Unit 1 /Week 4

Title: Dear Mrs. Parks

Suggested Time: 5 days (30 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8; W.5.2, W.5.4, W.5.9; SL.5.1; SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions:

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Rosa Parks, the “mother of the modern-day civil rights movement,” is often considered a role model for others. Role models provide examples of how to overcome difficult situations, how to set and achieve goals, or how to contribute to society, among many other things.

Synopsis

Mrs. Parks gives advice to students on a variety of issues by answering some of the letters she has received over her lifetime. She embeds her understandings of building character, making a difference in the lives of others, and developing personal character throughout these letters.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| When people give you **advice**, they tell you what they think you should do in a specific situation. On page 94, Rosa says, “You can never learn very much if you do not ask questions.” What evidence does she give to explain this advice?  | She says that questions are more important than answers and that one should not be afraid to admit when s/he doesn’t know an answer to something because that means you are on the path to learning. “The right question and a steady mind to listen help us to grow and build confidence and character. Questions help you make better choices in life.” |
| **Confidence** means belief in yourself and your abilities. **Character** means having the qualities of honesty, courage, and the like. What does Rosa say will help you to grow and build confidence and character? (page 94) | She says that you learn more when you ask questions. Then you are on the path to learning and the questions and their answers will help you to make better choices in life. |
| Rosa says, on page 95, “No one knows everything.” How do you know that Rosa believes that? | We know Rosa believes that no one knows everything, because even though she is older, she is still learning new things. She is learning to “keep up with correspondence” (written communication, like letters or emails) online on the Internet. She is learning about things related to “cyberspace.” |
| Even though Rosa Parks is 83 years old, she says, “Age does not determine what we know.” Why does she answer Richard’s letter in this way? | Richard said that she must know everything now because she is 83 years old. She tells him that age doesn’t determine what we know and gives examples of things she is still learning. She says there are young geniuses in life. She also says that Richard’s dad knows quite a bit. |
| When someone makes fun of you, they **ridicule** you. Using evidence from the text, why does Shata think her peers, or other students her same age, will ridicule her? Also using evidence from the text, when Rosa says, “Each person in life has certain gifts or talents to give back to life,” what does she mean? (page 97) | Shata thinks her peers will ridicule her because she gets good grades and she is worried about fitting in. Rosa reassures Shata that others feel just like her. When she tells her that everyone has certain gifts or talents to give back to life, she means that Shata should continue to work hard, not be discouraged, and do her best. She wants Shata to understand that “we are all leaders of something in life,” meaning that everyone has unique strengths and talents which others should pay attention to. |
| What is personal dignity? How did Rosa’s grandmother teach her the importance of personal dignity? (page 99) | Someone who behaves with dignity is deserving of respect and has a sense of his/her own value or importance. Rosa learned the importance of treating others with respect because she watched her grandmother care for others. She learned the history of family and community.  |
| Adrienne wonders what her great-grandmother’s stories have to do with her life. Rosa said, “She seeks to inspire you by sharing stories of the past, of good times and bad times.” **Inspire** means to make someone want to do something. What does Adrienne’s grandmother want to inspire her to understand? | Adrienne can learn about mistakes from the past and also, she can learn about human nature. The way people act, or human nature, does not change. Rosa says that the lessons she (the great-grandmother) learned still apply to life today. The stories Adrienne’s grandmother tells her are “preparing her (Adrienne) to take her place in the world of tomorrow.” Her grandmother tells her she can learn from the mistakes of others, which will keep her from making the same mistakes. |
| Who are Rosa Park’s role models? What do they teach her? (page 101) | One of Rosa Park’s role models was her grandmother who taught her about personal dignity. “She was informed about her ancestors and those people who paved the way for the freedoms we now have.”  |
| She also considers her **ancestors,** or members of her family who lived before her, to be her role models. She says, “they paved the way for the freedoms we now have.” What does this phrase mean? (page 101) | Through the ancestors’ courage, faith, and sacrifices – they made progress easier for those born later in her family.  |
| What reasons does Rosa give for being proud to be an American on page 103?(Teacher may need to provide direct instruction on some of these phrases and what they mean.) | Rosa says that “America is a wonderful country.” She says that slavery has been abolished and child labor laws established. Women have the right to vote and have taken positions in politics, the arts, sciences, and business. She goes on to say that America is a model for, “every other developing country in the world for achieving justice and equality for its citizens.” In other words, Americans have worked hard to make life better for every person. |
| On page 103, the author uses the word *herstory*. What does this mean? What words or phrases in the text help you to know this? | It means the history of women’s accomplishments. It is used in the same sentence as the word *history*, and the previous sentence tells about women’s accomplishments. It plays off of the word **his**tory – and the word “his.”  |
| In the last letter, from Larry, he asks how he can make a difference. What does Rosa encourage him to do? Why is this a fitting answer with which to end the story? | She encourages him to serve others. She tells him to consider his career, community, and church. She suggests working with young people and sharing his talents with others. Rosa ends with this letter and answer, as it helps to sum up what she has done throughout this “story.” She has tried to serve others and help young people by helping them with their questions. In this way, she has shared her talents with others. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | p. 92 – advicep. 94 – confidence, characterp. 95 - correspondencep. 97 – ridiculedp. 101- ancestorsp. 103 – history, herstory | p. 92 – modern-day, civil rights movementp. 94 – certain, steadyp. 95 – determine, geniusesp. 97 – developments, developing, potential, valuesp.101 – faith, freedoms, sacrifices, inspirep.103 – abolished, established, humanity, constitution, equality, poor race relations, better society, obstacles(not worth knowing but fast map it)p. 94 - aerobicsp. 97 – for granted |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | p. 99 – respect, personal dignity | p. 92 –couragep. 94 - fascinatedp. 95 –cyberspacep. 96 - peersp. 97 - discouragep.101 – ancestors, future generations, human naturep.104 –council, mentor, impact |

