



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 11

Letters as Informational Text: Comparing and Contrasting Three Accounts about Segregation *(Promises to Keep, Pages 38–39)*



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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 determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

Supporting Learning Targets

- I can describe how the text features of a letter help readers.
- I can compare and contrast three different points of view (Jackie Robinson’s, his wife’s, and his daughter’s) of the same event.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Three Perspectives Venn diagram
- Journals (synthesis writing)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (10 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Letters as Informational Text (10 minutes)B. Reading for the Gist: How Jackie Robinson Experienced Segregation (15 minutes)C. Compare/Contrast Different Accounts of the Same Event (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Read pages 40–45 of <i>Promises to Keep</i>. Answer the homework question on an index card. Finish the vocabulary cards.	<ul style="list-style-type: none">• This lesson follows the same pattern as Lessons 3 and 6. Students compare and contrast multiple accounts of the same event. This lesson is focused on noting similarities and differences in the point of view they represent, as is called for by RI.5.6.• In advance: Add a new row to the Jackie Robinson and Life in America anchor chart; in the left-hand column, write: “After Jackie Robinson returns from WWII”; in the center column, write: “1946–1947.”• This lesson involves students reading the handwritten letter that is reproduced on page 39 of <i>Promises to Keep</i>. The letter itself is a primary source document, which is difficult to read. Consider reading it out loud to students if they have difficulty deciphering the cursive.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>text feature(s), points of view (M1 and M2A); appreciate, aim, pessimism, despair, victim, martyr, triumphs, victories</p>	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Jackie Robinson and Life in America anchor chart (all lessons, for display)• Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Three Perspectives Venn diagram (example, for teacher reference)• Three Perspectives Venn diagram (one per student)• Index cards (seven per student: six for lesson, one for homework)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Students' journals



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to get into their groups of four and take out their text <i>Promises to Keep</i>. Display the Jackie Robinson and Life in America anchor chart (begun in Lesson 2; see example in supporting materials). Tell students that this was a very significant time in terms of Jackie Robinson's impact on life in America. Say: <ul style="list-style-type: none"> * "Last night for homework you read about what happened during these two years that made Jackie Robinson famous and changed history." • Assign students to choose just one page that they read for homework to reread (either page 30, 31, 33, 34, or 36) in order to identify one fact about Jackie Robinson's life from that page. Tell the students: <ul style="list-style-type: none"> * "We will be recording facts about what happened in Jackie Robinson's life and in America during these two years on the anchor chart." • Give students a few minutes to reread. • Then, using a quick Go 'Round process, call on all students one at a time to report one fact they have found. Record each new fact on the left-hand column of the anchor chart. Listen for facts such as: "signed with the Montreal Royals," "got married," "experienced racial threats," and "started playing for the Brooklyn Dodgers." (See sample or a completed anchor chart in supporting materials.) • Ask: <ul style="list-style-type: none"> * "What does the book tell us about what was happening in America at this time?" • Listen for students to say that there was still racial segregation, especially in the South, and finally Major League Baseball teams were integrated for the first time. Challenge students to notice the impact on Jackie Robinson's life and on life in America. Be sure students understand how Jackie Robinson's life changed as life in America was changing. 	<ul style="list-style-type: none"> • Consider partnering students who struggle with reading grade-level text with stronger readers to reread the assigned pages. • Some students may need the facts in the text pre-highlighted.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to page 39 of the book. Ask: "What do you call this kind of informational text?" Listen for students to say that it is a letter.• Review the learning targets:<ul style="list-style-type: none">* "I can describe how the text features of a letter help readers."* "I can compare and contrast three different perspectives (Jackie Robinson's, his wife's, and his daughter's) of the same event."• Remind students of the work that they have done with <i>text features</i> and how they identified the text features of various types of informational texts. Ask students to name a few text features they have already identified for <i>Promises to Keep</i>. Listen for: "photographs," "timelines," "primary source documents," etc.• Remind students of the work they did in Module 1 (when reading <i>Esperanza Rising</i>) to understand the meaning of <i>point of view</i>, and how different characters may have different points of view on the same event. Ask students to discuss with a partner the definition of <i>point of view</i>. Ensure that they remember that <i>point of view</i> means perspective.	<ul style="list-style-type: none">• Provide nonlinguistic symbols between the words <i>compare</i> and <i>contrast</i> (arrows going back and forth between the words) in the learning target.



