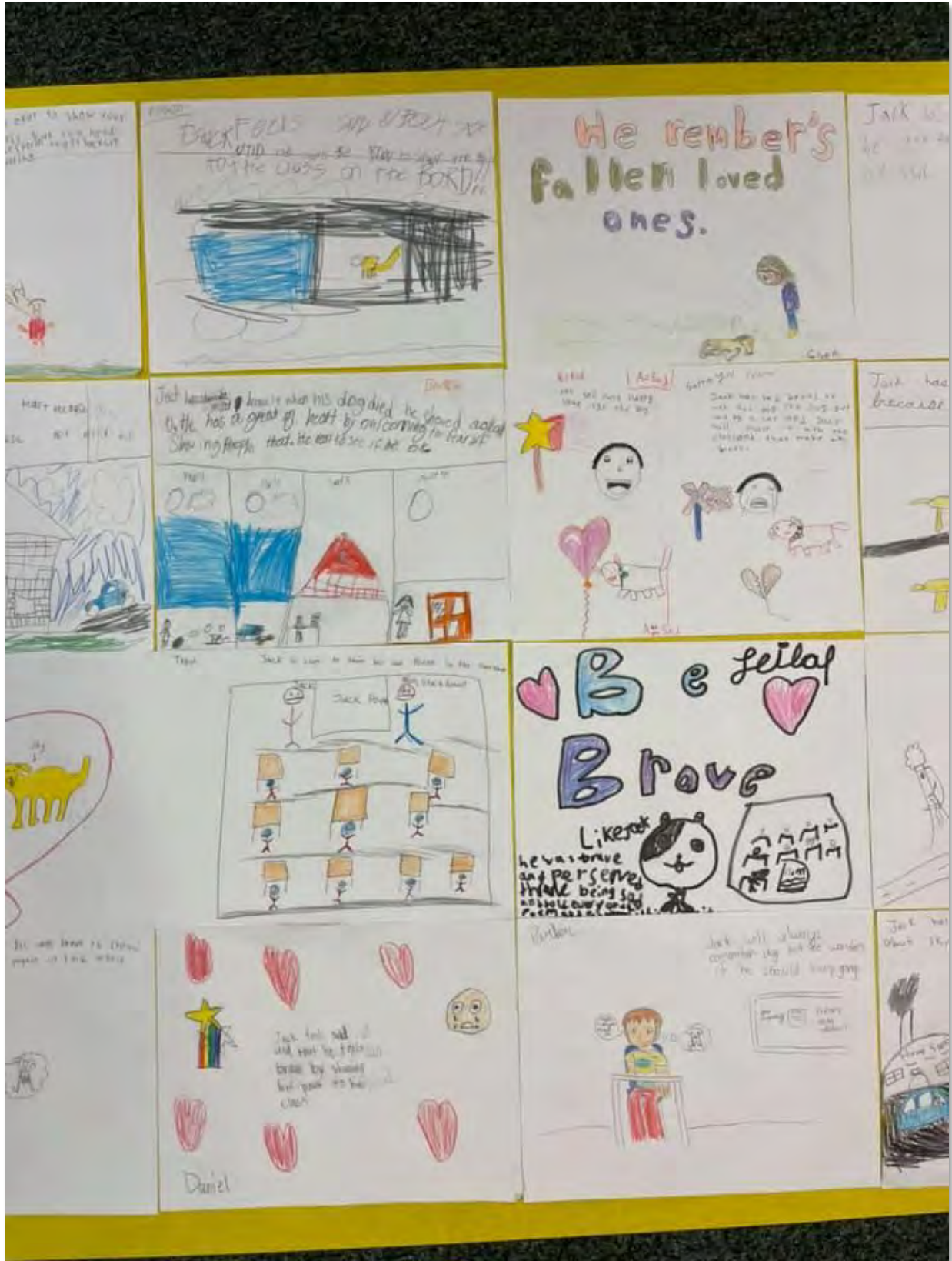
**“What information can you use to synthesize the evidence that would support the connection between Jack’s feelings and poetry?”**

- *Synthesizing is like having a light bulb go off in your head about different ideas that work together.*
  - *Jack has some hurt feelings that he is having a hard time expressing.*
  - *This book is about Jack wrestling with poetry, and this might be why the author wrote this book. The author might be trying to get students to feel free to express their emotions through poetry.*
- ✓ Pairs discuss: “What information can readers identify about Jack’s feelings and poetry?”
- *Jack is hesitant to express himself in poetry. We know Jack has a bad experience losing his dog.*
  - *Jack is brave and shows great heart when he opens up to share his difficult experience through poetry.*

Check to ensure several pieces of information are synthesized around a bigger idea, such as the theme of a great heart. Circulate to support student articulation of ideas.

#### Land

Students share what they’ve synthesized from the text.



Fourth Grade Homework Assignments

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Handout 5A: Dialogue of Characters

**Directions:** Read each excerpt of dialogue and explain what it is revealing about the character.

Dialogue	What does it reveal?
"All a joke!" said the boy, and seized her roughly. "Hey, everyone, let's put her in a closet before the teacher comes!"	
"Do the scientists really know? Will it happen today, will it?"	
"Shed better hurry, we'll miss it!"	
"You're lying, you don't remember!" cried the children.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

"Get away!" The boy gave her another push. "What're you waiting for?"	
"Now, don't go too far," called the teacher after them. "You've only two hours, you know. You wouldn't want to get caught out!"	

### Fourth Grade Homework Assignment

## Learn

### Read and Organize

Project a picture that resembles the description of the crash site on the board for students to view while they read chapter 2 of *Hatchet* independently. Do a Google search of images using the phrase, "Lake in Canadian wilderness." This helps students visualize the woods and the lake in which the plane eventually crashes.

Provide each student with a few sticky notes and display the steps for annotating the text while they read.

- Tag interesting or unknown vocabulary words.
- Tag confusing points and places where you started thinking about the text.
- Write one question you have about the text.

After the first read-aloud, note the words that students circled that were unfamiliar and discuss them. Support their understanding of the key words below. Provide the following definitions for students to add to their Vocabulary Journals. Display these words, definitions, and synonyms and read them aloud to students.

Word	Meaning	Synonym
turbulence (n.)	Stormy weather or air patterns; commotion; turmoil.	disturbance
device (n.)	A tool or method used to measure or achieve a particular result.	instrument
panic (n.)		A feeling of intense worry or fear; terror; dread.
		terror

Students copy the information for each word in their Vocabulary Journals. Students orally practice using each word in a sentence that demonstrates the word meaning in context. Model this with the first word.

**The high winds caused a turbulence that made the plane move up and down.**

Circulate among the groups to make sure the sentences are detailed enough to show the meaning of the word through context.

Draw a chart on the board with the following headings: Character, Plot, Setting, Theme (important messages that help me understand the world), and Mood (how the story makes a reader feel).

#### Teacher Note

Theme and mood are difficult concepts for students to grasp because they are inferred in a story. Create a sign for each word with its definition and hang in the room for students to reference. Read the words and definitions with students before hanging them up.

## Fourth Grade Teacher Manual

## Learn

### Analyze Thoughts and Actions

#### SMALL GROUPS

Display the following evidence guide. Students copy it down into their Response Journals. This will be the same evidence guide used to capture Brian's thoughts and actions throughout the book. Students should use an entire page in their Response Journal for each evidence guide.

How is Brian responding to the challenges of the extreme setting?		
Context/challenge	Brian's thoughts and actions	What does this reveal about Brian?

Next, explain that students are going to continue to find and analyze thought shots and actions in chapters 4 and 5. Give small groups a large chart paper titled *Brian: The Day After the Crash*. Have them draw a stick figure with a brain, heart, hands, and feet.

Give students 20 minutes to scan and reread thought shots and actions in chapters 4 and 5. Students find and record Brian's thoughts by the brain; his actions by the hands and feet; and infer and record his feelings by the heart. Remind students to use short phrases for their notes on the graphic.

- ✓ Once groups have finished, students participate in a Gallery Walk to view each group's poster. Students bring their Response Journals with them as they visit and read each chart, recording the evidence they see to answer the question, how is Brian responding to the challenges of his extreme setting? When students finish, generate a quick discussion around what students recorded in their evidence guides.

Evidence Guide Exemplar 

How is Brian responding to the challenges of the extreme setting?		
Context/challenge	Brian's thoughts and actions	What does this reveal about Brian?
<ul style="list-style-type: none"> <li>▪ <i>Insects bite Brian</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Upset/angry, almost cries</i></li> <li>▪ <i>Tries to protect himself from bites, but doesn't have right gear</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Doesn't know how to solve problems</i></li> <li>▪ <i>Helpless</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Brian gets sunburned</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Realizes he fell asleep in sun</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Still recovering from plane crash</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Gets sick from drinking lake water</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Thinks he'll only drink a little, drinks too much because he's so thirsty</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Just trying to stay alive</i></li> <li>▪ <i>Didn't think straight</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Realizes he won't be found right away</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Looks at all his supplies</i></li> <li>▪ <i>Remembers what his teacher says – he is his best asset.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Doesn't panic in the face of a challenge</i></li> <li>▪ <i>Knows he will need shelter and food</i></li> </ul>

Ask:

#### “What challenges did you record?”

- *The insects bite Brian in any place that isn't covered by clothing.*
- *He gets badly sunburned after falling asleep in the sun.*
- *He is very thirsty, so he drinks water from the lake, even though he isn't sure it's completely safe. He drinks so much that he throws up.*

Ask:

#### “What do Brian's thoughts and actions reveal about how he is responding to challenges?”

- *He doesn't know how to handle different challenges. He was really frustrated with the insects— he almost cried.*
- *He isn't thinking very clearly about what he should do because he is still recovering from the plane crash. For example, he fell asleep in the sun and got badly burned.*
- *He also drank too much water from the lake because he was really thirsty and this made him vomit.*

## Fourth Grade Teacher Manual Lesson 20



## Lesson 25 Deep Dive: Vocabulary

### Content Vocabulary: *overcome*

**TIME:** 15 min.

**TEXT:** *Hatchet*, Gary Paulsen

**Vocabulary Learning Goal:** Demonstrate understanding of *overcome* by relating it to its opposite. (L.4.5.c)

#### Launch

Have partners read the following two excerpts from *Hatchet*:

- Paragraph 2 on page 116 beginning with “To where he wanted to die”
- Paragraphs 1 and 2 on page 117 beginning with, “He was not the same”

Have partners Think-Pair-Share to discuss the contrast in Brian in the two paragraphs.

#### Learn

Partners share out comparing the two very different Brians. Generate a discussion about how Brian goes from *despairing* to *overcoming* in his situation. Clarify the meanings of *despair* and *overcome*.

- To *despair* means to be in a state of sadness; to *overcome* means to take action and feel victorious.

Have partners Think-Pair-Share to search for words on pages 116 and 117 that reflect both Brians. Direct them to write five words/phrases that reflect *despair* on one color sticky notes, and five words/phrases that reflect *overcome* on another color.

Create a chart with an arrow showing the contrasting relationship between the Previous Brian (*despairing*) with the New Brian (*overcoming*). Have students place their sticky notes on the T-chart showing the contrasting nature of Brian.

(Sample chart)

Previous Brian (p. 116)	New Brian (p. 117)
( <i>despairing</i> )	( <i>change</i> ) ( <i>overcoming</i> )
“madness”	“not the same”
“wishing for death”	“changed him”
“impossible to do”	“made him new”
“didn’t sleep”	“would not die”
“wished for it to end”	“smiled now”
“cuts on his arm”	“had to find new ways to be what he had become”
“weak”	“new fire”
	“made bows”
	“made arrows”

✓ Exit Ticket: Generate a definition for the words *despair* and *overcome* in your own words and include something someone might do in each state.

