



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 5**

### **Reading to Determine Important Relationships between People and Events: The Importance of the 1936 Olympics for African Americans (*Promises to Keep*, Pages 16–19)**



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Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

I can draw on information to explore ideas in the discussion. (SL.5.1a)

Supporting Learning Targets

- I can describe the influences on Jackie Robinson's life in the 1930s.
- I can explain what caused Americans to believe that there was "victory over racism" during the 1930s.
- I can use information shared by my group members to help deepen my understanding of the main ideas in *Promises to Keep*.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Homework gist card
- Vocabulary cards
- Journal (Causes and Effects note-catcher)



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Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Homework Review (5 minutes)</li><li>Engaging the Reader and Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading Closely: What Influenced Jackie Robinson as a Teenager (15 minutes)</li><li>Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 minutes)</li><li>Vocabulary to Deepen Understanding (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Review Learning Targets (10 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Answer homework questions on index cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students are reintroduced to and practice RI.5.3 again. Students work to follow the sequence of events in Jackie Robinson’s life and in the United States across decades, analyze relationships and connections, and learn to distinguish between causes and effects. Their previous work with RI.5.1 (citing evidence and inferring) and RI.5.2 (main ideas and summarizing) will help them see how the events in Jackie Robinson’s life and the events in the world during the 1930s are related. Students will continue to practice with RI.5.3 in Lesson 8 and throughout Unit 3.</li><li>Students are introduced to a new protocol during the Opening, Homework Review. In Fold the Line, students form opinions about something and line up according to their opinions. The line is then “folded” back on itself, so each student is facing a partner (who holds a different opinion) with whom to discuss the homework. Review the opening carefully in order to explain Fold the Line clearly to students. Also consider an efficient way to arrange the classroom furniture to make room for this activity.</li><li>This lesson focuses on the 1930s. Students may need to simply be told some basic background knowledge; see Work Time for specifics. As with other historical eras students read about during this module, consider going into more depth during additional Social Studies instruction.</li><li>In advance: Prepare a new Causes and Effects anchor chart: this is a large version of students’ note-catcher with this same name. See example in supporting materials, and review Work Time A.</li><li>In advance: Write the multistep directions for group work during Work Time B on the white board or chart paper, in order to save time during the lesson.</li><li>List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.</li><li>In advance, add to the Jackie Robinson and Life in America anchor chart. In the far left-hand column, write: “During Jackie Robinson’s Teenage Years.” In the center column, write: “1930s.”</li><li>Review: Give One, Get One protocol (see Appendix).</li><li>Post: learning targets.</li></ul>