Work Time	Meeting Students' Needs
<p>A. Letters as Informational Text (10 minutes)</p> <ul style="list-style-type: none">• Display the Informational Text anchor chart and the Features of Informational Text anchor chart. If a letter is not already listed, add this to the Informational Text anchor chart.• In the Type column of the Features of Informational Text anchor chart, add “letters.” Remind students that in the middle Elements column, we list the features or elements of the text. Ask students to name the features of a letter, listening for responses such as: “greeting,” “signature,” “written in the first person (I),” or “may be handwritten.” Draw students’ attention to the printed text at the beginning of the letter. Explain (if necessary) that this is called “letterhead” and that it gives us information about the organizational affiliation of the sender.• Remind students that the elements of an informational text can help the reader more easily understand it. Ask them to consider how a letter’s features help the reader understand the text. Listen for responses such as:<ul style="list-style-type: none">– “I can look at the greeting to see who it is addressed to and the signature to see who it is from.”– “It’s personal, so it helps me understand what the writer means.”	<ul style="list-style-type: none">• Some students may not be familiar with handwritten letters in this era of electronic correspondence. Have a brief discussion about how correspondence has changed over the years from handwritten letters to telegraphs to faxes to emails.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading for the Gist: How Jackie Robinson Experienced Segregation (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn to page 38 in <i>Promises to Keep</i>, and to read the text on that page independently. As they read, they should think about the questions: <ul style="list-style-type: none"> * “How did Jackie Robinson’s teammates treat him?” * “How did this change over time?” • Tell them to talk with their group members about the answers to these questions when they are finished reading. Listen in on conversations, clarifying when necessary. • Pause students’ conversations and ask them to use strategies to determine the meaning of the word <i>appreciate</i> (value) in the first sentence. Ask them to share the meaning with their group members and to come up with a gist statement for this page that includes the word <i>appreciate</i>. Circulate and listen for: “At first, Jackie’s teammates appreciated how he played but ignored him off the field, but after a few months they ‘warmed up’ to him as a person.” • Distribute the Three Perspectives Venn diagram to students (refer to the Three Perspectives Venn diagram, sample answers, for teacher reference throughout the discussion). Ask them to label one circle “Sharon Robinson’s Point of View.” Explain that <i>point of view</i> and opinion are very similar. In this lesson, focusing on three people’s points of view is not an opinion; instead, it is the way they saw an event from their experience. In this circle, invite students to write a sentence that summarizes Sharon Robinson’s perspective (point of view) on her father’s experience during his early months with the Dodgers. Look for students to write sentences such as: “After the first few months, his teammates came to accept him on and off the field.” • Focus students’ attention on page 39. Ask them: <ul style="list-style-type: none"> * “Who wrote this letter? How do you know?” • When they say, “Jackie Robinson,” ask them to name the evidence in the text that led them to this answer. Look for students to identify the signature—<i>Jack</i>—as well as the Brooklyn Dodgers letterhead. Then ask them: <ul style="list-style-type: none"> * “Who do you think was the person who received this letter? What is your evidence?” 	<ul style="list-style-type: none"> • Highlight the sentence in the text that has the word <i>appreciate</i>. • Some students may benefit from a partially filled-in Three Perspectives Venn diagram note-catcher. • Highlight key words and phrases in the letter that would help students determine the gist. • Struggling readers may need the teacher to reread aloud the last three paragraphs on page 29.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Again, once they identify Jackie Robinson's wife, ask them to name the evidence that led them to that inference. Look for students to mention the greeting, and to say that they know that Jackie Robinson always began his letters to his wife with "Darling."• Focus students' attention on the two sentences at the end of the second paragraph (starting: "The newspapermen ..." and ending, "It makes my promise that much easier and even if it were hard I would be careful"). Read these sentences aloud as the students follow along silently in the text.• Ask:<ul style="list-style-type: none">* "What does Jackie Robinson say his aim is?"• Listen for the answers like: "To get into the best possible shape and prove his worth as a baseball player."• Ask:<ul style="list-style-type: none">* "What does the word <i>aim</i> mean?"• Ensure that students understand that in this context, <i>aim</i> is a synonym for goal.• Ask students to recall what Jackie Robinson's promise might be, and what the evidence is for their ideas. If they need prompting, remind them to return to page 29 in the book and to reread the last three paragraphs. Have them share their thoughts with their group. Circulate and listen for students to be talking about Jackie's promise to control his temper, be nonviolent in the face of threats, and gain acceptance through strong character and athletic ability.• Tell students to label a second circle on their Three Perspectives Venn diagrams: "Jackie Robinson's Point of View." In this circle they should write a sentence that summarizes Jackie's thoughts about his early months on the Dodgers. Look for students to record ideas such as: "Jackie missed his family but was very focused on improving his skills as a baseball player."	