- despair*: to be sad and want to give up (cry); *overcome*: to find solutions and feel hope (cheer)

## Fourth Grade Teacher Manual Lesson 25

Instruct students to review their Mountain Charts. Conduct a Whip-Around, and ask:

**“If you had to sum up Brian’s feelings or state of mind at this point in the novel in one word, what would it be?”**

Reveal that chapter 13 begins forty-seven days after the plane crash. Instruct students to annotate for Brian’s thoughts and actions when he encounters challenges.

Students independently read and annotate pages 113–115, ending with “Forty-two days, he thought, since he had died and been born as the new Brian” (Paulsen 115).

Note the words that students circled that were unfamiliar and discuss them. Support their understanding of the key words below. Provide the following definitions for students to add to their Vocabulary Journals. Display these words, definitions, and synonyms and read them aloud to students.

Word	Meaning	Synonym
effortlessly (adv.)	Requiring little effort.	easily
disappointment (n.)	The feeling of being let down.	dismay

Students copy the information for each word in their Vocabulary Journals. Students orally practice using each word in a sentence that demonstrates the word meaning in context. Model this with one of the words.

**For Jack, not being able to go on the field trip because he was sick was such a disappointment.**

Circulate among the groups to make sure the sentences are detailed enough to show the meaning of the word through context. Tell students they will hear more about these words later in the lesson, and encourage them to use them in their answers.

**1 What does Brian’s use of terms like “food fish,” “foolbirds,” and “new Brian” (Paulsen 113–114) show readers about how he’s changed?**

- *Brian knows his setting so well that he has developed names for animals.*
- *Brian may have accepted that he is living there because he names his setting.*
- *Food must be Brian’s main focus because the names relate to things he can eat.*
- *Foolbirds reminds Brian of how the birds used to fool and scare him. He would be so close that he would almost step on them and they would fly up and startle him. Now he understands their camouflage and can see them before they fly away.*
- *Brian has divided his life now into before the plane crash and after. He must feel like he’s changed so much that he has to rename his life.*

**2 When Brian encounters the wolf he “knew the wolf for what it was—another part of the woods, another part of it all” (Paulsen 115). What does this experience reveal about Brian’s relationship to his setting?**

- *Brian feels a part of nature, and when the wolf passes him by, walking effortlessly up the hill, it shows readers that the wildlife has accepted him, too.*
- *Brian even nods to the wolves, which means he respects nature and it respects him now, too.*
- *Brian sensed the wolf before he saw it, so he must be very comfortable there now.*
- *A wolf is a scary predator, but it doesn’t bother Brian. Maybe Brian is now a predator, too.*

Continue to read until page 117, ending with “He was new” (Paulsen 117).

**3 Brian is so insane with despair and disappointment that he tries to kill himself the night after the plane leaves, but awakes at dawn reborn. Why does Brian hate “the blood, hated what he had done to himself when he was the old Brian and was weak...?” (Paulsen 116)**

- *Brian sees that it was a sign of weakness and more than that, giving up.*
- *Brian finds the will to live and is ashamed he was going to let death take him.*
- *He feels like it was madness that had taken him over, and he never wants to feel that way again.*
- *The blood represents a loss of control, but he is now ready to fight for his life.*

## Fourth Grade Teacher Manual Lesson 26

## Learn

### Analyze Character Development

#### PAIRS

Assign partners and instruct pairs to fill in the third column of the chart together.

Student Exemplar Response

How is Brian responding to the challenges of the extreme setting?		
Context/challenge	Brian's thoughts and actions	What does this reveal about Brian?
▪ Wild animals	▪ "Turn, smell, listen, feel, and then a sound." (p. 114) Brian sees the wolf on the ridge	▪ Brian used his senses to understand nature and protect himself from danger. Nature accepts Brian as one of them.
▪ Plane left	▪ Tried to kill himself because he gave up hope of being rescued but was disgusted with himself after	▪ Brian has new hope in himself to survive.
▪ Made many mistakes	▪ Learned from mistakes to make fire, find food, build shelter	▪ Brian uses his knowledge to survive and problem-solve.

Circulate as students complete evidence guides and offer support and prompting questions like: What did he learn from his mistakes? What are some of the things Brian has learned about survival?

Conduct a whole-class discussion, and ask:

**"What is the most important way Brian changed?"**

Remind students that a discussion is not just about talking, but listening and responding to their peers. Using sentence starters like, "I agree ...," "I wonder then if ...," and "I disagree because ..." can help them respond to their peers' comments. They should observe a three then me rule, which means that after they speak, they should wait for at least three other students to speak before joining in the discussion again.

#### Teacher Note

The goal of this discussion is for students to see that a key change in Brian is his decision to survive because it is the right thing to do. His hope is now placed in his knowledge and skills, not in a rescue. By placing his hope in himself, he can manage his survival. They might also see that Brian was already a strong survivor. He just didn't realize it until he was faced with the challenges of being stranded in the Canadian wilderness. Asking students to reflect on the similarities in the chart might help this idea surface. It might also help to ask: Why was Brian able to survive the week following the crash? Would everyone be able to survive this long? Students may cite his ability to get food as the most important. Prompt them further by asking, "What makes Brian even motivated to find food though?" Questions like these can bring students back to this essential understanding.

Instruct students to meet in their small groups to work on the Mountain Chart. Tell students to add symbols for chapters 13 and 14. Circulate as students work, and look for symbols, such as, a hatchet, a sun (to signify a new dawn in Brian's life), a bow and arrow, a fish, a skunk or broken egg, a shelter, and a shelf.

#### Teacher Note

As students update their Mountain Charts, it may be worth noting that novels have many peaks, or heightened moments of conflict, that result in slight falling actions, only to then build to another big conflict. If their charts look like actual mountain ranges, that is appropriate for a full-length novel. Students may be eager to identify the climax of the novel as Brian's "rebirth" in these chapters; however, caution students against making this claim until they have finished the novel. Instead, encourage students to see the new Brian as a new chapter in Brian's life story, not necessarily the climax of it.

## Fourth Grade Teacher Manual Lesson 26



Which Brian had done. They had taken off and that was the last of the conversation. There had been the initial excitement, of course. He had never flown in a single-engine plane before and to be sitting in the copilot's seat with all the controls right there in front of him, all the instruments in his face as the plane clawed for altitude, jerking and sliding on the wind currents as the pilot took off, had been interesting and exciting. But in five minutes they had leveled off at six thousand feet and headed northwest and from then on the pilot had been silent, staring out the front, and the drone of the engine had been all that was left. The drone and the sea of green trees that lay before the plane's nose and flowed to the horizon, spread with lakes, swamps, and wandering streams and rivers.

Now Brian sat, looking out the window with the roar thundering through his ears, and tried to catalog what had led up to his taking this flight.

The thinking started.  
Always it started with a single word.  
Divorce.

It was an ugly word, he thought. A tearing, ugly word that meant fights and yelling, lawyers—God, he thought, how he hated lawyers who sat with their comfortable smiles and tried to explain to him in legal terms how all that he lived in was coming apart—and the breaking and shattering

of all the solid things. His home, his life—all the solid things. Divorce. A breaking word, an ugly breaking word.

Divorce.  
Secrets.

No, not secrets so much as just the Secret. What he knew and had not told anybody, what he knew about his mother that had caused the divorce, what he knew, what he knew—the Secret.

Divorce.  
The Secret.

Brian felt his eyes beginning to burn and knew there would be tears. He had cried for a time, but that was gone now. He didn't cry now. Instead his eyes burned and tears came, the seeping tears that burned, but he didn't cry. He wiped his eyes with a finger and looked at the pilot out of the corner of his eye to make sure he hadn't noticed the burning and tears.

The pilot sat large, his hands lightly on the wheel, feet on the rudder pedals. He seemed more a machine than a man, an extension of the plane. On the dashboard in front of him Brian saw the dials, switches, meters, knobs, levers, cranks, lights, handles that were wiggling and flickering, all indicating nothing that he understood and the pilot seemed the same way. Part of the plane, not human.

When he saw Brian look at him, the pilot seemed to open up a bit and he smiled. "Ever fly in the copilot's seat

Hatchet

Then he crawled back into the shelter and fell against the sand but could not sleep at first, could do nothing except lie there, and his mind decided then to bring the memory up again.

In the mall. Every detail. His mother sitting in the station wagon with the man. And she had leaned across and kissed him, kissed the man with the short blond hair, and it was not a friendly peck, but a kiss. A kiss where she turned her head over at an angle and put her mouth against the mouth of the blond man who was not his father and kissed, mouth to mouth, and then brought her hand up to touch his cheek, his forehead, while they were kissing. And Brian saw it.

Saw this thing that his mother did with the blond man. Saw the kiss that became the Secret that his father still did not know about, know all about.

The memory was so real that he could feel the heat in the mall that day, could remember the worry that Terry would turn and see his mother, could remember the worry of the shame of it and then the memory faded and he slept again . . .

Awake.

For a second, perhaps two, he did not know where he was, was still in his sleep somewhere. Then he saw the sun streaming in the open doorway of the shelter and heard

## Module Summary

“The Redcoats are coming! The Redcoats are coming!” These famous words attributed to Paul Revere sounded an alarm across the American colonies that would forever change our country’s identity. The American Revolution is a foundation for the instruction of American history. Teaching students to view the events of this era with a critical eye is an important step in advancing their reading skills and their understanding of history.

Why is it important to understand all sides of a story? This basic question becomes the cornerstone of understanding for this module. With a focus on identifying and understanding perspective and its impact on our understanding of events and the decisions people make, students will gain greater skill in the area of critical thinking as both readers and writers. Because opinion essays are the main focus of writing instruction in this module, students will also learn to form and express opinions based on knowledge and text evidence.

The module begins by laying the foundation for understanding the perspectives of the two main sides in the conflict between the American colonies and the British Empire. This foundational knowledge is acquired by reading *George vs. George: The American Revolution as Seen from Both Sides*. This is an informational text that provides a balanced account of the different perspectives in the conflict. It also provides in-depth information about the events of the war. Students will refer to this text many times throughout the module, using it as a research source to increase their knowledge of the American Revolution. Next, students read an informational article called “Massacre in King Street” to learn about the Boston Massacre, and then analyze Paul Revere’s famous engraving about the Boston Massacre that created a firestorm of controversy about who was responsible. Students learn about bias and propaganda and how authors and artists can sway public opinion and trigger reactions. Students express their understanding of the two main sides of the American Revolution in an explanatory essay supporting their points with evidence from the texts.

The next major historical event students study is the Boston Tea Party. The book, *Colonial Voices: Hear Them Speak*, is a beautifully written first-person narrative that shares the thoughts of everyday Bostonians on the eve of the Boston Tea Party. Students learn to differentiate first-person and third-person narration, as well as how people’s life experiences, such as their occupations, shape their perspectives about controversial topics. Students will also read an article called “Detested Tea” which gives a balanced account of the events leading up to the Boston Tea Party. Students participate in a role-playing Socratic seminar, becoming the characters in *Colonial Voices* as they hold a Town Meeting to determine the fate of the tea sitting on ships in Boston Harbor. Students apply their knowledge about opinion writing to write a letter to the Sons of Liberty about the Boston Tea Party.

To add to the perspectives on the American Revolution, students read a suspenseful, historical fiction story about a female protagonist named Maddy Rose in *The Scarlet Stockings Spy*. Maddy Rose’s story shows students that even the smallest citizens can have an impact on important events. Students determine how Maddy Rose’s perspective on the war influences her thoughts and actions in the story. A review of Revere’s engraving *The Boston Massacre* and analysis of *Washington Crossing the Delaware* and *Raising the Flag at Ground Zero* triangulate the premise touched on at the beginning of the module of the power of art to influence perspective.