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Lesson Vocabulary	Materials
influences, racism, cause, effect; factors (16), avoid (16), devotion (16), instill (16), idol (16), superiority (17), snubbed (17), riding (17)	<ul style="list-style-type: none"><li>• Document camera or projector</li><li>• Images from the 1936 Olympics in Berlin: Jesse Owens Competing and Adolf Hitler on the Reviewing Stand (one of each to display)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Students' journals</li><li>• Close Readers Do These Things anchor chart (from Unit 1)</li><li>• Causes and Effects note-catcher (one to display)</li><li>• Causes and Effects anchor chart (new; teacher-created; an enlarged version of students' Cause and Effects note-catcher)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Index cards (five per student: two for Work Time C and three for homework)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their index cards they completed for homework. Collect the cards on which students wrote the gist for pages 16–19.</li><li>• Tell students they will participate in new protocol called Fold the Line. Say: “I am going to read a gist statement from one of the index cards. Then you do one of the following:<ul style="list-style-type: none"><li>– Think about the following and then take your vocabulary index cards (from homework) with you.</li><li>– If your gist statement was almost exactly the same, you will line up to the far right on this imaginary line. [Indicate a line across the floor of the classroom.]</li><li>– If your gist statement was nothing like the gist statement written, you will line up on the far left.</li><li>– If yours was kind of like the gist statement read, you will line up in the middle.”</li></ul></li><li>• Answer any clarifying questions.</li><li>• Once all students understand the directions, randomly choose an index card. Do not tell students who wrote it. Read the gist statement out loud. Give students a minute to line up.</li><li>• Tell students: “Now, we will fold the line so that we make two parallel lines by bringing the two ends of the line together.” Physically walk to one end of the line and walk the student at the front of the line to meet and partner with the student at the back of the line. Now that the one line is now two, make sure that all the students are partnered (if there is an odd number of students, a triad is fine).</li><li>• Ask students to discuss with their partners:<ul style="list-style-type: none"><li>* “Why did you decide to line up where you did?”</li><li>* “Share the vocabulary cards you created for homework.”</li></ul></li><li>• Circulate and listen to conversations, ensuring that they are on topic and relevant.</li><li>• Ask students to return to their seats and place their vocabulary cards with the other ones they have created in previous lessons.</li></ul>	<ul style="list-style-type: none"><li>• Consider reading all the gist statements quickly in order to choose the best one to make students really think about the similarities and differences between that particular one and their own.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader and Reviewing Learning Targets (5 minutes)</b></p> <p><i>Note: Do not tell students in advance what the images are.</i></p> <ul style="list-style-type: none"><li>• Use a <b>document camera or projector</b> to project the <b>images from the 1936 Olympics in Berlin: Jesse Owens Competing and Adolf Hitler in the Reviewing Stands</b> for students. Ask students to turn to a partner and discuss:<ul style="list-style-type: none"><li>* “Who do you think are in these two images?”</li><li>* “What is your evidence?”</li></ul></li><li>• Invite a few students to share. Listen for: “Jesse Owens and Adolf Hitler.” If students do not know, tell them. It is not necessary to go into too many details about who Hitler was, just that he was the German leader that believed in an Aryan (superior race) society and was discriminatory to other races during this time period.</li><li>• Have students discuss with their partner notices of the images. Cold call a few partners to share out. Listen for students to share: “Jesse Owens looks like he may be an athlete. Adolf Hitler looks like he is in the military.” (Note: Some students may share details from the reading they did for homework. However, it is not necessary for them to have understood all of the reading at this point in the lesson.)</li><li>• Tell students that they will reread pages from <b><i>Promises to Keep</i></b> to learn more about how these two individuals had an impact on the world and how a specific event influenced Jackie Robinson’s life.</li><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can describe the influences on Jackie Robinson’s life in the 1930s.”</li><li>* “I can explain what caused Americans to believe that there was ‘victory over racism’ during the 1930s.”</li></ul></li><li>• Focus students on the word <i>influences</i> and ask students to share what they think that word means. Listen for: “something that has an effect or impact on someone.” If students do not know, define this key term.</li></ul>	



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Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students where they have seen the phrase “victory over racism.” Students should point out that it was in the reading on page 17. Explain to students that in this context, the word over does not mean “on top of.” Invite students to turn to their partner and discuss:<ul style="list-style-type: none"><li>* “What is <i>racism</i>?”</li><li>* “What does ‘victory <i>over</i> racism’ mean?”</li></ul></li><li>• Cold call a few students to share. Listen for comments such as:<ul style="list-style-type: none"><li>– “Racism is when people are discriminated against because of the color of their skin or the race they belong to. The phrase means ending racism or winning against racism.”</li><li>* Say: “Notice that we are now discussing a new decade in history—the 1930s. We will add to our anchor chart at the end of the lesson for that era.”</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading Closely: What Influenced Jackie Robinson as a Teenager (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students in their groups of four. Be sure students have their <i>Promises to Keep</i> text and their <b>students' journals</b>.</li> <li>Refer students to the <b>Close Readers Do These Things anchor chart</b>. Ask students to remind the class of what close readers do after they have gotten the gist. Call a few students to share out. Listen for: <ul style="list-style-type: none"> <li>* “Read the text again, but now for something more specific.”</li> </ul> </li> <li>Tell students they are going to reread the pages they read (for the gist) for homework. Ask students to open their books to page 16. Set purpose: As you read aloud, they should follow along and listen for the people or events that influenced or impacted Jackie Robinson’s life as a teenager.</li> <li>Read aloud page 16, ending with the first full sentence on page 17: “Mack had won a silver in the 200-meter dash.” Ask students to discuss with their group members: <ul style="list-style-type: none"> <li>* “What people or events were influences on Jackie Robinson’s life when he was a teenager?”</li> </ul> </li> <li>Remind them to show their peers where in the text they saw that. Give students 2 to 3 minutes to discuss.</li> <li>Briefly review the concept of <i>cause and effect</i> with students. Ask: <ul style="list-style-type: none"> <li>* “What is the relationship between a <i>cause</i> and an <i>effect</i>?”</li> </ul> </li> <li>Ask a few students to share their thoughts. Listen for: “A cause makes an effect happen. An effect is a result of a cause.” Elaborate with an example: “When Meg Lowman (the scientist we learned about in <i>The Most Beautiful Roof in the World</i>) was conducting experiments, she put a mesh bag over some branches. The cause was her action: she put the bag over the branches. The effect, or result, was that the ants could not get to the leaves.”</li> <li>Clarify a few key points about cause and effect: <ul style="list-style-type: none"> <li>– When trying to understand the relationship between people and events in text, it is important to think about cause and effect. (That’s not the only kind of relationship there is, but it’s one common one.)</li> <li>– With people’s behaviors and choices, it’s not always quite as simple as “cause” and “effect.” However, it is still a useful way to think about why people do what they do, or what helps us become who we are.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intentionally group stronger readers with those who struggle with reading at grade level.</li> <li>Provide students who may have difficulty determining the influences on Jackie Robinson’s life with pre-highlighted text.</li> <li>Some students may benefit from a partially filled-in Causes and Effects note-catcher.</li> </ul>