Work Time (continued)	Meeting Students' Needs
<p>C. Compare/Contrast Different Accounts of the Same Event (15 minutes)</p> <ul style="list-style-type: none">• Tell students to read the text that is at the bottom of page 39, in italics. Ask:<ul style="list-style-type: none">* “Who is the speaker in these paragraphs? How do you know?”• When you have confirmed that students understand that Jackie’s wife, Rachel, is the speaker, ask students to talk with their partners about how Rachel Robinson remembers Jackie’s early years in Major League Baseball. Circulate and listen for students to say that it was hard for both of them to listen to the fans’ yelling, but that together they worked hard to keep their spirits up.• Distribute six index cards to each student. Write the following pairs of words on the board and ask students to find them in the text:<ul style="list-style-type: none">– Pessimism and despair– Victim and martyr– Triumphs and victories• Tell students that the meanings of these pairs of words are closely connected—so if they know the definition of one of the words in the pair, they can figure out the other.• Ask them to work with their group members to find the definitions of all six words using strategies from the Vocabulary Strategies anchor chart:<ul style="list-style-type: none">– <i>pessimism</i>: belief that the worst will happen– <i>despair</i>: lack of hope– <i>victim</i>: person who is harmed by another– <i>martyr</i>: person who chooses to suffer for a cause– <i>triumphs</i>: great victories– <i>victories</i>: wins or successes	<ul style="list-style-type: none">• Write the vocabulary words on the index cards for students who struggle with writing.• If there is not enough time to complete the vocabulary cards during the lesson, students may finish them for homework.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After a few minutes, invite a few students to share out their definitions with the class so that all students can check their work. Ask students to record each word on a card, writing definitions and illustrations on the back.• Tell students to label the third circle on their Three Perspectives Venn diagram: “Rachel Robinson’s Point of View.” In this circle they should write a sentence that summarizes Rachel’s thoughts about Jackie’s early months on the Dodgers. Look for students to record ideas such as: “It was hard for us to hold back our anger, but we supported each other through this difficult time.”• Now have students work with their group members to come up with ideas about what all three points of view have in common. Instruct them to fill in these ideas in the middle intersection of the three circles. Circulate, looking for students to be sharing ideas such as:<ul style="list-style-type: none">– “Jackie focused on being a great baseball player and made sure that he didn’t react with anger.– “His teammates came to accept him after a few months.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Ask students to take out their students' journals. Revisit the learning target: <ul style="list-style-type: none"> * "I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event." Tell students to record in their journals one way that the three points of view are different, and one way in which they are the same. Collect the students' journals to review their writing. Distribute one index card to students for homework. 	<ul style="list-style-type: none"> Students who struggle with writing may benefit from dictating the debrief to a partner or teacher.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read pages 40–45 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card. Finish the vocabulary cards that were begun during the lesson. Be sure that on the back of each index card you draw a picture to show what the word means AND write a definition for the word. Bring all index cards as an admit ticket to the next class. □ <p><i>Note: Review students' journals. Look for student responses that show they understand that all three recognized that Jackie Robinson was gradually accepted over time, that Jackie focused on improving his athletic skills, that his wife was open about their ups and downs, etc. Note which students struggled with this writing so that they can receive extra support.</i></p>	<ul style="list-style-type: none"> Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text. Consider prewriting vocabulary words on index cards for students who struggle with writing. Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



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Supporting Materials



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Jackie Robinson and Life in America Anchor Chart
(Example, for Teacher Reference)

Jackie Robinson’s Life	Time Period	What Was Happening in America?
<p>Before Jackie Robinson was born</p>	<p>1600s</p> <p>1700s</p> <p>1800s</p>	
<p>Family fled from sharecropping in Georgia to move to California.</p> <p>Wasn’t allowed to go to the parks, the YMCA, or the soda fountain because he was black.</p> <p>Moved to house in white neighborhood in California, and the neighbors tried to get them to move away.</p>	<p>1915–1930</p>	<p>The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.</p> <p>1919—“Red Summer.” Many black people were assaulted or killed during race riots and lynchings.</p> <p>African Americans in the South were faced with poverty and segregation.</p>



Jackie Robinson and Life in America Anchor Chart
(Example, for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Avoided serious trouble as a teenager.	1930–1939	World War II The 1936 Olympics
Served in the army as a second lieutenant. Protested injustice by refusing to play any sport for the army. Was arrested for refusing to sit in the back of the bus; defended himself in military court and won. Honorably discharged from the army in 1944.	1939–1945	World War II: United States at war in Europe against Hitler. The army is segregated. Buses are segregated.
Signed with the Montreal Royals. Got married. Experienced racial threats. Started playing for the Brooklyn Dodgers.	1946–47	There was still racial segregation, especially in the South. Minor league and finally Major League Baseball teams were integrated for the first time.