The reading in this module reaches a climax with an exciting historical fiction story called *Woods Runner* by Gary Paulsen. Students are familiar with Paulsen’s knack for telling an engaging, suspenseful tale from the last module when they read *Hatchet*. In *Woods Runner*, students meet a young teenage boy whose parents have been kidnapped by British soldiers from their frontier home. Students follow Samuel on his journey as he seeks to rescue his parents before it is too late. Along the way, Samuel meets a few memorable characters who are all working against the British in the War for Independence. Together, this collection of texts creates a balanced view of some of the events of the American Revolution and helps students see why it’s important to understand all sides of a story.

In the culmination of this work, the End-of-Module Task (EOM), students write an opinion essay to explain their views on whether or not the patriots were justified in fighting for independence from Britain. Students will base their reasons in textual evidence drawn from the books they read throughout the module.

### Fourth Grade Teacher Manual Module Three

Each side told a different tale about Lexington and Concord. Rebel newspapers reported that bloodthirsty redcoats burned houses, drove naked women into the streets, and butchered old men and infants. The King was told that rebel savages broke the rules of war by ambushing his army. Then they scalped fallen British infantry and cut off their ears.

George Washington was already famous for his fearless leadership when he had fought alongside the British 20 years earlier. On June 15, 1775, the Second Continental Congress gathered in Philadelphia and unanimously elected the 43-year-old Virginian to become Commander-in-Chief of their newly formed Continental Army. But how could a small, poorly trained army with almost no money defeat one of the world's most awesome military powers? Washington refused to accept any salary, asking only that Congress pay his expenses.



GEORGE WASHINGTON

The very next morning, long before Washington took command of his troops, the redcoats back in Massachusetts awoke to discover an amazing sight. In just one night, about 1,200 rebels had secretly built a massive fort atop Breed's Hill\* by Charlestown. Both sides fought fiercely until the rebels finally ran out of powder and ammunition. The rebels ended up losing the hill, but the British lost 92 officers, more than half their men, and more than twice as many soldiers as the rebels lost.

\* Some say that the rebels' original plan was to occupy Bunker Hill, which was higher and easier to defend. This fight came to be known as the Battle of Bunker Hill.

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So what was happening to American civilians all this time? For one thing, a vicious civil war was being fought between Americans in favor of independence and Americans who were against it. In the north, rebels broke into homes of Americans loyal to King George and hauled them off to prison. Quakers couldn't fight for religious reasons. The patriots tarred and feathered them anyway, even when they hired substitutes. When times got too rough, loyalists fled to the British colonies of Canada and Nova Scotia, where the government gave them money to pay for their losses. Brutality was even worse in the south, where families were ripped apart and neighbors murdered neighbors.

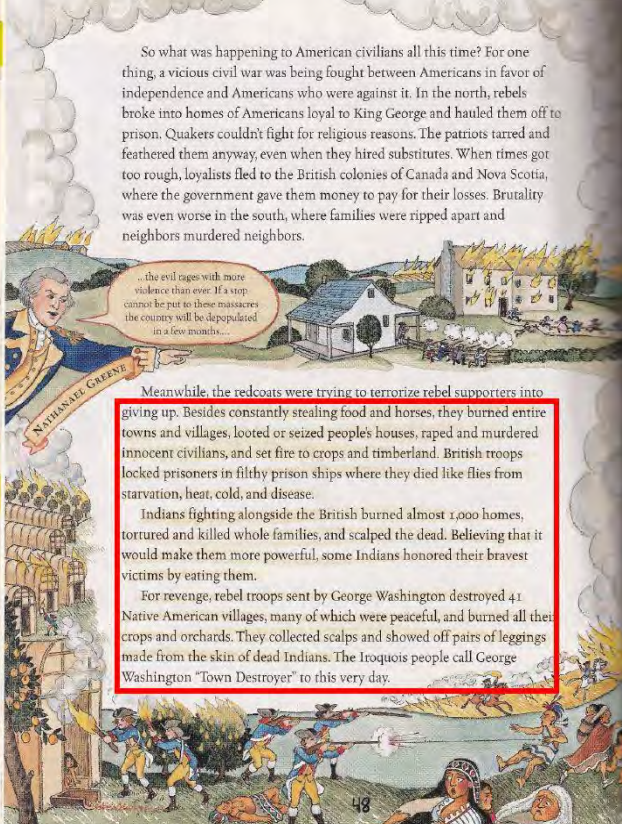
...the evil rages with more violence than ever. If a stop cannot be put to these massacres the country will be depopulated in a few months...

NATHANIEL GREENE

Meanwhile, the redcoats were trying to terrorize rebel supporters into giving up. Besides constantly stealing food and horses, they burned entire towns and villages, looted or seized people's houses, raped and murdered innocent civilians, and set fire to crops and timberland. British troops locked prisoners in filthy prison ships where they died like flies from starvation, heat, cold, and disease.

Indians fighting alongside the British burned almost 1,000 homes, tortured and killed whole families, and scalped the dead. Believing that it would make them more powerful, some Indians honored their bravest victims by eating them.

For revenge, rebel troops sent by George Washington destroyed 41 Native American villages, many of which were peaceful, and burned all their crops and orchards. They collected scalps and showed off pairs of leggings made from the skin of dead Indians. The Iroquois people call George Washington "Town Destroyer" to this very day.



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George vs. George: The American Revolution as Seen from Both Sides

# The Boston Massacre

1770

Engraved, printed and sold by Paul Revere Jr.  
American

📍 Not on view

The Bostonian silversmith-engraver Revere made this print in response to a violent confrontation between local residents and British troops on March 5, 1770. With two thousand soldiers billeted in the city to enforce the collection of taxes on imported goods such as tea, tensions grew and skirmishes became commonplace. On the night in question, Americans threw stones and ice balls at a lone guard stationed outside the Custom House. Reinforcements were called, a tense standoff ensued, and rifles eventually fired. Crispus Attucks, a multiracial dockworker shown here in the foreground, was among the five fallen Americans. Issued on March 26, Revere's image casts the British as instigators and callous executioners. Often copied and widely distributed, it helped push the colony toward revolution.



## Fourth Grade Lesson



## What is an Opinion?

### WHOLE GROUP

#### Teacher Note

The words *perspective* and *opinion* are often used interchangeably, even though they are different yet related concepts. In this module, we use the word *perspective* when trying to understand and explain how a person views something and why that person has a certain stance on a topic. We use the word *opinion* when referring to the expression of those views. A person establishes a *perspective* on a topic based on what she knows, how she interprets information, and what she sees, feels, or believes. Then the person forms an *opinion* about that topic which influences what the person says and does. These concepts can be confusing for students so it is important to guide students to understanding the differences. A flow chart is helpful for conceptualizing the relationship between the words.

Information and Experiences → Perspectives → Opinions


To make connections between the writing in the first arc and in the second arc, remind students that in the last arc, they learned many important facts and details about some events leading up to the American Revolution. Remind them that they also learned how to write about those facts and details in an explanatory essay. Explain that in this arc, students will use what they have learned to understand the different colonial perspectives related to another important Boston event. They will also experiment with opinion writing.

Post the Craft Question and read it aloud to the class:

#### What is an opinion?

- ✓ Instruct students to open their Vocabulary Journals. Write the word *opinion* on the board. Ask students to give a fist to five rating of how familiar they are with the word *opinion*. Explain that:
  - Raising five fingers means that students are very familiar.
  - Raising three or four fingers means that they are somewhat familiar.
  - Making a fist (to indicate zero) means that the students never heard this word.

Call on those with a three rating to explain where they have seen or heard the word *opinion* and what they think it means. Record comments on the board or chart paper. Follow this by asking those with a five rating to add any missing details. Using the information from the discussion, groups of two or three students Think-Pair-Share and write a working definition of the word *opinion*.

Once students have generated their own definition, display the following definitions of opinion .

Word	Meanings	Synonyms
Opinion (n.)	<ul style="list-style-type: none"><li>▪ What one thinks about a person or matter, especially a judgment not necessarily based on fact alone.</li><li>▪ An idea a person has that is influenced by his or her values, beliefs, and life experiences, as well as facts.</li></ul>	View Feeling Conviction Viewpoint

Read the information in the chart and discuss with students. Provide students a few minutes to add the word to their Vocabulary Journals.

Write the following prompt on the board and read it aloud to the class.

“In your opinion, did the soldiers of the Boston Massacre act in self-defense or should they go to jail for killing unarmed colonists?”

In small groups, students create an oral response and support it with reasons.

- *In our opinion, the soldiers acted in self-defense. The colonists may have been unarmed, but they were throwing rocks and ice which could be considered as weapons. The colonists actually started the fight.*
- *In our opinion, the soldiers are guilty of murder. The colonists were only throwing snowballs which are not deadly. The soldiers over-reacted and fired their guns at unarmed men.*

Ask students who believe the soldiers were innocent to stand on one side of the room, and students who believe the soldiers were guilty to stand on the opposite side of the room.

## Fourth Grade Teacher Manual Lesson 29

## Handout 25A: Facts in Fiction

### ANSWER KEY

*Woods Runner*, Chapters 7–9

**Directions:** Find the best example that demonstrates the factual information Paulsen mentioned in each short text and write it in the box. Record the page number where you found the example. Then write a few sentences to explain how this information affected your understanding of the story.

Informational Text	Example in <i>Woods Runner</i> that reflects this fact. Why is this important to the story?	Page
<i>The World</i> , page 46 “Native Americans fought on both sides”	<b>Samuel found a clearing where he saw Indians standing with British soldiers, wagons, and the captives he had been trying to find.</b>  Samuel sees that the Indians are fighting with the British soldiers which he suspected because of the kind of attack on his settlement.	49
<i>Warfare</i> , page 52 “It took a special kind of courage to stand ready [against the British army]”	“Wasn’t much of a fight. We fired once, reloaded, laid out another round, and they ran.”  The Americans hide in the forest and use a sneak attack on the British because the British fighting style is too hard to face head on with the few American soldiers.	60
<i>Wounds</i> , page 56 “Untreated battle wounds often led to gangrene, which causes the body to literally rot away.”	“It come on to having green pus and everybody knows that’s bad,”  Coop saved Samuel’s life by treating the infection in his head from the tomahawk injury by putting tobacco on it. The tobacco must have something in it that kills infection.	62
<i>American Spirit</i> , page 65 “The Americans . . . had much higher morale [enthusiasm and loyalty] than the British.”	“We come on these Iroquois and some redcoats. We’d already seen what they took and done back at Miller’s Crossing, so we snuck up proper and took them on.”  Coop explains why they attacked the group in the clearing. They were fighting back for the attack at Miller’s Crossing which was probably similar to the attack on Samuel’s settlement.	59
How does Paulsen’s use of factual information affect your understanding of the story?		
The way Paulsen bases the events of his story on the facts of the American Revolution help me understand that the war was terrible. There was senseless killing by the British and the Indians. Americans had to be smart and fight from hiding places because they did not have the same power as the British. One benefit the Americans had is that they knew the forests and how to use them for protection and sneak attacks. The American weapons were better for shooting at farther distances.		

*Woods Runner*, Gary Paulsen

## Fourth Grade Handout 25A

## Handout 24A: Samuel

### ANSWER KEY

#### Part 1: Samuel's Thoughts and Actions

**Directions:** Read chapters 4–6 in *Woods Runner*. Record examples of what Samuel is thinking and doing as he looks for his parents. What do his thoughts and actions reveal about Samuel?

