

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

**Synthesizing from Informational Texts:** Main Idea and Key Details from *Promises to Keep* (Pages 8–10)

## 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 summarize informational text. (RI.5.2)

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

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

## Supporting Learning Targets

- I can determine the main idea of a timeline and explain how the main idea is supported by key details.
- I can determine the main idea of a passage of text from *Promises to Keep* and explain how the main idea is supported by key details.
- I can synthesize information from a timeline and passage of text to write a summary statement.
- I can quote accurately from the text to explain segregation laws in America.

# Opening

- A. Homework Review and Engaging the Reader  
(5 mins)

Take out the four index cards that you completed for homework.

We're going to do the Quiz-Quiz protocol (without the trading).

Take 2 minutes with a partner to Quiz-Quiz with **AT LEAST 2** of your vocabulary cards.

Share your responses to the homework question:

What does Sharon Robinson admire about her father, Jackie Robinson?

Place vocabulary cards in your envelope, and turn in your response to the question card.

## **B. Engaging the Reader: Text Features of Biographies (5 mins)**

Let's review the features that we've already listed on our Text Features Anchor Chart for a biography.

Let's focus our attention on pages 8 and 9 in *Promises to Keep*.

Are there any additional text features that you notice on these pages that we can add to our anchor chart?

Look closely at the image of sheet music on page 9. This is a *historical artifact*. A *historical artifact* is an object or item that was made by people in the past. These artifacts are interesting because they give us insight into the customs or beliefs of people during a time before our own.



How do these different text features help us as readers?

Today you will read to learn more about what life was like for African Americans in the United States before Jackie Robinson was born, so you can better understand the cultural barriers he overcame during his lifetime.

# Work Time

- A. Reading Timelines: Determining Main Idea and Key Details (15 mins)

# Learning Target

I can determine the main idea of a **timeline** and explain how the main idea is supported by key details.

What is a ***timeline***? What word parts do you recognize?

Let's look at the timeline that runs across the bottom of pages 8 and 9. Even though the dates and information are written in boxes rather than on an actual line, this is still an example of a timeline because it shows a chronological sequence of events.

We'll be working with timelines a lot in this unit, thinking about what was going on in America during key periods in history.

As we begin this new section of text, what will be the first things we do?

- Read to determine the gist
- Summarize the main idea of the text.

The first read will be aloud. Follow along silently and think about:

What is the main idea of the information from this timeline?

Text	Main Idea	Supporting Details
<b>Timeline 1619–1870</b>		
<b>“A Black and White World” (page 8 through first paragraph of page 10)</b>		

**1619**

People kidnapped from Africa are brought to the Virginia colony.

**1787**

The U.S. Constitution does not mention slavery, but it does ban the importation of slaves as of 1808.

**1776**

There are approximately 2 million slaves in the American colonies. After the American Revolution (1775–1783), approximately 55,000 free black people live in what is now the United States.

**1861–65**

The Civil War rages between the Union (the North) and the Confederacy (the South).

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**1863**

President Abraham Lincoln signs the Emancipation Proclamation, which frees slaves in the Confederate states.

**1865**

The Thirteenth Amendment to the Constitution makes slavery illegal everywhere in the United States.

**1868**

The Fourteenth Amendment guarantees all people born in the United States, including African Americans, citizenship and equal protection under the law. Native Americans are not included.

**1870**

The Fifteenth Amendment grants all adult male citizens the right to vote.

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# Think-Pair-Share

What was the information in this timeline mostly about?



Text	Main Idea	Supporting Details
<b>Timeline 1619–1870</b>	<p>Africans were brought to America as slaves</p>	
<b>“A Black and White World” (page 8 through first paragraph of page 10)</b>		

What do we often do during the second reading of a text?

