

Grade 5: Module 3A: Unit 2: Lesson 6

Comparing Multiple Accounts of the Same Topic:
The Story of Bus Desegregation (*Promises to Keep*,
Page 21)

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

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 compare and contrast multiple accounts of the same event or topic. (RI.5.6)

I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)

Supporting Learning Targets

- I can make connections between Jackie Robinson's personal history and the desegregation movement in America.
- I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context.

Ongoing Assessment

- Bus Desegregation Venn diagram
- Journal (response to prompt)

Opening

A. Engaging the Reader (5 mins)

“For a number of years, the Negro passengers on the city bus lines of Montgomery have been humiliated, intimidated, and faced threats on this bus line.

Paraphrase this first sentence in your journal.

What do you think this quote is about?

Who do you think the speaker was?

Do you know when these events took place?

What is a *boycott*?

A few days ago in lesson 1, we learned the word “legacy”. Recall with a partner what we meant by that word

A “legacy” is something special that is given by someone from the past.

Many people remember Jackie Robinson for the legacy he left. By breaking the color barrier in Major League Baseball, he allowed other athletes of color to also play, but today we're going to learn about another legacy that he left for us.

B. Review Learning Targets (5 mins)

I can make connections between Jackie Robinson's personal history and the desegregation movement in America.

Since you know the definition of “segregation”, what do you think “desegregation” means?

Work Time

- A. Building Knowledge about the 1930s and Bus Desegregation (10 mins)

Today we will focus on page 21. We will skip over page 20, since it is not essential to today's learning. You can read page 20 on your own at another time.

In order to understand the connection between the bus boycott and Jackie Robinson, you need to read about events that happened many years before the bus boycott.

Jackie Robinson Anchor Chart

Let's add the years 1939-1945 to our chart.

From the previous reading, what was happening in the world during these years?

Listen now for examples of when Jackie Robinson faced segregation.

Read along silently as I read page 21 out loud.

What was one example of segregation that Jackie Robinson faced while he was in the army?

This page includes evidence (facts and details) about two ways that Jackie Robinson fought against the injustice of segregation.

Independently do the following:

- Reread page 21
- In your journal, write at least 2 sentences paraphrasing the evidence you find on the 2 ways Jackie Robinson fought against the injustices of segregation.

B. Building Knowledge about the Montgomery Bus Boycott (20 mins)

Remember, we began the lesson by reading about and discussing the Montgomery bus boycott.

What do you notice about the date?

You will now think about the ways that these two events were the same and different.

We are going to watch a short video about the Montgomery bus boycott. You will hear Martin Luther King Jr. say the same quote you heard at the start of class

Purpose

You are to listen and watch for additional details about the incident.

Stop at 1:25



What additional information about the bus boycott did you get from watching this video?

Let's add these thoughts to what life was like in America during these years.

Following their months-long bus boycott, the black citizens of Montgomery, Alabama, got word that the Supreme Court had decided in their favor, and that the buses would have to desegregate. The boycotters' organization, the Montgomery Improvement Association, circulated the following flyer to advise people on how to behave in order to maintain the movement's nonviolent character and enjoy a dignified victory.

Integrated Bus Suggestions

December 19, 1956

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be reboarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in the face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed, it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study, and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept **goodwill** on the part of many.
2. The whole bus is now for the use of all people. Take a **vacant** seat.
3. Pray for **guidance** and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm **dignity** of our Montgomery people in your actions.
5. In all things observe ordinary rules of **courtesy** and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not **boast**! Do not brag!
7. Be quiet but friendly; proud, but not **arrogant**; joyous, but not boisterous.
8. Be loving enough to **absorb** evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. **Assume** that he will cooperate in helping you occupy any vacant seat.
2. Do not **deliberately** sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say, "May I" or "Pardon me" as you sit. This is a common **courtesy**.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and **goodwill** at all times.
5. In case of an **incident**, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose nonviolence you have **confidence**. You can uphold one another by glance or prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the **oppressor** and use moral and spiritual forces to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving **reconciliation** and social change.
9. If you feel you cannot take it, walk for another week or two. We have **confidence** in our people.

GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION
The Rev. M. L. King, Jr., President
The Rev. W. J. Powell, Secretary

Follow along as I read the first paragraph out loud.

Turn and talk about the gist of this paragraph?

Follow along as I read aloud the second paragraph.

What was the gist of this paragraph?

Each of you will be assigned one rule.

1. Circle the number of the rule to which you are assigned.
2. Read your rule carefully, and think about how the rule contributes to Dr. King's goal of ensuring that everyone behaves in a "safe, dignified, and nonviolent manner."
3. Look at the word that is in bold in your rule. Figure out its meaning from the context by looking it up, or by asking a friend.
4. Write the bolded word on a vocabulary index card, plus its definition and/or a picture that will help you remember the meaning on the back.

Find a partner that read the same rule, discuss:

How did this rule contribute to Dr. King's goal?

C. Comparing and Contrasting Experiences (15 mins)

You will now work with both the “Rules for Riding Desegregated Buses” and page 21 of *Promises to Keep*.

Closing and Assessment

A. Debrief and Review Learning Targets (5 mins)

What are some of the connections between Jackie Robinson's personal history and the desegregation movement?

Homework

- Read pages 22-25 of *Promises to Keep*
- Write the gist on 1 index card
- Choose 3 of the following words today and write each on their own card along with a definition: **desegregation**, **boycott**, **nonviolent**, **dignified**, **integrated**.