Samuel's Thoughts	This shows that Samuel is ____ because	Page
His parents had not been killed	Smart and cautious because he looked at all the bodies and did not find his parents	29
He wants to find his parents	Strong because he could cry and fall apart, but instead he stays calm and problem-solves	31
He figured out when the attack probably happened	Logical because he thought of all possibilities and time frames to know about how far ahead the group was	36
He got angry	Strong because he wants justice	41

Samuel's Actions	This shows that Samuel is ____ because	Page
Buries the bodies at his settlement	Caring because he wanted to protect the bodies from scavengers	30
Studies the signs in the dirt around his settlement to learn what happened	Smart and knowledgeable about reading signs because he uses his hunting skills to figure out what happened	36
Talks to Old Bobby to learn what happened at Draper's Crossing	Cautious and smart because he figures out how far ahead the group may be and he knows he is headed in the right direction	45

### Fourth Grade Handout 25A

**Part 2: Samuel's Knowledge**

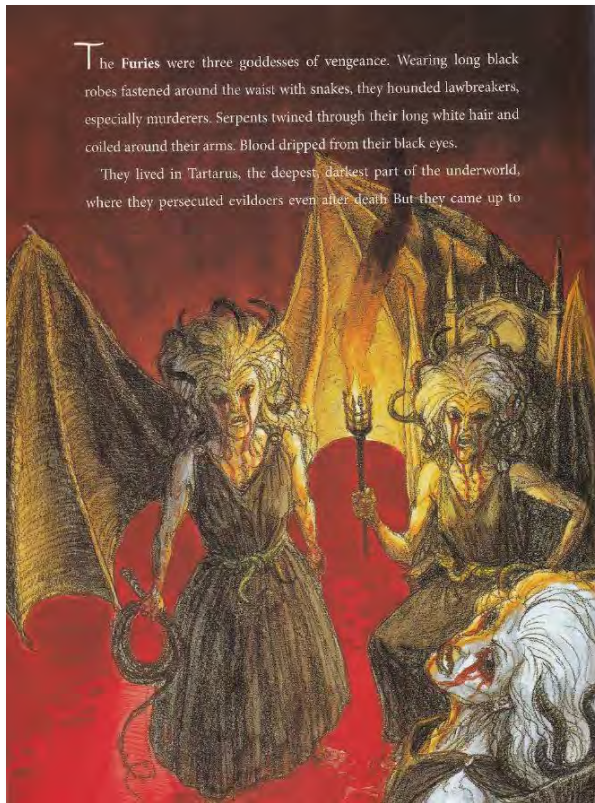
**Directions:** Gather evidence of the knowledge Samuel has that he can use to help him find his parents. Then, answer the Question/Purpose prompt.

<b>Question/Purpose: What is the most important knowledge Samuel has that can help him find his parents?</b>			
<b>Context</b>	<b>Evidence</b>	<b>Elaboration/Explanation</b>	<b>Source</b>
<b>What knowledge does Samuel have?</b>	<b>Quotation &amp; Paraphrasing</b>	<b>Why is it important?</b>	<b>Woods Runner page number</b>
Reading sign	<p>"He started by circling the cabin, forcing himself to take time to be calm, carefully studying the ground,"</p> <p>Samuel used his skills to hunt animals to read the marks in the dirt to figure out what happened in the attack</p>	He uses the skills to follow the trail of attackers to find his parents	Page 36
Knowledge of the forest	<p>"As he embraced the forest, his skill at hunting grew."</p> <p>Samuel became a part of the forest and used his sharp senses and knowledge to provide food for the entire settlement</p>	<p>Can hunt for food</p> <p>Can protect himself in forest</p>	Page 34
Knowledge of Indians	<p>"All the victims he had buried had been chopped down with either tomahawks or war clubs."</p> <p>"He had been scalped."</p>	<p>Signs point to Indian attack</p> <p>He is more knowledgeable of Indians than British soldiers</p> <p>Can help Samuel anticipate their behavior</p>	<p>Page 38</p> <p>Page 42</p>

Write an opinion statement to respond to the prompt:

**In my opinion, the most important knowledge Samuel has is how to read sign because he can figure out what happened and the direction the attackers are headed.**

*Woods Runner*, Gary Paulsen



The Furies were three goddesses of vengeance. Wearing long black robes fastened around the waist with snakes, they hounded lawbreakers, especially murderers. Serpents twined through their long white hair and coiled around their arms. Blood dripped from their black eyes.

They lived in Tartarus, the deepest, darkest part of the underworld, where they persecuted evildoers even after death. But they came up to

earth if they were summoned to deal with an injustice.

When the two daughters of a human named Skedason were brutally killed, he pounded the ground with his fists, calling to the Furies below for vengeance.

Hearing the cries of the grief-struck father, the Furies lifted their heads and listened. Then, seizing their whips, they flew out of the underworld and emerged through cracks and fissures in the craggy mountains. As soon as they caught the scent of the murderers, they gave chase.

The men, seeing the dark, flapping shapes approaching, ran in terror. But they could not escape. Calling down curses, the Furies lashed their whips till the murderers bled. They tore



snakes out from their hair and hurled them at the killers' backs. Down the snakes slid, winding, twisting, but never biting their victims. Instead, they exhaled poisonous fumes that affected the men's minds, and the men began to rave. Refusing to give them any rest, the Furies chased and tormented the murderers until at last they went mad.

Such was the punishment of the Furies.

Even though the Furies existed to avenge evil, all people, good and bad, were scared of these goddesses, for who among us has never done anything wrong?

29

## Understanding Greek Myths



Understanding Greek Myths

## Handout 1C: Assessed Vocabulary Study Guide

**Directions:** Use this list of vocabulary words and definitions to study for the Vocabulary Assessment. The number following the word indicates the lesson number in which the word or affix is taught.

Words/Affixes (Lesson Numbers)	Definitions
-able (6)	Can or able to be.
-cour- (14)	Run.
-ped- (16)	Foot, feet.
abolished (1)	Gotten rid of.
absently (30)	Showing a person is distracted and thinking about something else.
agricultural (1)	Having to do with farming.
aliens (22)	Those who live in a country who are not citizens of that country.
amputated (11)	To cut off.
anti- (1)	Against.
civil (1)	Having to do with the activities of people who are members of a country.
Confederate (1)	Having to do with the southern states that separated from the United States, or Union.
consolers (29)	Comforters.
enlist (7)	To join; to sign up to serve in the military.
futile (31)	Useless.
idle (20)	Not working, not active.
industrial (1)	Having to do with producing items.
landmark (22)	A feature of the landscape that is easy to see and recognize.

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GS | H3 Handout 1C - WIT & WISDOM™

Name: \_\_\_\_\_

Date: \_\_\_\_\_

mutilate (11)	To destroy by cutting off a needed part.
naïve (13)	Lacking knowledge or experience.
primitive (11)	Simple, or not developed.
quagmire (25)	A swamp or marsh.
reality (8)	Truth.
recruitment (7)	The process of getting someone to join a group.
secede (1)	To break away.
slavery (1)	The owning of a person by another person.
sober (23)	Serious, solemn.
succor (22)	Assistance; help given during a time of need.
tignon (32)	Headdress worn by Creole women of Louisiana.
transfixed (20)	Fascinated; held motionless (as in wonder or astonishment).
Union (1)	Northern states that stayed under a single government.

## Fifth Grade Lesson 1 Handout

## Learn

### Summarize and Share about Chapters 14–16

#### WHOLE GROUP

Invite one or two students to share their predictions for chapter 17 based on clues at the end of chapter 16. Ask students to cite specific evidence from chapter 16 to support their predictions.

As a whole group, briefly review key events in chapters 14–16. Ask: “What other events and details did you notice and wonder about as you read chapters 14–16? Which events and details stood out to you as significant or important in some way—and why?”

Invite volunteers to review their homework notes and share some of the events and details that stood out as significant in chapters 14–16, and explain why these events or details might be important.

- *I noticed that the Nez Perce were counting on their former allies, the Crows, for help, but the Crows refused. This might put them in greater danger because they are alone.*
- *Chief Joseph's words on page 79 really struck me. He says that all of the white people were their enemies, but now they cannot trust the tribes either.*
- *I was surprised and scared to learn that the Crows fought against the Nez Perce in chapter 15. They knew they couldn't rely on the Crows for help, but now they are fighting for the soldiers, against the Nez Perce.*
- *I noticed that their food supply is getting low and the weather is turning cold. This seems important because they will grow weaker and less able to fight.*
- *I think the argument between Lean Elk and Looking Glass is important. Lean Elk wants to keep the tribe moving, but Looking Glass wants to travel more slowly. If they do, I think they will be in great danger.*

#### Teacher Note

In his speech to the chieftains on page 79, Chief Joseph refers to the Battle of Sand Creek or Sand Creek Massacre. Share with students that in 1864, a group of 700 soldiers in the Colorado Territory militia attacked a village of Cheyenne and Arapaho people in present-day southeastern Colorado. They killed about 150 Native Americans, mostly women and children, and destroyed the village. Chief Joseph marks this event as the beginning the hatred and violence between white settlers and Native American tribes.

## Fifth Grade Teacher Manual



**1 What does Sound of Running Feet mean on page 7 when she says that Chief Joseph is a “chieftain” but “not a warrior?”**

### *Scaffold*

Encourage students to use word parts and context clues from the passage to help them define the words.

- *Chief Joseph is a leader for his people. He is peaceful and not looking for opportunities to fight.*
- *Sound of Running Feet tells us he is “a kind and gentle man, for me too kind with the whites.”*

Provide these definitions for students to add to the “New Words” section of their Vocabulary Journals:

Word	Meaning	Synonyms/Examples
Chieftain (n.)	The head of a group or tribe	Chief, captain, leader
Warrior (n.)	Someone who fights like a soldier	Soldier

In pairs, students discuss the next two TDQs, recording their responses and what they learn about Chief Joseph in their Response Journals. Remind students to refer to the passage on pages 6–7 for evidence to help them answer the question.

Circulate and provide support as needed as groups work together to answer the TDQs.

### *Scaffold*

Work with a small group of your most striving readers to reread this passage and answer the TDQs.

**2 According to the text on page 7, Chief Joseph was chosen as the people’s chieftain “because he could see far away into the land of the suns and moons that had not yet risen. At the snowflakes before they fell. The small green worm deep in the ruddy apple. The thought before it is spoken.” What do these images help you understand about Chief Joseph’s character? Choose the two best answers.**

- (A) *They show that he speaks before he thinks.*
- (B) *They show that he has a reputation for being wise.*
- (C) *They show that he has traveled to many far off places.*
- (D) *They show that he can see the outcome of events before they happen.*

- B
- D

**3 According to this passage, how do Sound of Running Feet’s and Chief Joseph’s opinions about going to war differ? How do these opinions show their differing beliefs or values?**

- *Sound of Running Feet believes that her father is too kind to the whites. She feels that her people should “stand and fight” the white settlers and soldiers.*
- *Chief Joseph insists that if they fight, they will be quickly defeated.*
- *It shows that Chief Joseph values peace and the safety of his people.*
- *It shows that Sound of Running Feet believes in fighting for what she believes is right, no matter what.*

Briefly discuss each of these TDQs as a whole group, selecting different pairs to share and explain their responses.

## Learn

### Explore Figurative Language

#### WHOLE GROUP

Remind students that authors use figurative language in their writing to make their writing more descriptive and more interesting to read. With figurative language, readers can more easily visualize in their heads what authors are writing about. Share the following definitions and examples with students to contrast literal language with figurative language:

- Literal language – using words to mean exactly what you say
- Example – It’s hot outside!
- Figurative language – using words in a way that is different than the actual (or literal) meaning
- Example – It’s so hot, I’m drowning in my own sweat!

Ask: “What words shouldn’t be taken literally in the second, figurative example?”

- *“Drowning in my own sweat.”*

Ask: “What does this second, figurative example really mean? Is this person really drowning in their own sweat?”

- *It really means that someone is sweating a lot and it’s really, really hot out.*
- *Someone isn’t really drowning in their own sweat – that would be impossible!*
- *They are just really sweaty and maybe their clothes are wet from their sweat.*

#### Teacher Note

Understanding figurative language is **challenging** for many students, especially students with a limited vocabulary. Be prepared, as needed, with other examples of literal versus figurative language that your students can relate to. Examples can be of any type of figurative language at this stage.

Tell students that before they read Chief Joseph’s “**Lincoln Hall** Speech,” they will look at several examples of figurative language from *Thunder Rolling in the Mountains*. Instruct students to open their text to page 107 and point to the paragraph at the top of the page. Remind students that in this part, Chief Joseph is surrendering to Colonel Miles.

