



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 8

Preparing to Write an Essay about Myrtle: Reading about the Jim Crow Laws



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

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

I can determine the main idea using specific details from the text. (RI.4.2)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>.I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>.	<ul style="list-style-type: none">Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (from homework)Essay planning notesExit ticket

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) B. Sharing Homework and Engaging the Reader (15 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Background Knowledge about Jim Crow Laws: Reading Informational Text and Identifying the Main Idea (25 minutes) B. Introducing an Essay Prompt: How Did Riding in the Jim Crow Car ("Colored Car") Affect Myrtle? (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 8 of <i>The Hope Chest</i> and complete Steps 1 and 2 on your Essay Prompt/Planner. Record summary notes and a summary at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car." Reread as need as you write your summary. 	<ul style="list-style-type: none"> • Beginning in this lesson and continuing up to the mid-unit assessment, students will collaborate to write a short essay that answers the question: "How did riding in the Jim Crow car affect Myrtle?" • This arc of lessons is the first in the unit to focus on W4.9. In addition, these lessons are designed to build writing stamina so that students are able to write to prompts that require an extended response in a single sitting. This will prepare students for future on-demand assessments that require extended written responses. • In this lesson, students read informational text about Jim Crow laws to build background knowledge and are introduced to the essay prompt. • Then in Lessons 9 and 10, students will collect text evidence to plan and write their essays. • In advance: Prepare a short summary statement for Chapter 7 to share with students for revisions. See the Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (answers, for teacher reference) to use as a model for writing your notes. • In advance: review the Mix and Mingle directions (see supporting materials); and write the short essay prompt on the board: "How did riding in the Jim Crow car affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer." • Post: Learning targets.

Lesson Vocabulary	Materials
<p>separate, essay, experience; Jim Crow laws, segregated, clause, repealed (268), unaccountably (78), objection (84), lurch (87, 89)</p>	<ul style="list-style-type: none"> Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (answers, for teacher reference) Mix and Mingle directions (for teacher reference) Green colored pencil Equity sticks Violet's Character anchor chart (begun in Lesson 3) Myrtle's Character anchor chart (begun in Lesson 5) Chart paper Other Characters' Actions anchor chart (new; teacher-created) <i>The Hope Chest</i> (book; one per student) Building Background Knowledge about Jim Crow Laws recording form (one per student) Essay Prompt/Planner (one per student) Index card (one per student) Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Ask students to read along silently as you read the learning targets aloud: <ul style="list-style-type: none"> "I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>." "I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>." Ask a few students to point out words that seem important or are unfamiliar in these targets. Responses may include: <i>separate</i>, <i>essay</i>, and <i>experience</i>. Give these definitions for each, as needed: <i>Separate</i> means "kept apart"; an <i>essay</i> is "a short piece of writing that expresses thoughts and opinions on a topic and offers examples"; an <i>experience</i> is "something that happens to someone and their related thoughts and feelings." Next, ask students to explain each target in their own words to a neighbor. Cold call a few pairs to share. Clarify if necessary. 	

Opening	Meeting Students' Needs
<ul style="list-style-type: none"> Sharing Homework and Engaging the Reader (15 minutes) Remind students of the homework: “Read Chapter 7 (pages 76–89), then record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville.” Tell students that they will be gathering for a Mix and Mingle to share their summaries from Chapter 7. Review directions for this activity if necessary. Ask students to bring a clipboard and a green colored pencil and find a partner. Signal the beginning of the Mix and Mingle. Circulate to listen to students’ summary statements and observe their revisions. After about 5 minutes, signal the end of the Mix and Mingle. Have students return to their seats with their Reader’s Guides and green pencils. Use equity sticks to cold call students to share their summary statements with the class. Display your prepared summary statement for Chapter 7. Review your notes with students and have them mark any revisions on their own papers with their green colored pencils. Ask students for suggested additions to the Violet’s and Myrtle’s anchor charts. Be sure something like the following are added to anchor charts: <ul style="list-style-type: none"> – Violet’s Character anchor chart: <ul style="list-style-type: none"> Action: She holds Myrtle’s hand when she is told to ride in the “colored car”, but doesn’t say anything; What this says about the character: She cares for her friends, but is used to following “the rules”. 	<ul style="list-style-type: none"> As an auditory cue, consider playing some soft music to signal the beginning of the Mix and Mingle and stopping it to signal the end.