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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students they will be considering some things that “caused” Jackie Robinson to become the kind of person he was. To help think about cause and effect, they will use a new note-catcher.</li><li>• Project the <b>Causes and Effects note-catcher</b>. Ask students to copy it onto a new page in their journal.</li><li>• Draw students’ attention to the right-hand column, Effects. Read aloud what is written in the first box: Jackie Robinson managed to “avoid serious trouble” as a teenager. Ask students to find where in the text this statement is written. Students should point out the third paragraph on page 16.</li><li>• Focus students on the left-hand column of the chart, Causes. Say: “According to the text, there were several things that helped cause Jackie Robinson to make the decision to stay out of trouble during this time in his life. These were the influences on his teenage years.”</li><li>• Cold call a few students from different groups to share what they discussed earlier with their group members. Listen for, and record, the ones listed in the <b>Causes and Effects anchor chart (for teacher reference)</b> in the supporting materials. Add students’ comments to the anchor chart.</li><li>• Ask students what clues the author used to help readers know that there were several influences or “causes.” Ask a few students to share. Listen for: “first” and “second” and “another.”</li><li>• Point out that causes and effects are not always signaled so clearly (with ordinal or transition words) in a text.</li><li>• Tell students that next they will work in their groups to reread the next section to identify the causes for the second effect listed in the note-catcher: “Americans believed that they had won a victory over racism during the 1930s.”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud the learning target:<ul style="list-style-type: none"><li>* “I can use information shared by my group members to help deepen my understanding of the main ideas in <i>Promises to Keep</i>.”</li></ul></li><li>• Remind students they will continue to work on the second learning target (identifying causes and effects) and also will be deepening their understanding of the text through discussion.</li><li>• Ask students to work in their groups to do the following:<ol style="list-style-type: none"><li>1. Reread independently the last paragraph on page 16 and all of page 17 for causes of: “What led Americans to believe that they had won a victory over racism during the 1930s?”</li><li>2. Write in the note-catcher the effects from the text.</li><li>3. Discuss with other members of your group the effects from the text. Be sure to show where you found them in the text.</li><li>4. Revise your thinking and writing according to what was discussed in your group.</li></ol></li><li>• Give students approximately 8–10 minutes to work. Circulate and listen to discussions, providing support and redirection when needed.</li><li>• Invite a few groups to share with the class the causes they found in the text and where they found them. Record them on the projected note-catcher for all students to see and reference. In particular, listen for, and record, the ones that are listed in the anchor chart (for teacher reference; see supporting materials).</li></ul>	<ul style="list-style-type: none"><li>• Consider rereading aloud the text for specific groups that may have several struggling readers during group work time.</li><li>• Some students may need pre-highlighted text with specific sentences that indicate the causes for why Americans believed they had won a victory over racism during the 1930s.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Vocabulary to Deepen Understanding (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>Display the <b>Vocabulary Strategies anchor chart</b> to refresh students’ memory of strategies they have used.</li> <li>Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for:             <ul style="list-style-type: none"> <li>* “To deepen our understanding of the text.”</li> <li>* “Understanding key or unknown vocabulary helps us understand the text better.”</li> </ul> </li> <li>Place the class members in pairs and distribute two <b>index cards</b> to each student.</li> <li>Draw attention to the vocabulary words projected, or listed. Assign each pair one of the words. Tell them that in a minute they will share with pairs who defined other words. Give directions:             <ol style="list-style-type: none"> <li>Locate your one word in the text. Reread the sentence where it is written and use context clues and apply vocabulary strategies to help determine the meaning.</li> <li>Discuss what you think the word means.</li> <li>Record the word onto an index card.</li> <li>Turn the card over and write the definition, or a synonym, and draw a visual for the word.</li> </ol> </li> <li>Give partners 3–5 minutes to work. Circulate to each pair to ensure that the definition they agreed upon is accurate:             <ul style="list-style-type: none"> <li>– <i>factors</i> (16): things that contribute to an outcome</li> <li>– <i>avoid</i> (16): to keep away from</li> <li>– <i>devotion</i> (16): dedication</li> <li>– <i>instill</i> (16): cause</li> <li>– <i>idol</i> (16): role model</li> <li>– <i>superiority</i> (17): the quality of being better than everyone/everything else</li> <li>– <i>snubbed</i> (17): avoided or treated with indifference</li> <li>– <i>riding</i> (17): dependent on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intentionally partner students who struggle with language with those who are stronger readers and writers.</li> <li>List the directions for completing vocabulary cards so that students can refer to them as they work.</li> <li>Consider allowing students who struggle with writing to dictate their definitions to their partners or to just draw the visual.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review the Give One, Get One protocol with students. Tell students they will now give their information about their vocabulary word to another student and get that student's vocabulary word information.</li><li>• Have each student find another partner, one with a different word. Give students 2 or 3 minutes to copy the information from each other's vocabulary cards onto their second index cards.</li><li>• If time allows, cold call a few students to share out their word, the definition, and the visual they drew.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Focus their attention back to the <b>Jackie Robinson and Life in America anchor chart</b>.</li><li>• Say: "As we read today we learned more details about Jackie Robinson and Americans in the 1930s." Ask students to take one minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart:<ul style="list-style-type: none"><li>* "What was happening in the 1930s?"</li></ul></li><li>• Ask several students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none"><li>– "African Americans were standing out as athletes."</li><li>– "Many African Americans won medals in the 1936 Olympics."</li><li>– "Jackie Robinson stayed out of trouble."</li></ul></li><li>• Add students' ideas to the anchor chart.</li><li>• Read the learning targets aloud. Ask students to choose one that they thought they met well during this lesson. Invite them to turn to a partner and share the learning target and why.</li><li>• Ask students to choose a learning target from today's lesson that they feel they need to work on further. Invite them to turn to their partners and now share that learning target and why they chose it. Circulate and listen to partner discussions, taking note of students who struggle trying to determine a learning target they met, or ones that feel particularly challenged by all learning targets.</li><li>• Distribute <b>three index cards</b> to students for homework.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with other students who speak the same home language for debrief.</li></ul>