Read aloud the first two paragraphs on page 107, ending with “...drew his blanket over his head.”

Explain to students that the first paragraph has many examples of literal language. Think aloud about an example of literal language you noticed:

**“The first sentence of this paragraph, “I am tired of fighting,” tells me that Chief Joseph is actually tired of fighting. He literally doesn’t want to or can’t do it anymore.”**

Ask: “Why is the next sentence, “Our chiefs are killed;” another example of literal language?”

- *It is true that the Nez Perce chiefs have been killed.*
- *The chiefs are literally dead. Chief Joseph means exactly what he says.*

Instruct students to Think-Pair-Share, and ask: “Chief Joseph says, “The little children are freezing to death.” Is that an example of literal or figurative language? How do you know?”

Before engaging in a full class discussion about this question, have students silently vote by making an “L” with their fingers for literal and an “F” with their fingers for figurative based on their conversation with their partner. Then, have two or three students, preferably at least one student for each side, share their reasoning. Be prepared to share a reason from each side if students don’t get there on their own.

- *This is an example of literal language because it’s very cold outside and many members of Chief Joseph’s tribe may actually be freezing and dying from the cold.*
- *This is an example of figurative language because I’ve heard this saying before. People say they are freezing to death when they are really cold. They say it to make a point, not because they die from the cold.*

## Fifth Grade Teacher Manual

Affirm for students that this example shows how tricky the English language can be and how being a careful reader who questions the text is such an important skill to develop.

With a partner, have students reread the second paragraph on page 107, beginning with, "He raised his arm." Have partners find one example of literal language and one example of figurative language in that paragraph.

#### Teacher Note

Pass out sticky note flags for students to place in their books to tag the two examples if students are unable to mark in their texts. Otherwise, students may point to their examples or write their examples on sticky notes.

### Scaffold

For striving learners, prompt them with additional questions as they search for evidence. Ask: "What are you learning about how Chief Joseph is feeling in this paragraph?" If needed, ask even more specific questions such as, "Can Chief Joseph feel tired?" or "Can a heart feel sick? Can a heart feel sad?"

Use Equity Sticks to call on two or three students to share their examples of literal and figurative language.

- An example of literal language is, "I am tired."
- An example of figurative language is, "My heart is sick and sad."
- An example of figurative language is, "From where the sun now stands, I will fight no more forever."

Once you are sure all students have correct examples, instruct partners to explain on a sticky note what the figurative example, "My heart is sick and sad," means. Tell students they cannot use the words "heart," "sick," or "sad" in their explanation as this will best prove they understand the example. Provide students with this sentence frame:

- Chief Joseph means \_\_\_\_.

### Extension

Advanced students and early finishers might find the other figurative language example, "From where the sun now stands, I will fight no more forever," using the same sentence frame.

### Scaffold

For striving students, make the connection that the word "heart" is a clue that the speaker is talking about emotions or feelings. Ask, "What feelings does Chief Joseph have based on his heart being sick and sad?"

After two to three minutes of work time, ask several volunteers to share their explanations with the class.

- Chief Joseph means...
  - He is disgusted by the fighting and death.
  - He feels bad about his people dying and being forced off of their land.

Lesson 1

Word	Meaning	Synonyms/Examples
Impact (v.)	To affect directly.	affect, influence

1. Think back to *Thunder Rolling in the Mountains*, which you read during Module 1. How did the war with the U.S. government impact Chief Joseph, his daughter Sound of Running Feet, and the Nez Perce tribe? List at least two examples of how this war impacted these people.

- 1 People died a lot (like Swan, Neelie, The Mom)
- 2 They drove their tribe away.

2. Now, think about wars in general. In what ways can war impact people from any country during any time period? List at least two examples of how war can impact people.

- 1 People die a lot
- 2 It could impact the world in general.

Lesson 2

In your Response Journals, students create a T-chart, labeling the left-hand column "North" and the right-hand column "South." Then, list the differences between the North and South that you learned from the previous lesson.



dear daughter, I am disappointed  
in you. You did not join us for  
our surrender, but I hope you're  
well. The blue coats are treating  
us badly, they keep moving us  
everywhere. I am sick of it, we  
should of crossed the border  
and get to sitting Bull's camp.  
A quarter of us are dead, and  
I'm sorry to say this but, Bending  
willo is dead. Anyways I hope  
your well but your probably sad.

Your Father  
Chief Joseph

P.S: Did you marry Swan  
Necklace yet?



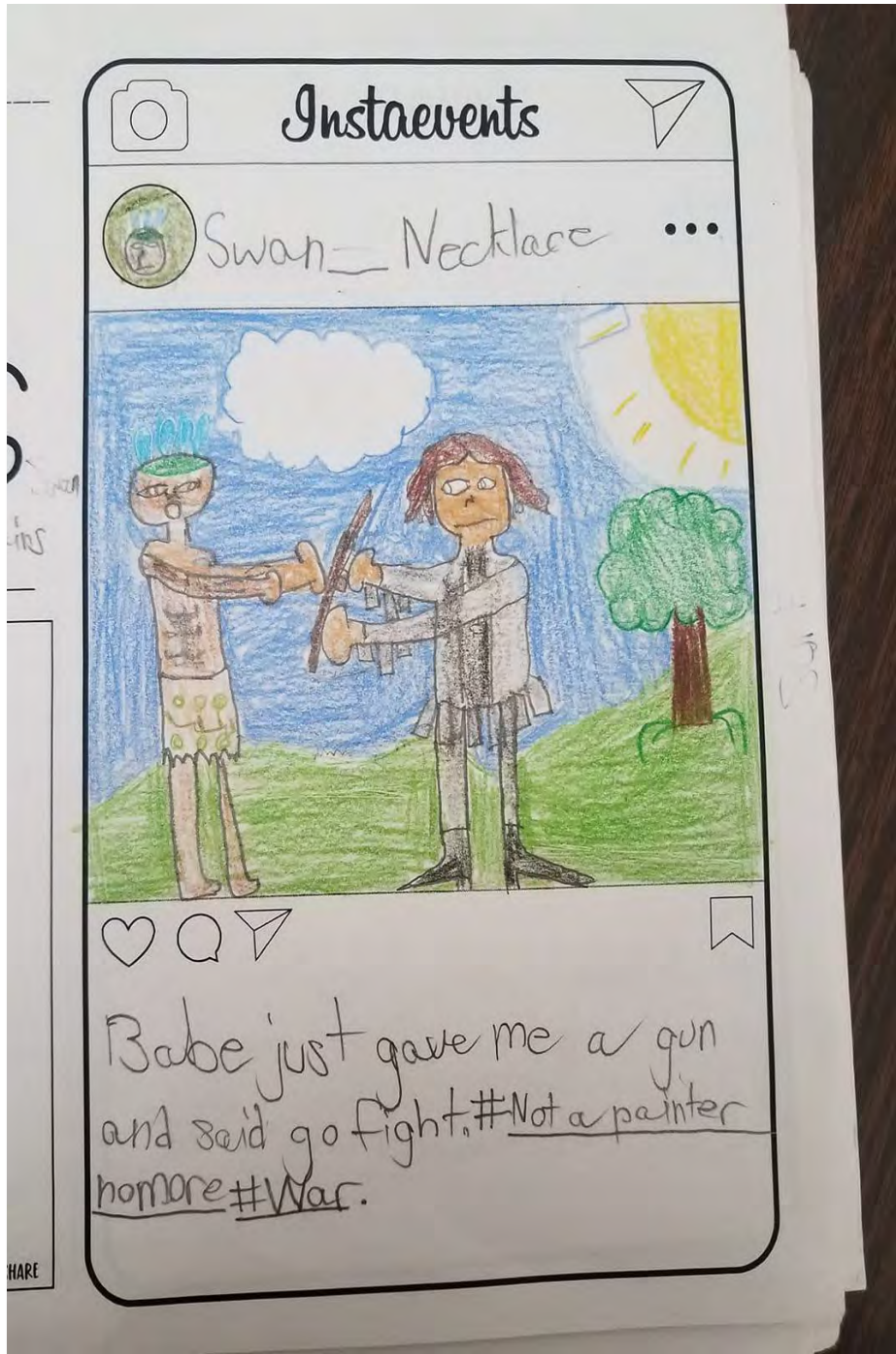
85 X X  
Dear Father

How is the tribe doing with the  
Blue Coats? What is Bending Willow  
and Deer WOMEN doing?  
Swan Necklace is DEAD because  
of an Asinbian man. His name is  
Charging Hawk, he lived me more than  
the other Asinbian women. Now me  
and Charging Hawk had together, Married!  
When there was enough smoke,  
I grabbed my gun, and the marriage  
blanket and ran.

I'm in the Old Lady's country  
now. I'm with White Bird now  
and the other Nez Perce that fled.  
Do you know why I didn't want  
to surrender, because I didn't  
trust the white men / The Blue Coats.  
I went to sneak out at night  
after everybody was quiet. That's  
when Swan Necklace came to.

XOXO, Sound of  
Running Feet





Fifth Grade Homework Assignment

## Learn

### Read Chapter 12 to Notice and Wonder

#### WHOLE GROUP

Read aloud pages 124–127 of chapter 12, ending with “We waited until she banged the door to behind her,” on page 127. As students follow along in their own copies, they annotate with sticky notes places where they learn details about Delphine’s life and culture—who she is and where she comes from.

Students share their annotations with the full group. Ask literal comprehension questions, such as those suggested in the Teacher Note below, as needed, to focus students’ attention on the following details:

- *Mrs. Hanrahan refers to Delphine as a “colored gal” (125).*
- *Delphine refers to herself as a “free person of color,” or gens de couleur (126).*
- *Delphine’s father, Jules Duval, is a white planter with a white family and a colored family. (126)*
- *Mrs. Hanrahan refers to Delphine as “one of [Duval’s] colored family” (126).*
- *Mrs. Hanrahan refers to Delphine as being “nothin’ better than a freed slave” if the South loses the war (126).*
- *Mrs. Hanrahan suggests that Delphine is light enough to pass for white (126–27).*

#### Teacher Note

Suggested questions to support understanding include:

- How does Mrs. Hanrahan address Delphine on page 125?
- How does Delphine describe herself on page 126?
- Describe Delphine’s father, as depicted on page 126.
- Knowing that Delphine’s father is a white man, what does Mrs. Hanrahan mean when she calls Delphine one of his “colored family,” on page 126?
- What does Mrs. Hanrahan liken Delphine to, on the bottom of page 126?
- What do we learn about Delphine’s skin tone on pages 126–27?

Then, in Response Journals, pairs generate a list of questions they have about Delphine’s life and culture based on your reading and their review of this section of the text.

Invite students to share their questions with the whole group; record these questions, and return to them at the end of the lesson.