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – Myrtle's Character anchor chart: <ul style="list-style-type: none"> • Action: She leaves the car with her head up; What this says about the character: She has self-respect and doesn't want people to feel sorry for her. • Post chart paper for Other Character's anchor chart. Explain that now that the novel is incorporating other secondary characters, you would like to track some of these character's actions as well. Tell students that there will be a few characters on this chart, because they not main character's but their actions still impact the story. Add a box to this anchor chart with 3 columns (see supporting materials) for Mr. Martin, his actions, and what they say about his character. • Ask students: <ul style="list-style-type: none"> * Did Mr. Martin do anything that impacted other characters in this chapter? • Listen for students suggestions of what to add to Mr. Martin's section of the Other Character's anchor chart and be sure the following is added: <ul style="list-style-type: none"> – Action: Mr. Martin makes Violet telegram her parents and will accompany Violet and Myrtle to Tennessee; What this says about the character: He feels responsible for others – Action: He joined the Children's Crusade p.81; What this says this character: He is adventurous, believes that actions make a difference – Action: Mr. Martin stands up for Myrtle when the conductor says she has to ride in the "colored car"; What this says about this character: He stands up for what he thinks is right/ defends others against injustice. • Collect Reader's Guides from Chapter 7 for a quick check for comprehension. 	<ul style="list-style-type: none"> • Research shows that incorporating movement into instructional activities can support enhanced brain function and increase student engagement. • Collecting and reviewing summaries in the Reader's Guide is a good check for understanding. This can help you determine whether students need further support in reading and comprehending the novel. This information can be used to pull groups for more guided practice or extension.

Work Time	Meeting Students' Needs
<p>A. Building Background Knowledge about Jim Crow Laws: Reading Informational Text and Identifying the Main Idea (25 minutes)</p> <ul style="list-style-type: none"> Explain that since one of the major events in Chapter 7 was Myrtle being forced to ride in a separate car, it is important to learn a little more about this time period and how blacks were treated differently than whites. Ask students to turn to page 268 in <i>The Hope Chest</i>, titled “Jim Crow Laws.” Explain to students that to understand why Myrtle was forced to sit on a different train car, they need to build their background knowledge about what Jim Crow laws were. Give a Building Background Knowledge about Jim Crow Laws recording form to each student. Ask them to read silently along and listen for the gist as you read the text aloud to the class. Give triads 5 minutes to work together to write a gist statement on their recording forms. Use equity sticks to cold call a few triads to share their gist statements. Ask students to reread the text with their triads and circle unfamiliar words. Give them 5 minutes to do this. Ask several triads to share words they circled in the text. List these words on the board. Possible responses include: <i>amendments, constitution, facilities, segregated, complicated, clause, and repealed</i>. Tell students that as close readers, they have several strategies for figuring out the meaning of unfamiliar words. Remind them that recently they have been practicing using a glossary and figuring out words in context. Ask students if they think that the meaning of any of these words can be figured out from context clues. <ul style="list-style-type: none"> For example, ask: <ul style="list-style-type: none"> “Are there any details in the text that help you determine the meaning of the word <i>segregated</i>?” Listen for or offer up this context clue: “To keep blacks out of sight’ means ‘to keep apart or separate.’” “Is there a line in the text that helps you decipher the word <i>complicated</i>?” Listen for or offer this clue: “The phrase ‘nobody, black or white, could pass them’ means they were really hard or difficult.” Quickly give the meanings of any unfamiliar words that are difficult to determine from the text. Have students annotate their text next to these words to help them understand the text when they reread: <ul style="list-style-type: none"> <i>Amendments</i>: official changes made to laws <i>Constitution</i>: set of basic laws that govern a country <i>Facilities</i>: buildings made for a particular purpose; ex. library, schools, etc. <i>Clause</i>: a section added to a legal document <i>Repealed</i>: canceled officially 	<ul style="list-style-type: none"> For students who struggle to read and comprehend grade-level text, consider pulling a small group to support during Work Time A. For students who struggle to read complex texts, consider previewing these vocabulary words from this text: <i>amendments, constitution, facilities, clause, and repealed</i>. If you choose to select additional words to preview, focus on those whose meaning may be difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask triads to reread the text for a third time and answer the text-dependent questions on their Building Background Knowledge about Jim Crow Laws recording forms. Tell students they will have 10 minutes to answer the questions. Circulate and prompt groups to use the text in answering the questions. Review the questions with the class. Tell students that as you call on them, they should read their answers and revise as necessary. Use equity sticks to call on triads to share their answers to the questions. Help clarify as needed, referencing where in the text the answers can be found or inferred: <ul style="list-style-type: none"> * “What did the 13th, 14th, and 15th Amendments to the Constitution do?” Listen for: “ended slavery and gave African Americans citizenship.” * “The text says, ‘Some states passed laws to keeps blacks out of sight and out of public life.’ What can you infer these laws were called from the title of this page?” Listen for: “Jim Crow laws.” * “The word <i>segregate</i> means ‘to keep separate.’ What do you think the text means by ‘public facilities were segregated?’” Listen for: “Blacks were kept separate from whites.” * “How did ‘literacy tests’ prevent blacks from voting?” Listen for: “They were hard to pass, and whites didn’t have to take them because of the ‘grandfather clause.’” * “What ended Jim Crow laws?” Listen for: “the civil rights movement.” 	