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Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Choose three more of the following vocabulary words from the lesson today: <i>influences</i>, <i>racism</i>, <i>cause</i>, <i>effect</i>, <i>factors</i> (16), <i>avoid</i> (16), <i>devotion</i> (16), <i>instill</i> (16), <i>idol</i> (16), <i>superiority</i> (17), <i>snubbed</i> (17), <i>riding</i> (17)</li><li>Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your three index cards as an admit ticket to the next class. □</li></ul> <p><i>Note: Review vocabulary folders and students' journals.</i></p>	<ul style="list-style-type: none"><li>Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>Students who struggle with language may need to dictate the definitions of their vocabulary words to someone at home.</li></ul>



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## Supporting Materials



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### Jesse Owens Competing in the 1936 Olympics in Berlin



Jesse Owens 1936





Adolf Hitler in the Reviewing Stands  
1936 Olympics



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Foto: o. Ang. | 6. Februar 1936

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Causes and Effects Note-catcher

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

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

Causes	Effects
	Jackie Robinson avoided serious trouble as a teenager.
	Americans believed that they had won a victory over racism during the 1930s.



Causes and Effects Anchor Chart  
(For Teacher Reference)

Causes	Effects
<b>His devotion to his mother and the values she instilled in him.</b>	Jackie Robinson avoided serious trouble as a teenager.
<b>His love of athletics.</b>	
<b>His older brothers.</b>	
<b>The US relay team won the gold medal at the 1936 Olympics.</b>	Americans believed that they had won a victory over racism during the 1930s.
<b>Jesse Owens won four gold medals at the 1936 Olympics.</b>	
<b>Mack Robinson won a silver medal in the 1936 Olympics.</b>	