

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)

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)

Opening

A. Homework Review (5 min)

Take out your index cards that you completed for homework, and turn in your gist statements.

Fold the Line

You're going to participate in a new protocol called Fold the Line.

I am going to read a gist statement from one of the index cards, then you'll do one of the following.

- If your gist statement was almost exactly the same , take your vocabulary cards and line up on the right of this line.
- If your gist statement was nothing like this one, take your vocabulary cards and line up on the far left
- If your statement was sort of similar, line up in the middle.

Now we'll fold the line so that we make 2 parallel lines by bringing the two ends of the line together.

Now that you have a partner, discuss:

Why did you line up where you did?

Share the vocabulary cards you created for homework

B. Engaging the Reader and Reviewing Learning Targets (5 mins)

I'm going to show you two images. I want you to turn to partner and discuss:

Who do you think are in these two images?

What is your evidence?



Jesse Owens



Adolf Hitler

Today you will reread pages from *Promises to Keep* to learn more about how these two individuals had an impact on the world and how a specific event influenced Jackie Robinson's life.

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 a “victory over racism” during the 1930s

“Victory over racism”

Where have you seen this phrase before?

You should remember it from the reading on page 17.

In this context, the word does not mean “on top of.”

“Victory over racism”

Turn to your partner and discuss:

- What is *racism*?
- What does “victory over racism” mean?

We are now discussing a new decade in history-- the 1930s...we will add it to our chart at the end of the lesson

Work Time

- A. Reading Closely: What Influenced Jackie Robinson as a Teenager (15 mins)

What do we do after we read for the gist?

We're going to read the text again, but now for something more specific.

You are going to reread the pages you read for homework. Open your books to page 16.

As I read aloud, you should follow along and listen for the people or events that influenced or impacted Jackie Robinson's life as a teenager.

(read p.16-... "200-meter dash" on p. 17)

Discuss with your group:

What people or events were influences on Jackie Robinson's life when he was a teenager?

Share your evidence from the text.

Cause-and-Effect

What is the relationship between a *cause* and an *effect*?

When trying to understand the relationship between people and events in text, it is important to think about cause and effect.

You will be considering some things that “caused” Jackie Robinson to become the kind of person he was.

To help you think about cause and effect, you will use a new note-catcher.

Find where in the text this statement is written.

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.

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

What clues did the author use to help readers know that there were several influences or causes?

Cause and effect is not always signaled so clearly in a text.

Next, you will work in your groups to reread the next section to identify the causes for the second effect listed on the note-catcher.

B. Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 mins)

Learning Target:

I can use information shared by my group members to help deepen my understanding of the main ideas in *Promises to Keep*.

In your group:

1. Reread independently the last paragraph on page 16 and all of page 17 for the causes of “What led Americans to believe that they had won a victory over racism during the 1930s?”
2. Write in the note-catcher the causes from the text
3. Discuss with other members of your group the causes from the text. Show your evidence
4. Revise your thinking and writing according to what was discussed in your group.

C. Vocabulary to Deepen Understanding (10 mins)

Learning Target:

I can determine the meaning of new words and phrases from context in the book *Promises to Keep*

Why do we want to determine the meaning of key or unknown vocabulary?

- To deepen our understanding of the text
- Understanding key or unknown vocabulary helps us understand the text better.

In pairs...

Each of you will get 2 index cards.

Each pair will receive 1 of the words to locate
and define

1. Locate your own word in the text. Reread the sentence where it is written and use context clues and apply vocabulary strategies to help determine the meaning
2. Discuss what you think the word means
3. Record the word onto an index card
4. Turn the card over and write the definition, or a synonym, and draw a visual for the word

Give One, Get One

You will now give your information about your vocabulary word to another student and get that student's vocabulary word information to record on your second card.

Closing and Assessment

- A. Debrief and Review Learning Targets (10 mins)

Jackie Robinson Anchor Chart

As we read today we learned more details about Jackie Robinson and Americans in the 1930s.

Take a minute to turn and talk with a partner about details we could add to the far right-hand column of the chart.

Homework

Record the 3 vocabulary words on their own index card and write a definition and draw a picture that illustrates each definition.

Racism, instill, snubbed