Work Time (continued)	Meeting Students' Needs
<p>B. Introducing an Essay Prompt: How Did Riding in the Jim Crow Car (“Colored Car”) Affect Myrtle? (10 minutes)</p> <ul style="list-style-type: none"> Ask reading triads to get together with another triad to form a group of six. Point out the short essay prompt that was written on the board before the lesson: <ul style="list-style-type: none"> * “How did riding in the Jim Crow car affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.” Ask groups to read the prompt and discuss what it means and what it is asking them to do in their essays. Tell students that one person from their group should be prepared to explain their group’s thoughts to the class. Give students 5 minutes to discuss the prompt. Call on a few groups to explain the prompt. Listen for responses similar to: “We have to tell what happened to Myrtle when she rode in the ‘Jim Crow car’” or “We have to read and find out how Myrtle felt about riding in the ‘Jim Crow car.’” Distribute an Essay Prompt/Planner to each student. Review the steps listed on the sheet and focus on the first two steps. Tell students that they will complete Steps 1 and 2 for homework. Clarify these steps as necessary. Tell students that they should be looking for details that describe how Myrtle was affected (what she had to do, what she thought, or how she felt) as a result of not being allowed to ride with Violet and other whites on the train. Explain that finding these details will help them to write their essay. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Post this prompt on the board: <ul style="list-style-type: none"> “Why was Myrtle forced to leave the suffragists’ train car and go to the ‘colored car’? Use your new background knowledge from the text ‘Jim Crow Laws’ to support your answer.” Hand out an index card for students to record the question and their answers as an exit ticket. Give them 5 minutes to respond in writing. Collect the exit tickets and review them for a formative assessment on the learning target: <ul style="list-style-type: none"> “I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>.” 	
<p>Homework</p> <ul style="list-style-type: none"> Read Chapter 8 of <i>The Hope Chest</i> and complete Steps 1 and 2 on your Essay Prompt/Planner. Record summary notes and a summary at the bottom of the Reader’s Guide for The Hope Chest, Chapter 8: “In the Jim Crow Car.” Reread as need as you write your summary. 	Meeting Students' Needs
<p><i>Note: When examining the exit tickets, look for answers similar to this one: “Myrtle had to ride in the ‘colored car’ because the train was traveling through states with Jim Crow laws. These laws said that blacks had to be separate from whites. Because Myrtle was black, she couldn’t ride in the same train car as Violet.”</i></p>	



EXPEDITIONARY LEARNING

Grade 4: Module 4: Unit 2: Lesson 8 Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"
(Answers, For Teacher Reference)

Historical Background Information

- **Baths of Diocletian:** a large building full of pools and baths built in ancient Rome
- **Moving-picture show:** an early term for what today are called movies
- **Telegrams/telegraphs/to wire:** messages sent using electricity, before the invention of telephones
- **Children's Crusade:** a march to end the use of children for dangerous work in mines and mills

Glossary	Figurative and Complex Language: Idioms and Adages
comply (88): to do what is asked; follow the rules	"lot in life" (77): the way your life is supposed to be
culmination (89): the end of something	"causing a scene" (78): drawing the attention of a crowd
enthusiastically (78): expressing excitement over something you are interested in	"took for granted" (83): something nice you had but were not grateful for
interceded (84): tried to stop a disagreement	"break the bank" (80): spend a lot of money
jeopardize (89): to put something at risk	"rules are rules" (87): Rules can't be changed, so accept them and obey them.
objection (84): a feeling of dislike or disapproval	"martyred air" (76): acting as if you are giving up a lot by helping someone
ratify (78): to give formal approval or permission	
refrain (89): to stop yourself from saying or doing something	

Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet and Myrtle	
In: Washington, D.C.	
Wanted: to go with the suffragists to Nashville, Tennessee, to find Chloe, and they are worried that Mr. Martin won't let them go	Violet and Myrtle are with the suffragists and plan to go with them to Nashville. Then Mr. Martin shows up, and they are worried he won't let them go. He decides to let them if Violet sends a message to her parents. So Mr. Martin goes with them on the train to Nashville with the suffragists, but Myrtle is told she will have to ride in the "colored car."
But: He agrees to accompany them if Violet telegrams her parents, telling them she is okay.	
So: She does, and she and Myrtle go with Mr. Martin and the suffragists on a train to Nashville.	
Then: Violet and Myrtle are separated when Myrtle is forced to ride in the "colored car."	