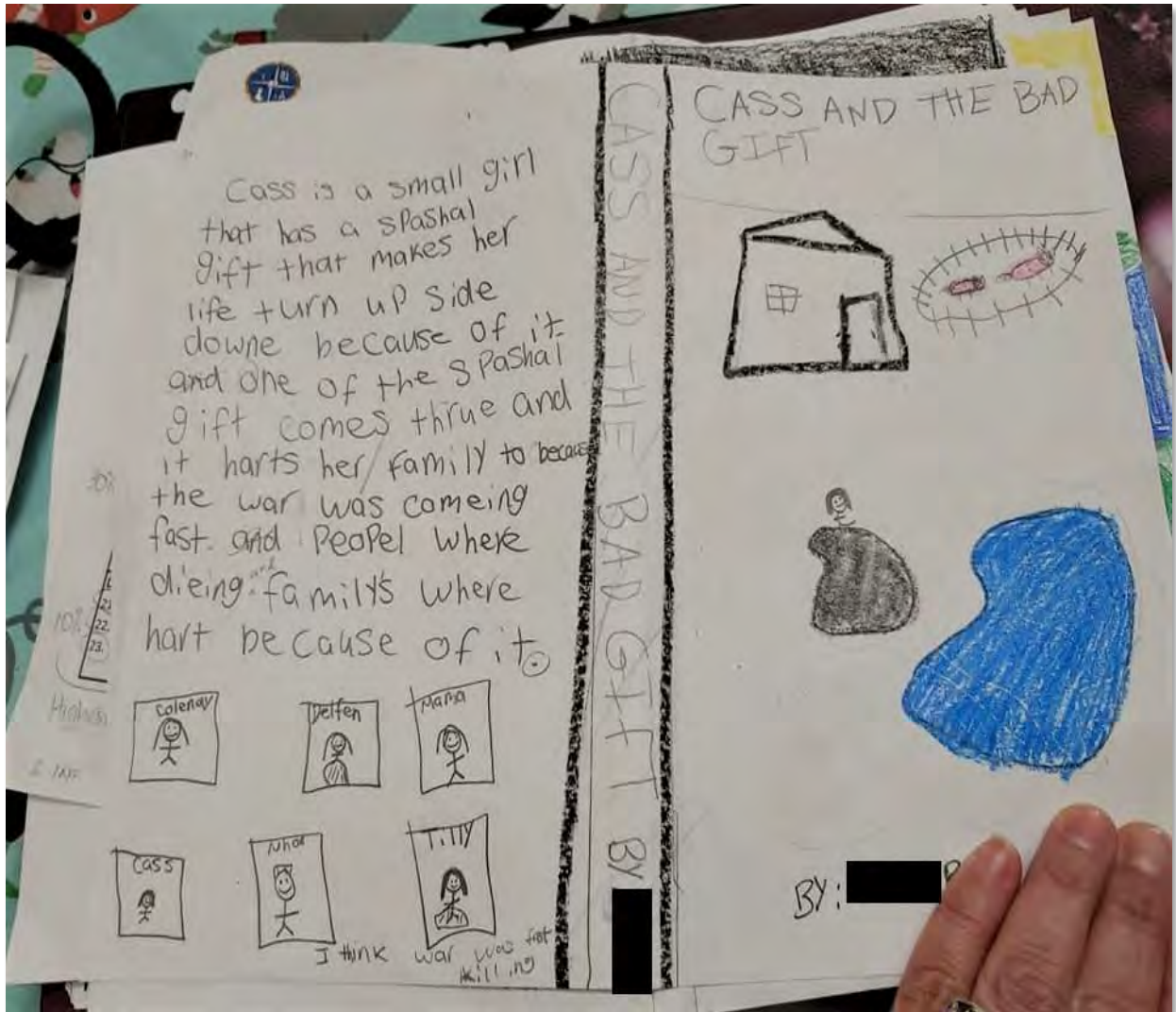
#### Teacher Note

Delphine’s revelation in this chapter raises complex questions about her life and culture and about race and gender, as well as the implications of these issues for the characters in the story. At this point in the reading, students will likely have more questions than answers. Assure them that this is okay and that they will have an opportunity to address and clarify many of their questions over the next several lessons.

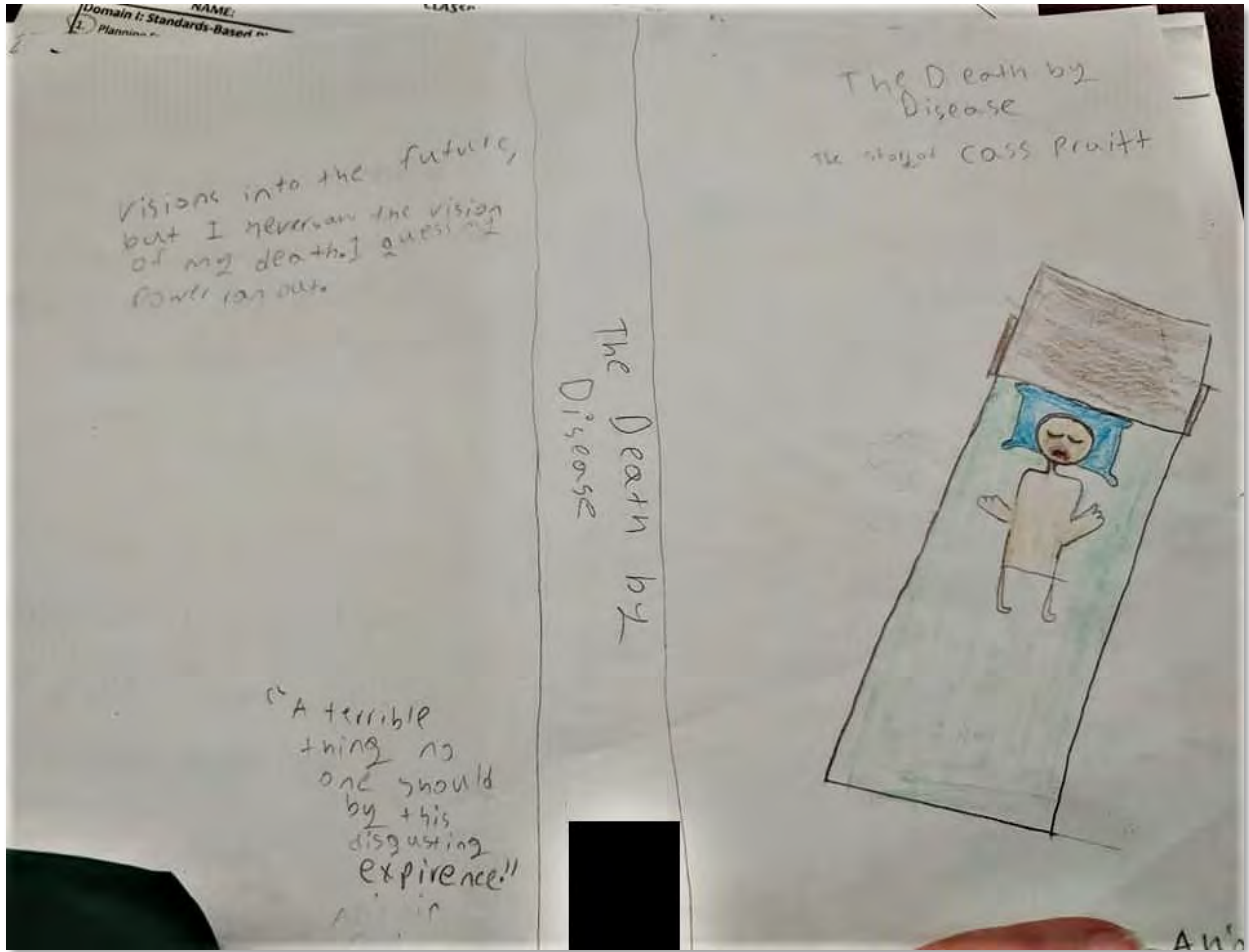
Read aloud the rest of chapter 12, beginning with “I was as near to Delphine...,” on page 127; students continue to annotate details that help them understand more about who Delphine is and where she comes from. Additionally, students note answers to any of their noticings, wonderings, and questions.

When finished reading chapter 12, invite students to share annotations and additional questions with the whole group. Add these questions to the class list; answer questions that can be addressed using the text.

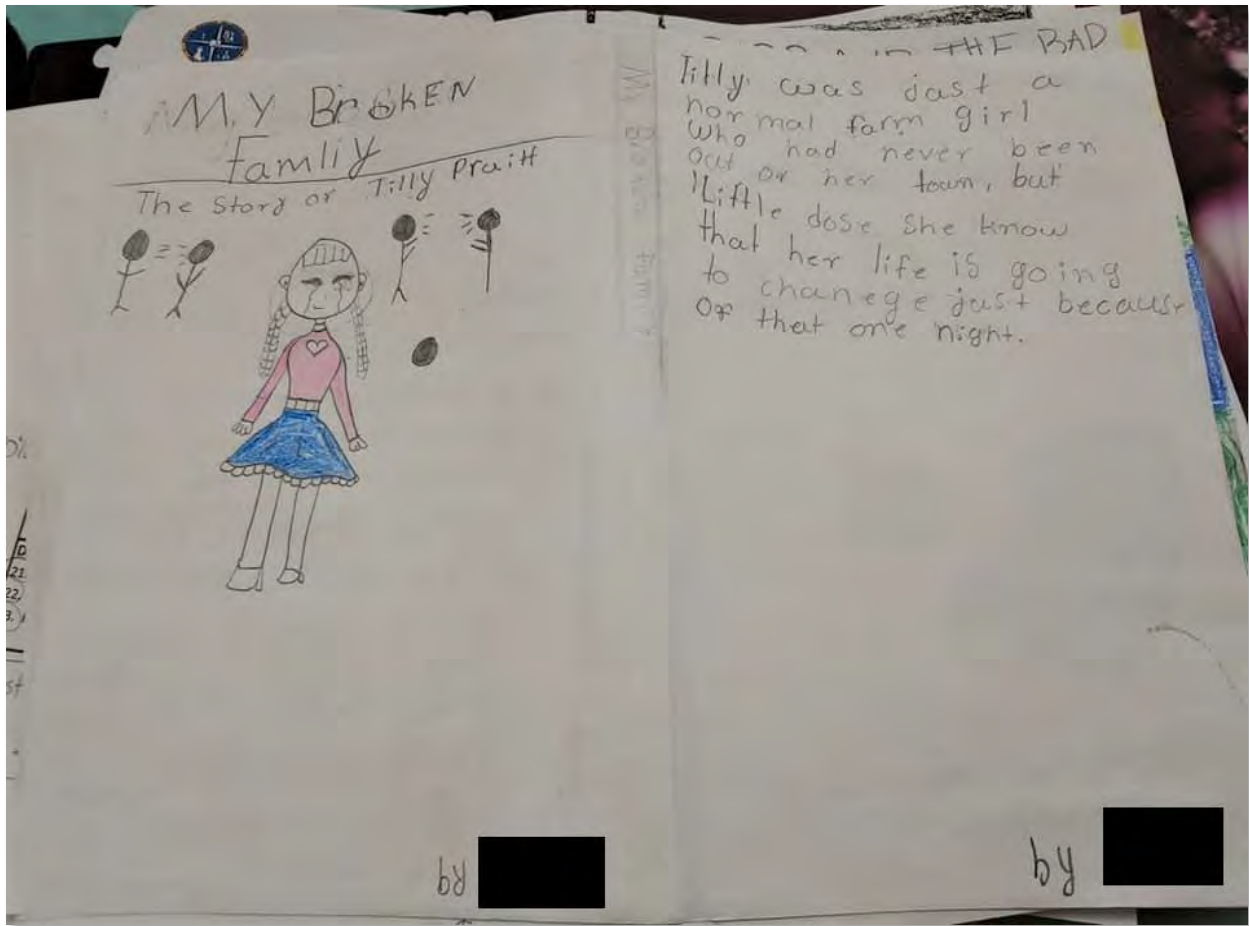
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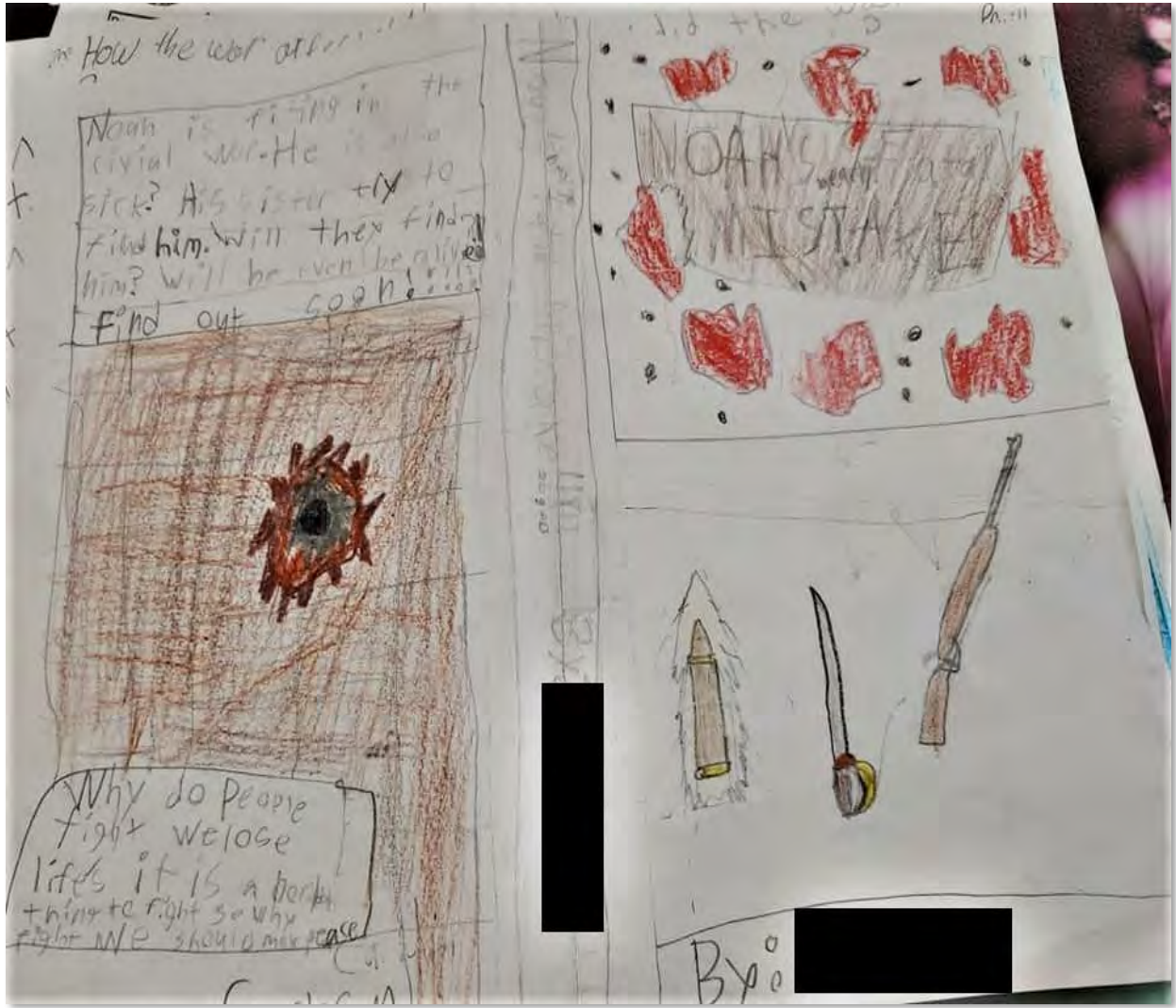
Fifth Grade Homework Assignment



