

Grade 5: Module 3A: Unit 2: Lesson 13

Developing an Opinion Based on the Textual

Evidence: Jackie Robinson's Role in the Civil Rights Movement (*Promises to Keep*, Pages 50–57)

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

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about Jackie Robinson's role in the civil rights movement.
- I can explain Jackie Robinson's impact on civil rights, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.
- I can support my opinion with reasons and evidence from the text.

Opening

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

Take out your homework from last night. Turn and talk with your partner about what information from pages 46-49 of *Promises to Keep* can be added to the right-hand column of the chart:

“What was happening in America” for the 1940s-50s

We have read a great deal about the ways Jackie Robinson affected American society by breaking the color barrier in Major League Baseball.

Today we will continue to read about Jackie Robinson's life and learn about his role in the civil rights movement, as well as begin to write about opinions you form using reasons and evidence from the text.

Work Time

- A. First Read: Getting the gist about Jackie as a “Civil Rights Champion” (10 mins)

Learning Target

- I can summarize the information in *Promises to Keep* about Jackie Robinson's role in the civil rights movement.

Look over pages 50-57 and identify the text features you notice from these pages.

How do these features help you as a reader?

A Civil Rights Champion

Think about the title of this chapter...what is the meaning of the term *civil rights*?

What is a *champion*?

Jackie Robinson was, in fact, an athletic champion: He helped to win many baseball games.

However, in the context of this chapter title, the word *champion* means someone who feels so strongly about something that they want to do something about it.

What does Jackie Robinson feel strongly about?

Follow along silently as you hear a first read of pages 50-57.

Discuss with your group: What is the gist of this chapter?

What was Jackie Robinson's role in the civil rights movement?

Work Time

B. Second Read: Developing an Opinion Based on Evidence (15 mins)

Learning Targets

- I can explain Jackie Robinson's impact on civil rights, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.

Today you will work to develop your **own** opinions about Jackie Robinson's impact on American society, rather than identifying the author's (Sharon Robinson's) opinion as you have in previous lessons.

What does it mean to “develop” an opinion?

You have to decide WHAT you think about Jackie Robinson.

You must make a judgement about Jackie Robinson.

Before we can develop an opinion about a topic, we have to know some facts and details about the topic so we can support our opinions with evidence.

Our topic for this unit is Jackie Robinson's impact on American society. Up to this point, we have read mainly about Jackie's impact on society through his participation in Major League Baseball.

What we don't know much about yet, it what Jackie Robinson's impact on society was after he stopped playing baseball.

When we want to learn more about a topic, it often helps to ask a question to help focus our attention on the most important details

As you independently reread pages 52-57, you will be marking quotes in the text that give facts and details (evidence) to help answer the question:

After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?

Work with your group members to complete the following: □ **7-8 mins**

1. Think about the question: After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?
2. Independently reread the text on pages 52–57 to locate facts and details (evidence) that answer the question.
3. Mark 7–10 facts or specific details that you locate with evidence flags.
4. Look for any of the following words that show up in your chunk of the reading. Be sure to use context clues to figure out what the word means. Think about why this word is particularly important given what your chunk of the text is about.

a. *demonstrations*

b. *inducted*

c. *diversity*

d. *address*

e. *equality*

f. *philosophy*

1: Page 52

2: Page 54-55

3: Page 56

4: Page 57

5. Think about and then discuss with your group members: Do the facts and details you located help to answer the question?

Discuss with your group:

What opinion do you have about Jackie Robinson as a champion for civil rights?

C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 mins)

I can support my opinion with reasons and evidence from the text.

MY Opinion (WHAT I believe about the topic; a “judgment”):

What’s different on this organizer?

Reason #1: (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	

Reason #2:	
Evidence (facts, details, information):	
Evidence:	
Evidence:	

Part I:	
OPINION	<ul style="list-style-type: none"> Think about and discuss: What is your opinion of Jackie Robinson as a champion for civil rights?
	<ul style="list-style-type: none"> On your graphic organizer, write a topic sentence that states an opinion (on the line below: "MY Opinion").
	<ul style="list-style-type: none"> Make sure to use a "judgment" word in your sentence.
REASON	<ul style="list-style-type: none"> Reread your first chunk of text (1, 2, 3, or 4) to help you identify a reason to support your opinion (WHY you believe the opinion).
	<ul style="list-style-type: none"> On your graphic organizer, write one reason WHY you believe your opinion (in the space next to: "Reason 1").
	<ul style="list-style-type: none"> Use words or phrases from the text in your reason.
EVIDENCE	<ul style="list-style-type: none"> Review your evidence flags to choose three facts and specific details that relate to Reason 1 and that support your opinion.
	<ul style="list-style-type: none"> On your graphic organizer, paraphrase and record evidence in each of the three "Evidence" rows (under Reason 1).
	<ul style="list-style-type: none"> Use words or phrases from the text in your paraphrased evidence.

1: Page 52
2: Page 54-55
3: Page 56
4: Page 57

MY Opinion (WHAT I believe about the topic; a “judgment”):

What’s different on this organizer?

Reason #1: (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	

Reason #2:	
Evidence (facts, details, information):	
Evidence:	
Evidence:	

Take 8-10 minutes to complete part 2

Part II:	
REASON	<ul style="list-style-type: none">• Reread another chunk of text (1, 2, 3, or 4) to help you identify a second reason to support your opinion (WHY you believe the opinion).
	<ul style="list-style-type: none">• On your graphic organizer, write another reason WHY you believe your opinion (in the space next to: "Reason 2").
	<ul style="list-style-type: none">• Use words or phrases from the text in your reason.
EVIDENCE	<ul style="list-style-type: none">• Review your evidence flags to choose three facts and specific details that relate to Reason 2 and that support your opinion.
	<ul style="list-style-type: none">• On your graphic organizer, paraphrase and record evidence in each of the three "Evidence" rows (under Reason 2).
	<ul style="list-style-type: none">• Use words or phrases from the text in your paraphrased evidence.

What is your opinion of **how Jackie Robinson used his popularity to champion civil rights?**

Closing and Assessment

A. Debrief and Review Learning Targets (5 mins)

As we read today, we learned many more details about Jackie Robinson's impact on society through his involvement in the civil rights movement.

Let's add 1950s-1970s, "After Jackie Robinson retired from baseball."

What can we add to the far right column of the anchor chart, "What was happening in America?"

“I can summarize the information in *Promises to Keep* about Jackie Robinson’s role in the civil rights movement.

How would you rank your progress towards this standard?

4 index cards...

Homework

- Reread pages 50–57 of *Promises to Keep*. On one of your index cards, write one thing that was happening in America during the 1960s.
- Choose three of the following vocabulary words from today's lesson: *impact, develop, civil rights, champion, demonstrations, inducted, diversity, address, equality, philosophy*.
- 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 a definition for the word. Bring your index cards as an admit ticket to the next class.