Culminating Task

* Rosa encourages Larry, one of the students who wrote to her to **council** or advise others. In other words, she encouraged him to be a mentor. How is Rosa Parks a mentor or role model to the students who wrote her letters? Provide evidence from at least two letters from the text in your answer.

**Answer:** She is constantly learning and asking questions to make better choices in life; she believes that if “you” start leading, others will soon follow; she believes in treating others with respect; she says you can learn from the courage, faith, and sacrifices of your ancestors, etc.

Additional Tasks

* Do you think that Mrs. Parks provides good reasons for believing America is a wonderful country on page 103? Explain your answer.

**Answer:** Answers may vary.

* Why do you think this book was presented in the form of letters, rather than as a biography or an article?

**Answer:** She was able to share advice on a variety of topics besides what she is most famous for and with an audience (young children) that might not normally choose to pick up an autobiography or article.

* Rosa Parks refused to give up her seat on a bus in a time when she did not have the same “rights” as others. This showed great courage on her part. Why did she write the book, *Dear Mrs. Parks: A Dialogue With Today’s Youth?*  (page 92)

**Answer:** Over the years, she received many letters or correspondence from students seeking advice on different issues. The book represents a selection of the responses that she wrote back to students.

* Rosa Parks has overcome many obstacles in her life. She says on page 103, “This nation has always overcome the obstacles it has faced.” How is the United States of America a role model? Provide at least two examples from the text and use details from the text as you explain how each of the examples serves as a role model.

**Answer:** The United States abolished slavery, established child labor laws, and gave women the right to work in various occupations. Our Constitution has lasted longer than any other in modern history and it serves as a model for achieving justice and equality for its citizens.

Note to Teacher

* Each letter from Mrs. Parks embodies advice that is reflective of important components of the civil rights movement: such as keeping an open mind, respecting others, reaching your highest potential, asking questions, personal dignity, knowing the history of your family and community, and correcting mistakes, among others. If a teacher is studying the civil rights movement, for example, in social studies, this text might dovetail nicely with the content.
* Teacher may need to provide direct instruction on some of the following phrases:
	+ Slavery has been abolished, child labor laws established, women’s right to vote and have taken positions in politics, arts, sciences and business
	+ Achieving justice and equality for citizens, developing country

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.