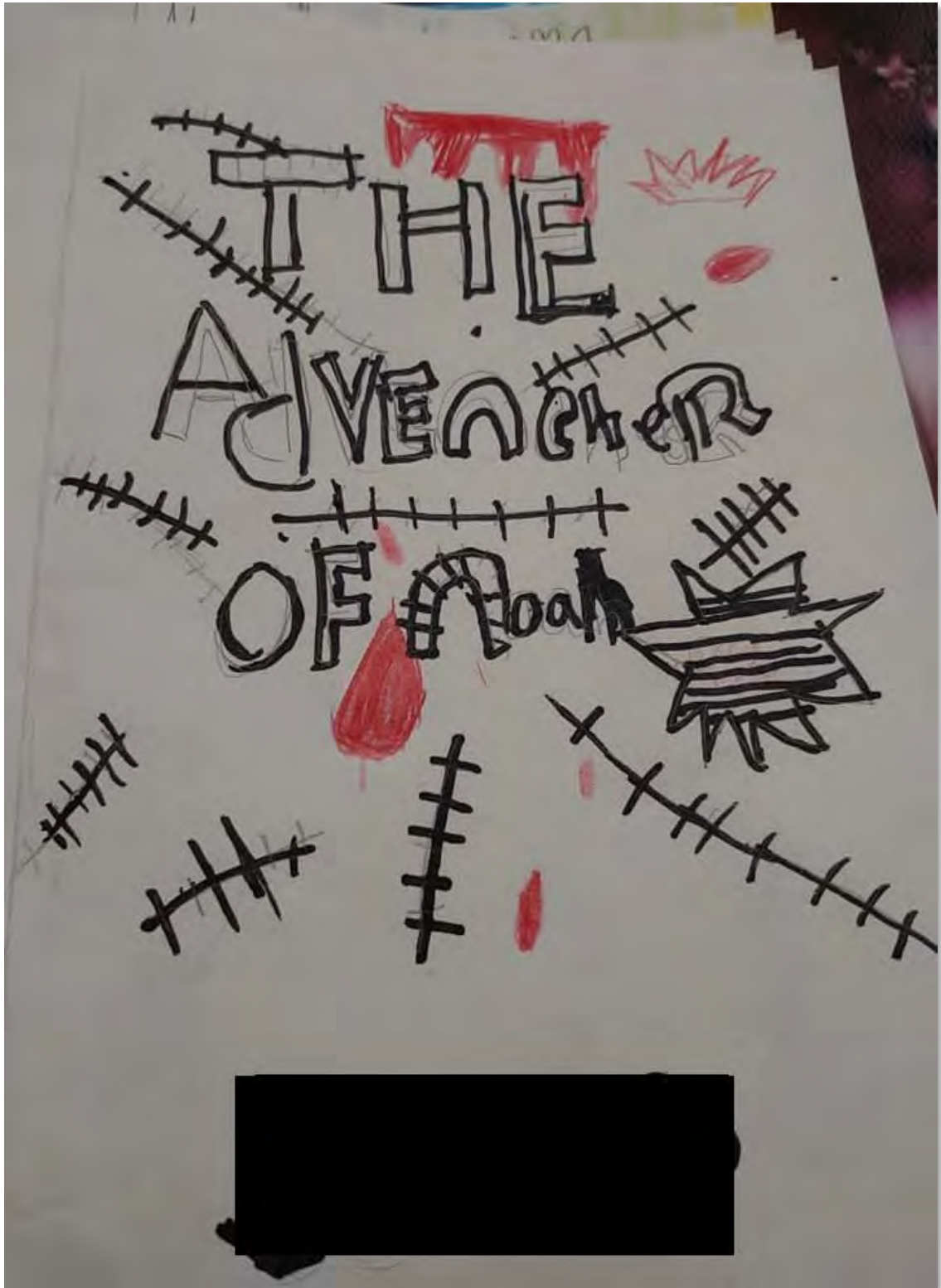
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Fifth Grade Homework Assignment

**FOCUSING QUESTION: LESSONS 6–15**

How did the Civil War impact boy soldiers?

**TEXT**

- *The Boys' War*, Jim Murphy, pages 1–3 and photographs

**Prepare**

**FOCUSING QUESTION: LESSONS 6–15**

How did the Civil War impact boy soldiers?

**CONTENT FRAMING QUESTION: LESSON 6**

Wonder: What do I notice and wonder about *The Boys' War*?

**SUMMARY**

This lesson introduces the first core text of the module, *The Boys' War*, by Jim Murphy. Students use their skills of noticing and wondering, in addition to their knowledge of analyzing visual art, to preview the photographs in the text. Then, students read the book's introduction and make inferences and predictions about the text based off of their noticings and wonderings. Several of the photographs are graphic in nature; be aware of any students who may require additional sensitivity given previous life experiences when viewing these photographs.

**MATERIALS**

- Chart paper and a marker (optional)

## Lesson 6: At a Glance

### Agenda

Welcome (5 min.)

- Preview a Text

Launch (4 min.)

Learn (60 min.)

- Notice and Wonder About Photographs (17 min.)
- Explore the Impact of Photography During the Civil War (10 min.)
- Read to Notice and Wonder (23 min.)
- Write to Infer (10 min.)

Land (5 min.)

- Answer the Content Framing Question

Wrap (1 min.)

- Preview the Next Lesson

Vocabulary Deep Dive (15 min.)

- Explore the Meaning of *-able/-ible*

### Learning Goals

Make inferences about *The Boys' War* based on noticings and wonderings gathered from the book's photographs and the introduction. (RI.5.1 , W.5.10 )

- ✓ Write responses to TDQs; complete a Quick Write.

**📌 VOCABULARY DEEP DIVE**

Demonstrate understanding of suffix *-able/-ible*, apply knowledge to other words, and verify

## Fifth Grade Teacher Manual



## Welcome 🕒

### Preview a Text

Distribute copies of *The Boys' War*.

Invite students to study silently the front and back covers, encouraging students to keep the book closed until instructed otherwise.

#### Teacher Note

An important part of today's lesson deals with students viewing the rich photographs in *The Boys' War*. Given that the graphic nature of some of these photographs may take attention away from the lesson's goals and activities, keeping books closed until it is time to review the photographs will help limit disruptions to the lesson's flow.

Then, students create a "Notice and Wonder" T-chart in their Response Journals. Display the following question for students to answer:

- What do you notice and wonder about the book, *The Boys' War*? Consider the title, the cover illustration, and the blurb on the back cover.

After four minutes, students share their recordings with their partners.

#### Teacher Note

At this point in the year, students should be able to develop higher-level noticings and wonderings. As students record ideas in their T-charts, look for examples such as explanations of what the subtitle means when it says soldiers "talk" about the Civil War and how that relates to "firsthand accounts" from the blurb on the back cover. Highlight these examples later in the lesson to encourage deeper thought with this skill.

## Fifth Grade Teacher Manual

## FOCUSING QUESTION: LESSONS 6–15

How did the Civil War impact boy soldiers?

### TEXT

- *The Boys' War*, Jim Murphy, pages 1–3 and photographs

### Prepare

#### FOCUSING QUESTION: LESSONS 6–15

*How did the Civil War impact boy soldiers?*

#### CONTENT FRAMING QUESTION: LESSON 6

*Wonder: What do I notice and wonder about The Boys' War?*

#### SUMMARY

This lesson introduces the first core text of the module, *The Boys' War*, by Jim Murphy. Students use their skills of noticing and wondering, in addition to their knowledge of analyzing visual art, to preview the photographs in the text. Then, students read the book's introduction and make inferences and predictions about the text based off of their noticings and wonderings. Several of the photographs are graphic in nature; be aware of any students who may require additional sensitivity given previous life experiences when viewing these photographs.

#### MATERIALS

- Chart paper and a marker (optional)

## Fifth Grade Teacher Manual

Welcome 🕒

## Preview a Text

Distribute copies of *The Boys' War*.

Invite students to study silently the front and back covers, encouraging students to keep the book closed until instructed otherwise.

### Teacher Note

An important part of today's lesson deals with students viewing the rich photographs in *The Boys' War*. Given that the graphic nature of some of these photographs may take attention away from the lesson's goals and activities, keeping books closed until it is time to review the photographs will help limit disruptions to the lesson's flow.

Fifth Grade Teacher Manual

## Preview a Novel

Distribute copies of *The River Between Us* by Richard Peck to each student.

Invite students to study the book's front and back covers silently and record what they notice and wonder in a two-column "Notice and Wonder" T-chart in their Response Journals.

After several minutes, students share their noticings and wonderings with a partner.

## Launch

Ask:

**"What have you learned about how the Civil War impacted boy soldiers from reading *The Boys' War*?"**

Invite students to review their responses to Focusing Question 2 in their Knowledge Journals, and then select several students to share their ideas with the whole group. Record students' ideas on the board or on a piece of chart paper.