We're going to identify key details to support our main idea

# Jigsaw Protocol

Decide who will be A, B, C, and D in your group

- A. 1619 and 1776
- B. 1787 and 1861-65
- C. 1863 and 1865
- D. 1868 and 1870

Each person focus on their pieces of the timeline

## **You have 3-4 minutes to:**

1. On your own, read your two boxes of the timelines to identify key details that support our main idea.
2. With your group, discuss the supporting details you identified, and how they support the main idea.

One student from each group can paraphrase the details you identified and share out to the whole class. Make sure to include the years that are associated with each detail.

Record AT LEAST 3 key details that support the main idea

## **B. Rereading and Summarizing: “A Black and White World (20 minutes)”**

Learning Target:

I can determine the main idea of a passage of text from *Promises to Keep* and explain how the main idea is supported by key details.

This is the same target that you worked with for the timeline, but this time you will read a passage from the book to determine the main idea and supporting details.

# ***A Black and White World***

Notice the title of the chapter at the top of page 8.

You are going to hear this chapter and the first paragraph of the next chapter read aloud in order to determine what this passage is about.

(Read through the 1st paragraph on page 10)



# What was this passage mostly about?

Text	Main Idea	Supporting Details
<b>Timeline 1619–1870</b>	Africans were brought to America as slaves	
<b>“A Black and White World” (page 8 through first paragraph of page 10)</b>	Segregation was a part of life in America	

## **You have 6-8 minutes to complete with your group**

1. Independently read page 8- the first paragraph on page 10
2. Identify details that support the main idea:  
Segregation was a part of life in America
3. Talk with your group members about the details you identified that support the main idea
4. Paraphrase to record at least 3 supporting details in the last space of your note-catcher

What are some of the supporting details that you identified?

# Learning Target

I can synthesize information from a timeline and passage of text to write a summary statement.

What do you recall about the meaning of the word *synthesize*?

It means to combine ideas

## **You have 3-4 minutes to work with your group**

1. Review and discuss the main idea and details of the timeline
2. Review and discuss the main idea and details of the passage you read on pgs 8-10
3. Think and discuss: How can I synthesize the information from the timeline AND the passage to write a summary statement of the text?
4. On a new page of your journal, write a 1-2 sentence summary of today's text

## **C. Text-Dependent Questions: Segregation in Early America (10 mins)**

Learning Target

I can quote accurately from the text to explain segregation laws in America.

What does it mean to “quote accurately”?

# **segregated/segregation**

Record this word on one side of the index card.

*Segregated* or *segregation* are key words repeated in almost every paragraph of the reading, and they are very important terms for you to know.

# **segregated/segregation**

What do you think this word means from the context?

Segregation: Black and white people were kept apart by laws and customs.

This is a key term that you will encounter throughout this text and it's important to understand that America was segregated before and during Jackie Robinson's life and this was a major barrier that he encountered as an athlete.



# Text-Dependent Question

Text-Dependent Question for *Promises to Keep*; pages 8–10

**In what way(s) were segregation laws used to control black people?**

*Reread pages 9 and 10 to help you respond to the question. Make sure to use specific details from the text in your answer.*

## **You have 5 mins in your groups to:**

1. Reread pages 9 through the first paragraph on page 10
2. Think about, then discuss the text-dependent question with your group
3. Respond to the question in writing
4. Make sure to use the word segregated or segregation and specific details in your answer.

# **Closing and Assessment**

## A. Debrief and Reviewing Learning Targets

(5 mins)

# Jackie Robinson and Life in America anchor chart

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s–1800s	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

# **Learning Target-Fist to Five**

I can determine the main idea of a timeline and explain how the main idea is supported by key details.

I can quote accurately from the text.

# Homework

## Homework

- Read from the second paragraph on page 10 through page 13 of *Promises to Keep*. Write the gist of the passage in your journal.
- Choose three of the following vocabulary words from the lesson today: *timeline*, *historical artifact*, *main idea*, *supported*, *details*, *barriers*, *passage* (of text), *synthesize*, *summary*, *context*.
- 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.

**Timeline**

**Historical artifact**

**barriers**