Three Perspectives Venn Diagram
(Sample Answers, for Teacher Reference)

**Sharon Robinson's
Perspective**

After the first few months, his teammates came to accept him on and off the field.

**Jackie Robinson's
Perspective**

Jackie missed his family but was very focused on improving his skills as a baseball player.

Jackie focused on being a great baseball player and made sure that he didn't react with anger.

**Rachel Robinson's
Perspective**

It was hard to listen to the fans' yelling, but together we worked hard to keep our spirits up.



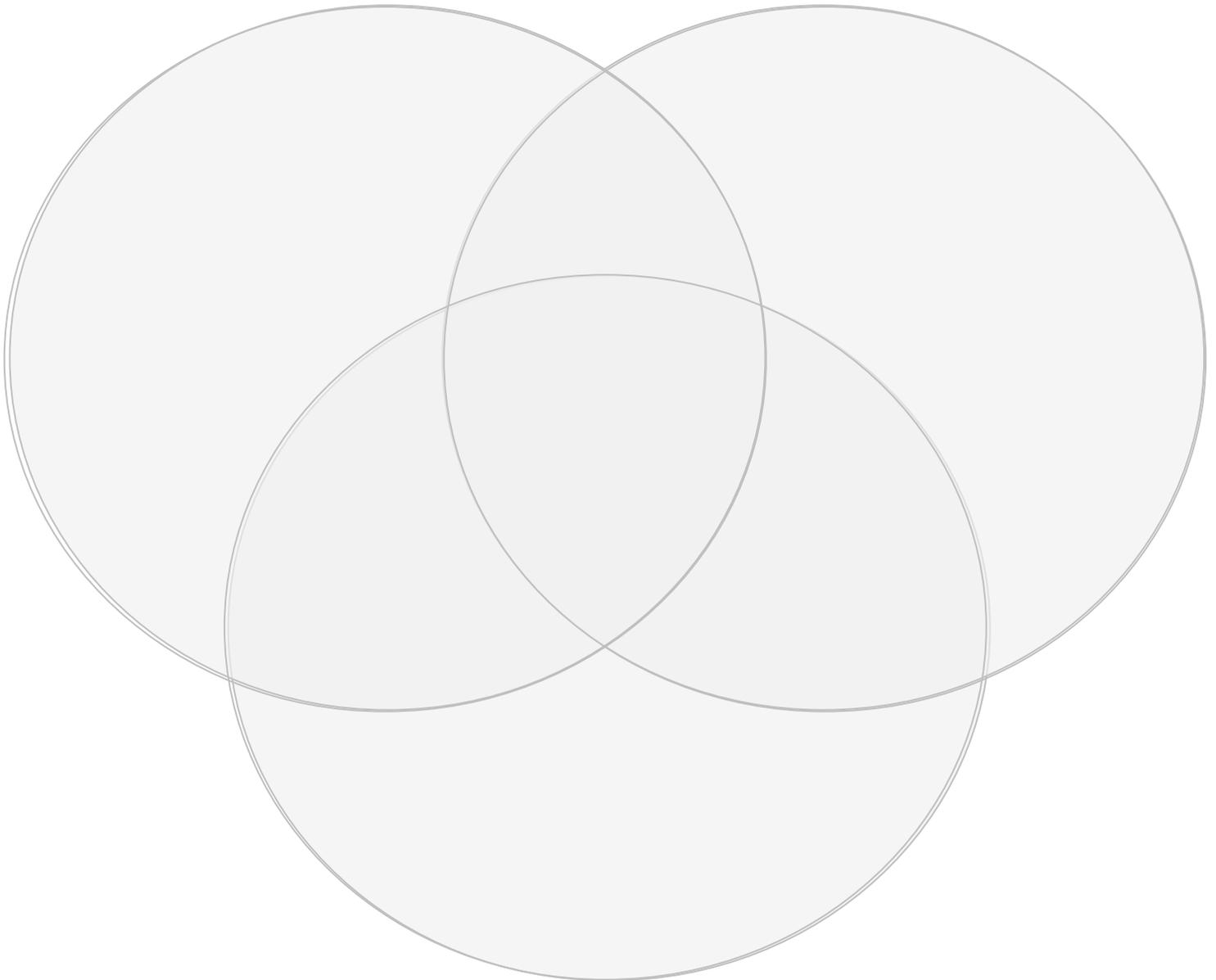
Three Perspectives Venn Diagram

Name: _____

Date: _____

**Sharon Robinson's
Perspective**

**Jackie Robinson's
Perspective**



**Rachel Robinson's
Perspective**