

Grade 5: Module 3A: Unit 2: Lesson 7

Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II (*Promises to Keep*, Pages 22–25)

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

I can make inferences using quotes from the text. (RI.5.1)

I can summarize an informational text. (RI.5.2)

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

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

I can introduce the topic of my opinion piece. (W.5.1a)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about segregation in professional baseball after World War II.
- I can infer journalists' opinions about segregation in professional baseball after World War II.
- I can write a sentence that states an opinion about segregation in professional baseball after World War II.

Opening

A. Homework Review (5 mins)

You are going to participate in a Vocabulary in Action activity in which you will show an action that demonstrates the meaning of one of the vocabulary words you defined for homework.

Pair up and take 2 minutes to complete the following:

1. Choose 1 vocabulary word from your hw cards that you can pantomime
2. One partner takes 20 seconds to act the word out for their partner to guess.
3. Second partner follows the same 2 steps
4. As time allows, repeat with remaining.

B. Engaging the Reader (5 mins)

Features of Informational Text Anchor Chart

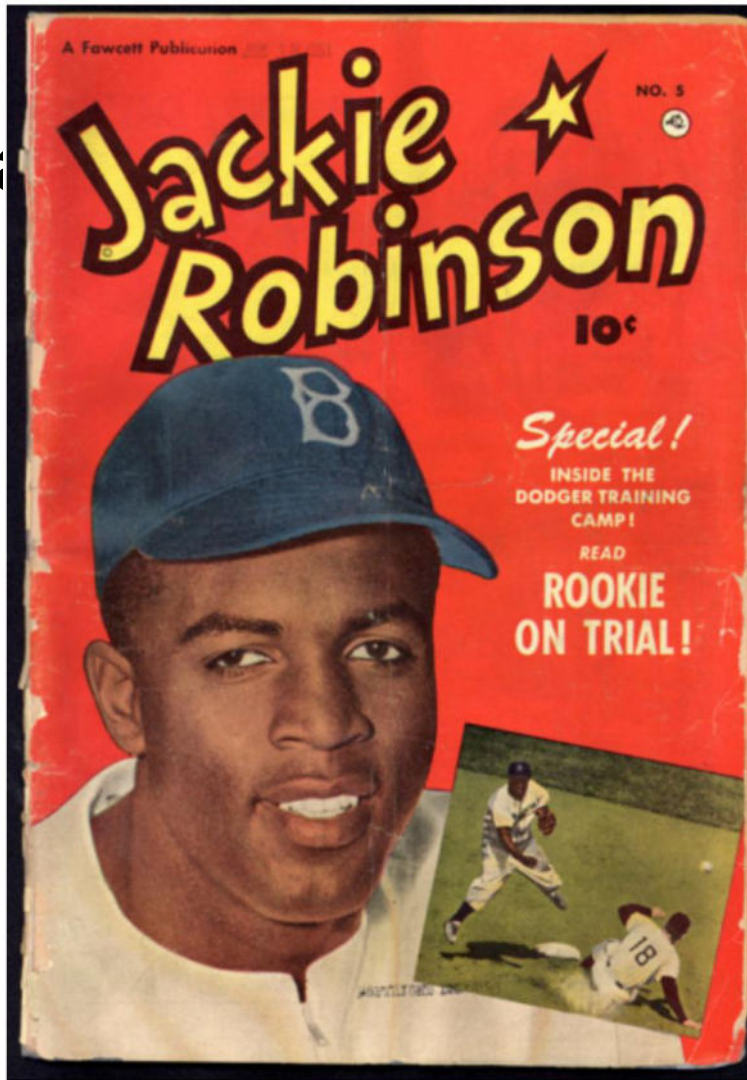
Notice the addition of historical
newspapers/magazines to the chart.

You are going to examine images of a sports newspaper and magazine from the 1940s-1950s in order to identify the features of articles published during that time.

What do you need to be a professional athlete?



Turn and talk a



you notice

Today, you will closely read a passage from *Promises to Keep* to understand how some sports journalists brought attention to and tried to end segregation in American Baseball after World War II

Work Time

- A. First Read: Getting the Gist about Segregation in the United States after World War II (10 mins)

Learning Target

- I can summarize the information in *Promises to Keep* about segregation in professional baseball after World War II

Open to page 22. Follow along silently as I read pages 22-25 aloud.

Share the gist with an elbow partner

What was Major League Baseball like for African American ballplayers after World War II? What is your evidence?