- *The Civil War impacted boy soldiers by forcing them to grow up too quickly. They had to deal with death and loss in a way no boy their age should have had to.*
- *The Civil War taught boys how to be true soldiers. When they enlisted, they didn't know how to fight or how to take orders. But they learned how to follow commands and respect their officers before the war was over.*
- *Boy soldiers had to face a lot of challenges in the Civil War. They often didn't have food; when they were injured the doctors weren't very skilled; they were constantly drilling and marching, and they often saw people close to them get killed during battle. The Civil War helped these boys learn how to be strong and brave.*

Provide the following definition for students to add to the "New Words" section of their Vocabulary Journals.

Word	Meaning	Synonyms/Examples
casualty (n.)	A person who is killed or wounded.	victim

Share these statistics with students from "[Civil War Casualties](#),  " on the Civil War Trust website:

- An estimated 620,000 soldiers—about two percent of the country's population—died in Civil War battles. Compared to today's population, this number would be approximately 6,000,000!
- Approximately one in four soldiers who went to the Civil War never came home.
- For every three soldiers killed in battle, five more soldiers died of disease.
- Approximately one in thirteen soldiers returned home missing one or more limbs.

### Teacher Note

Create visual representations (i.e., stick-figure drawings, photographs of real soldiers from *The Boys' War*, a circle graph of the country's population) to represent of some or all of these statistics to help reinforce for students the significance of Civil War casualties.

Share with students that these statistics clearly show the impact of the war on soldiers' lives, whether through death, illness, or injury.

Instruct students to Think-Pair-Share, and ask:

**"How would these casualties impact people other than the soldiers themselves?"**

Invite one or two pairs to share ideas with the whole group.

Affirm that the Civil War forever changed the lives of soldiers, young and old, who fought in it, but it also had a significant impact on American girls and women.

Post the Focusing Question and the Content Framing Question.

Share that in this next set of lessons, students will read the historical fiction novel *The River Between Us*, by Richard Peck, and explore how the Civil War impacts the novel's female characters.

## Fifth Grade Teacher Manual



*This unidentified Confederate soldier had his leg shattered early in the battle. He wrapped a cotton shirt around the wound and continued fighting until a bullet struck him in the heart.*

The Boys War



*Soldiers killed at the Battle of Antietam, 1862.*

Suddenly, the war that had been a romantic dream was all around them like angry bees. Elisha Stockwell found himself facedown on the ground, shells exploding all around and soldiers screaming for help: "I want to say, as we lay there and the shells were flying over us, my thoughts went back to my home, and I thought what a foolish boy I was to run away and get into such a mess as I was in. I would have been glad to have seen my father coming after me."

The Boys War



*This Virginia boy, Andrew J. Hoge, was killed at Gettysburg, 1863. It would be over a year before his remains were collected and buried.*

The Boys War





*A fourteen-year-old Confederate soldier killed by bayonet at Fort Mahone.*

The Boys War



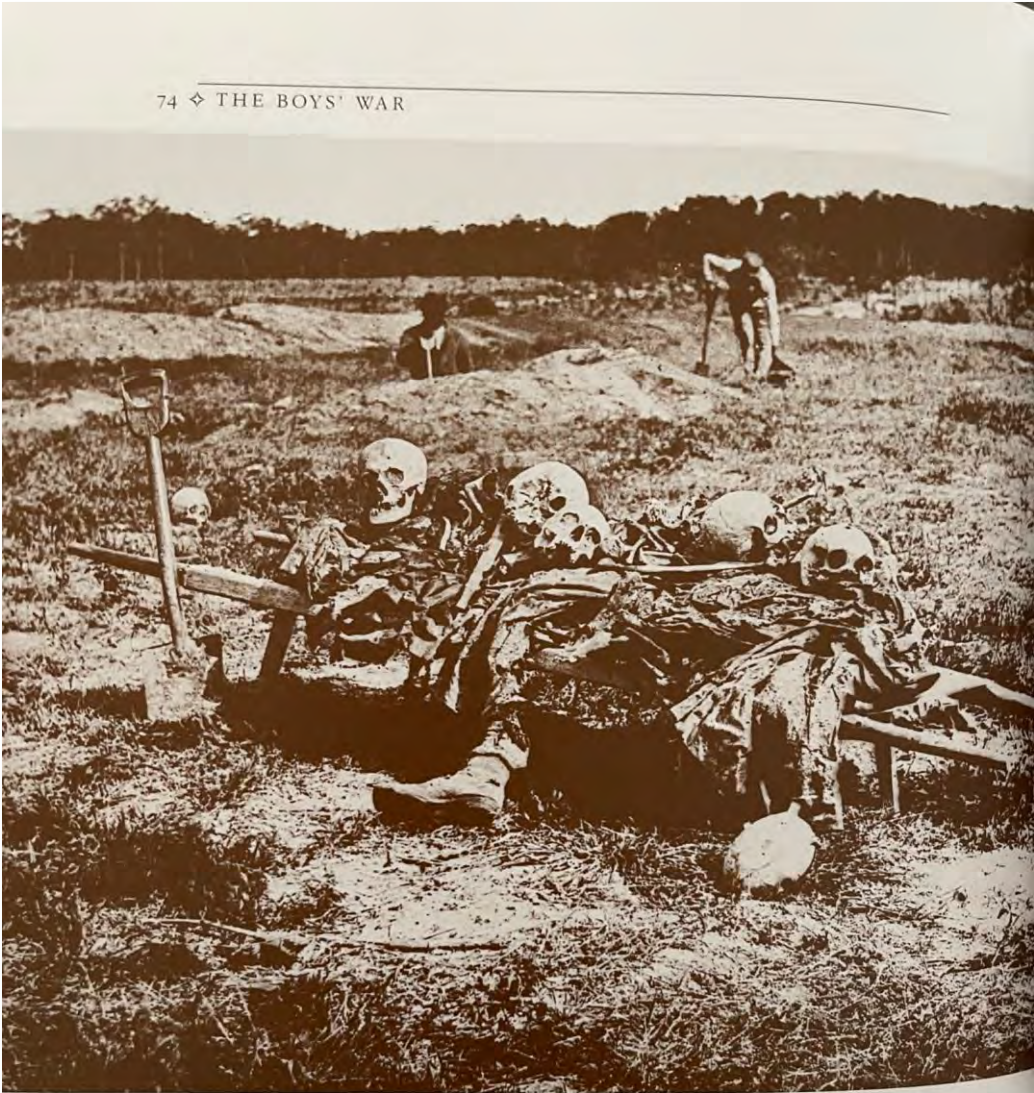


*Just a few of the dead left on the field at Gettysburg.*

Living every day with so much death and mutilation took a profound emotional toll on these boys. Where it might have stunned them before, made them physically ill, and stirred longings for the safety of home, now they turned off those feelings. They rarely dwelt on encounters with death for long and instead ignored them in order to get on with other things. Galway ends his journey through the Manassas battlefield with, "Horrid sights are, to an old soldier, horrid no longer. Toward evening we bivouacked near Gainesville."

It isn't hard to imagine why they acted like this. They had joined the army with friends and neighbors and through shared experiences created a new "family." But as they were becoming a more unified group, the war was slowly eating away at their numbers. Elisha Stockwell had

### The Boys War



*A burial detail gathers up what is left of the dead at Cold Harbor, Virginia, 1865.*

The Boys War

The enemy moves some cannons into place and looses a terrible volley of shot and shell. Galway details its effect: "Lieutenant Delaney is shot. . . . Lieutenant Lantry, poor fellow, is annihilated instantly, near me. The top of his head is taken off by a shell. Our company is narrowing more and more. There is but a small group of us left. Fairchild is bleeding; Campion falls, mortally wounded; Jim Gallagher's head is badly grazed and he rolls, coiled in a lump, down into a ditch."

In the opening months of the war, the tendency would have been for one or the other side to pull troops back to safer locations. Better to yield ground than to give up lives needlessly. But as the war dragged on, pressure mounted from the citizens and politicians back home for some sort of resolution to the conflict. This pressure was passed along to the commanding officers of both armies, resulting in longer and fiercer battles.

*Confederate sharpshooter killed at Gettysburg.*



The Boys War

An officer would call their company to order. Rifles would be loaded and blankets and haversacks piled in a heap against a tree to wait their return. Then they would move off toward the fighting, their eyes searching the mysterious forest around them for the enemy.

It was often well before they had a chance to fire a shot in anger that these boys learned about the cruel horrors of war. Elisha Stockwell's unit was one mile from the fighting at the Battle of Shiloh when he had this experience: "The first dead man we saw was a short distance from the clearing. He was leaning back against a big tree as if asleep, but his intestines were all over his legs and several times their natural size. I didn't look at him the second time as it made me deathly sick. A little farther on we saw lots of dead men scattered through the woods where they had fallen the day before."

The officer would order the men on, not allowing them to dwell on what they were seeing or feeling. Keep low, keep low, he would shout. Stay alert, boys. The enemy is near. Gunfire grows heavy not more than one hundred yards to the left, and yelling can be heard, though the words are unclear.

What follows are the views of five boys going into battle for the first time. While each one fought in a different battle, their voices and experiences form a remarkably unified picture of what fighting must have been like for an inexperienced soldier.

Thomas Galway recounts what happened to his unit as it moved closer to the gunfire: "Before we had gone far we came to a hanging rock with a tree felled across the road under it. Evidently this barricade had been put there for a purpose. As we stepped over the log we said to one another, 'There is something here. We shall soon see what it means.'

"We were scarcely over the log when a sheet of flame burst through from the top of the cliff. The detonation was startling to our unaccustomed ears."



## The Boys War

Play Episode 1, "The Cause," from The Civil War series (<http://witenglink/0185>). Students record their noticings and wonderings while watching.

## The Civil War | The Cause

The Civil War was fought in 10,000 places. 2% of the general population died in the war and it changed forever the lives of all who lived

Play

▶ 🔍 🔊 01:08 / 03:35



The Civil War The Cause by Ken Burns



The Civil War The Cause by Ken Burns



CIVIL WAR | ARTICLE

## Civil War Medicine

Modern Medicine's Civil War Legacy



*Ina Dixon*

*During the Civil War, both sides were devastated by battle and disease. Nurses, surgeons, and physicians rose to the challenge of healing a nation and advanced medicine into the modern age.*



Walt Whitman remarked on the plethora of hospitals around Washington D.C., calling them "grim clusters."  
*Library of Congress*

From the stench of putrefying flesh wafting through unsanitary and crowded camps to the unglamorous illnesses of syphilis and dysentery, our modern disgust toward Civil War medical practices is generally justified.

However, while "advanced" or "hygienic" may not be terms attributed to medicine in the nineteenth century, modern hospital practices and treatment methods owe much to the legacy of Civil War medicine. Of the approximately 620,000 soldiers who died in the war, two-thirds of these deaths were not the result of enemy fire, but of a force stronger than any army of men: disease. Combating disease as well treating the legions

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## Civil War Medicine

# Civil War Casualties

## The Cost of War: Killed, Wounded, Captured, and Missing

Also offered in: [Español](#)



Union dead after the Battle of Gettysburg, Gettysburg, Pa., 1863. Photo by Alexander Gardner



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The Civil War was America's bloodiest conflict. The unprecedented violence of battles such as Shiloh, Antietam, Stones River, and Gettysburg shocked citizens and international observers alike. Nearly as many men died in captivity during the Civil War as were killed in the whole of the Vietnam War. Hundreds of thousands died of disease. Roughly 2% of the population, **an estimated 620,000 men**, lost their lives in the line of duty. Taken as a percentage of today's population, the toll would have risen as high as 6 million souls.

### The Numbers Illustrated

The human cost of the Civil War was beyond anybody's expectations. The young nation experienced bloodshed of a magnitude that has not been equaled since by any other American conflict.

### Military Losses in American Wars



The numbers of Civil War dead were not equaled by the combined toll of other American conflicts until the War in Vietnam. Some believe the number is as high as 850,000. The American Battlefield Trust does not agree with this claim.

### Civil War Battle Casualties

## Civil War Casualties