Mix and Mingle Directions
(For Teacher Reference)

1. Have students gather with any needed materials.
2. Give a prompt to students for sharing.
3. Have students find a partner to share with first.
4. Signal the beginning of the Mix and Mingle with soft music, a bell, or some other signal of your choice.
5. Once students are finished sharing with their first partner, they should find another partner, then another, until they hear a signal for the end of the Mix and Mingle.
6. Students return to their seats for debrief of the activity.

Violet's Character Anchor Chart
(For Teacher Reference)**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10). 3. She ran away from home (pages 18 and 19). 4. She gave money to the brakeman to free Myrtle (page 58). 5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87). 	<ol style="list-style-type: none"> 1. She is a strong-willed girl. 2. 3. She is compassionate and wants to help others. 4. She is unhappy enough to leave home and not care that her parents might worry. 5. She is generous and protective of her friends. 6. She cares for her friends but is used to following the rules.

Myrtle's Character Anchor Chart
(For Teacher Reference)**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"> 1. She kept Violet from getting run over and helped clean her up after her fall (page 36). 2. She helped Violet find the settlement house (page 42). 3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52). 4. She leaves the car with her head up (page 88). 	<ol style="list-style-type: none"> 1. She is a caring and compassionate person. 2. She is independent and knows her way around the city. 3. She is brave and determined to help her friends. 4. She has self-respect and doesn't want people to feel sorry for her.

Other Characters' Character Anchor Chart
(For Teacher Reference)**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"> He made Violet send her parents a telegram saying that she was OK (page 78). He joined the Children's Crusade (page 81). He stands up for Myrtle when she is told to ride in the "colored car" (page 87). 	<ol style="list-style-type: none"> He feels responsible for others. He is adventurous and believes that actions make a difference. He stands up for what he thinks is right and defends others against injustice.

Building Background Knowledge about Jim Crow Laws

Name:

Date:

Directions: Read page 268 and answer the following questions:

1) What is the gist of this text?

2) What did the 13th, 14th, and 15th Amendments to the Constitution do?

3) The text says, “Some states passed laws to keeps blacks out of sight and out of public life.” What can you infer these laws were called from the title of this page?

Building Background Knowledge about Jim Crow Laws

4) The word *segregate* means “to keep separate.” What do you think the text means by “public facilities were segregated”?

5) How did “literacy tests” prevent blacks from voting?

6) What ended Jim Crow laws?

Short Essay Prompt/Planner

Name:

Date:

How did riding in the Jim Crow car (“colored car”) affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.

Step 1

Read *The Hope Chest*, Chapter 8: “In the Jim Crow Car” and summarize it in your Reader’s Guide.

Step 2

Reread the text and use evidence flags to mark details that describe Myrtle’s thoughts, feelings, or what happened to her as a result of riding in the Jim Crow car.

Step 3

Talk with your reading triad. Share your thoughts on how Myrtle was affected by riding in the Jim Crow car. Share your evidence.

Step 4

Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.

Details:

Short Essay Prompt/Planner

Step 5 Plan and write your short essay.

Introduction should include:

- The chapter number, title of the book, and author:
- An explanation of what the Jim Crow car is and why Myrtle had to ride in it:

Focus statement: Restate the prompt and provide an answer:

Body should include:

- Two or three **examples** from the text that support your answer.

- 1.
- 2.
- 3.

Conclusion should include:

- Summarize your answer to the prompt:
- What readers can infer about the type of character Myrtle is:

Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"

Name: _____

Date: _____

Historical Background Information

- **Jim Crow laws:** laws passed in many Southern states after the Civil War and the end of slavery that kept blacks separate from whites in public places; prevented blacks from voting or holding office in the government; and required blacks to live, do business, and go to school separately from whites. The public services provided to blacks were most often inferior, or of poor quality.
- **Panama Canal:** a canal for boats that was dug in in Central America where the land between the Atlantic and Pacific oceans is its most narrow. The canal was built in the country of Panama starting in 1881 and ending in 1914. Many men died of a disease called malaria during the building of the canal.

Glossary

bartered (96): traded property or services without use of money	passive (91): not taking part in an activity
contradicted (96): said the opposite of	rattan (92): plants used to make woven furniture and baskets
derailed (95): went in an unexpected direction	sarcasm (95): to say something in a mocking tone
derisively (97): making fun of in an unkind way	talisman (90): an object that is believed to give protection or good luck
indifference (91): the state of not caring	vacant (92): showing no thought or emotion
mohair (92): soft cloth made of wooly yarn	vestibule (91): an enclosed entrance to a train car

Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"

Summary Notes:	Summary:
Somebody:	
In:	
Wanted:	
But:	
So:	
Then:	