Unit 6/Week 1

Title: My Brother Martin

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.7; RF.4.3, RF.4.4; W.4.2, W.4.4; SL.4.1; L.4.1, L.4.2, L.4.5

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

Role models can greatly influence the paths people take in their lives.

Synopsis

In the memoir, Martin’s big sister Christine tells how they grew up during a time when blacks and whites lived separately. Martin’s family set an example of how to stand against injustice and their behaviors and words inspired Martin’s dream.

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.)
3. 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** | **Evidence-based Answers** |
| Martin grew up in his grandparents’ house. What other family members lived in the house with Martin? | Martin’s grandmother, grandfather - Reverend AD William, Aunt Ida, Martin’s dad - M.L. - and mom, his big sister Christine, and his little brother AD. |
| What are the benefits that Martin and his siblings have as a result of living with their grandmother and Aunt Ida? | The grandmother was always there to take care of them while his parents were often away from home. Grandmother and Aunt Ida also shared memories from childhood and read to them. |
| A simile is a way to compare two different things using the words like or as. What simile does the author use at the top of page 646 to describe Martin’s relationship with his siblings? What does this simile mean? What is one piece of evidence that supports your answer?  | The author uses the simile “stuck together like pages in a book.” In the story, Martin had fun playing pranks with his siblings, which shows that they worked as a team. |
| To have dignity means to believe in your own self-worth. To suffer from an indignity means that something has happened to humiliate or insult your self-worth. Reread page 648. Find examples of how Martin’s father protected or shielded his family from the laws that kept blacks separate from whites “and the **indignity** that went with them.” | The family rarely went to picture shows, visited Grant Park, and their father rarely rode the streetcar. He preferred to keep the family close to home. |
| Reread the paragraph at the top of page 650. What event did Martin and his sibling’s experience that was a “crushing blow” to them? How is this experience an example of injustice? | Their white friends said that they could no longer play with them because they were Negroes. It is an example of injustice because Martin felt it was very wrong. |
| How did Martin’s mother respond when M.L. asked why white people treat colored people so mean? | She explained the laws to him and told him the white people simply did not understand that everyone was the same.  |
| What did M.L. mean when he said, “Mother Dear, one day I’m going to turn this world upside down?” What inspired him to say this? | Martin wants to make changes to help others understand. His mother commenting that “people don’t understand but someday it will be better,” gave him hope that others could change. |
| What important lessons did Martin’s father teach his children? | His father taught him how to speak out against bigotry and hatred. He also taught them to stand up for what’s important. |
| How were these lessons taught? What examples are provided in the text? | Martin’s father practiced what he preached. Students should also provide specific details for how he did this (not buying shoes from the back of the store, not obeying a police officer until he called him a man, his numerous speeches and marches) |
| Compare the illustration on page 650 with the illustration on page 654. How do the differences in the two pictures help you understand that over time Martin turned the world upside down? | Students should note that the first illustration shows that during Martin’s childhood black kids and white kids could not play together. The second shows that black kids and white kids are now friends. I think that Martin followed in his father’s footsteps and fought against laws that segregated blacks and whites. |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 648 - indignityPage 648 - shielded | Page 646 - waningPage 646 - danglePage 653 - nourishingPage 648 - ancestorsPage 646 - gleamingPage 650 - shieldingPage 652 - pulpit |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Pages 646 and 648 - preferredPage 650 - injusticePage 652 - bigotryPage 652 - segregationPage 652 - confronted | Page 650 - generationsPage 651 - avoidingPage 652 - encountersPage 653 - numerous |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Using examples and details from the story, explain how the role models in Martin’s life inspired his dream to “turn the world upside down.”*

Answer: Martin’s mother first gave him hope by suggesting people could change if they could come to understand that everyone is the same. Also Martin’s father stood against injustice. When Martin was growing up, he watched his father fight against segregation in several ways. He refused segregated services, he gave inspirational speeches, he lead marches, and he spoke up to the police officer for his human right to dignity.

Additional Tasks

* *Martin had several defining moments during his childhood. A defining moment is an experience that you go through in life that changes your thinking. Read back through the story and find at least two defining moments that Martin had.*

Answer: Martin’s friends told him that they could no longer play with him because he was a Negro. This was a defining moment for him, as it was the first time he was confronted about being black. Martin had another defining moment when his mother explained about segregation and why the family had to do things differently than whites.

* *Write about a defining moment in your life. Tell how you were before the experience and how it changed you. What were you like afterward?*

Answers will vary.

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.