Gist

Turn to a new page in your journal to record the gist of this passage

B. Second Read: Inferring Journalists' Opinions (15 mins)

I can infer journalists' opinions about segregation in professional baseball after World War II

In unit 1 you worked to infer an author's opinion when you read about the importance of sports in American culture, in addition to the work you did in lesson 4 of this unit.

What is an *opinion*?

Focus your attention on the first paragraph of page 24

Determined to end institutionalized discrimination in baseball, sportswriters such as Wendell Smith of the *Pittsburgh Courier*, Frank A. Young of the *Chicago Defender*, Art Cohn from the *Oakland Tribune*, Sam Lacy of the *Baltimore Afro-Americans*, and Shirley Povich of the *Washington Post* wrote daily articles on the injustice of segregation within professional sports. They appealed to the Baseball Commissioner, to the owners of teams, to the ballplayers themselves, and to the fans who supported the game.

Think, then discuss

How did these sportswriters feel about segregation in professional sports?

Page 25

These were some questions that journalists in the 1940s and 1950s asked themselves about the segregation of professional baseball in America.

(read question by question)

Given that we know these sportswriters felt segregation in professional sports was wrong, think about how we could use this question to help us think about the journalist's *opinion* about baseball.

Remember, an author's opinion is WHAT he or she believes and can support with reasons and evidence.

How might you use this question to help you think about the journalists' opinions about baseball.

Is this an opinion? Could someone disagree with or argue against the statement? Does it tell us WHAT the author believes?

Each group will work together to form an opinion based on one of the other three questions on page 25.

Work with your group members to complete the following:	OPINION	Read your “Question Strip” and think about what it means.
		Focus on the key vocabulary in bold. Use a strategy from the Vocabulary Strategies anchor chart to help determine the meaning of these words. Discuss with your groups members:
		<ul style="list-style-type: none">• What do these words mean?
		<ul style="list-style-type: none">• How do these words help you think about what this question is about?
		<ul style="list-style-type: none">• Think about and discuss: Based on this question journalists were asking, what can you infer about journalists’ opinions?
		<ul style="list-style-type: none">• On a new page in your journal, independently write an opinion sentence based on the journalists’ question.

C. Writing an Opinion Statement: Segregation in Baseball (20 mins)

Learning Target:

I can write a sentence that states an opinion about segregation in professional baseball after World War II.

Based on what you have read so far, you are now going to write a sentence that shares an opinion about segregation in professional baseball.

You can imagine that this sentence would be part of the introduction of an article one of the journalists might have written.

Before we begin to write an opinion statement, we will review and critique some examples.

This will help us determine the criteria for a strong opinion statement.

What do you know about the meaning of the word *criteria*?

1. Baseball is the most entertaining of all professional sports.
2. The Jim Crow era was the worst period in American history.
3. Jackie Robinson was an amazing baseball player.
4. The Harlem Renaissance produced the greatest African American artists of the 20th century.
5. Journalists have better opportunities to influence social change than most people.

What are the words in each sentence that let you know it's an opinion

What patterns do you notice in these sentences?

A good opinion statement will include:

- The topic: the person, place, or thing that will be written about
- A “judgement” about the topic, such as “it is the best/worst/most/amazing”

Now, you will write an opinion statement about segregation in professional baseball after World War II.

As you prepare to write your sentence, think about what you read today and the opinions that journalists of the time had about this topic.

Think then discuss:

- Based on what you have read so far, what is your opinion about segregation in baseball after World War II?
- Make sure to include a “judgement” word or phrase in your sentence (best, worst, terrible, etc)
- On your own, on the next blank page, write an opinion statement about segregation in professional baseball after WW II

Closing and Assessment

A. Debrief and Reviewing Learning Targets (5 mins)

Life in America Anchor Chart

As we read today, we learned many more details about what life was like in America for African Americans after World War II, in the 1940s-1950s

Turn and talk with a partner about details that we could add to the far right-hand column of the anchor chart, “What Was Happening in America?” for the 1940s-1950s

Learning Target: Thumb-O-Meter

I can summarize the information in *Promises to Keep* about segregation in professional baseball after World War II.

I can infer journalists' opinions about segregation in professional baseball after WW II

I can write a sentence that states an opinion about segregation in professional baseball after WW II

Homework

- Read the timelines on pages 8, 9, and 25
- On one index card, write 1 similarity and one difference between the two timelines. Justify your answer with one reason. Support your answer with at least 2 pieces of evidence from the text (p 22-25)
- 2 vocabulary words: democracy and denied