



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 6

Comparing Multiple Accounts of the Same Topic: The Story of Bus Desegregation (*Promises to Keep*, Page 21)



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Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

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 explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)

Supporting Learning Targets

- I can make connections between Jackie Robinson's personal history and the desegregation movement in America.
- I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context.

Ongoing Assessment

- Bus Desegregation Venn diagram
- Journal (response to prompt)



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Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) B. Review Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Knowledge about the 1930s and Bus Desegregation (10 minutes) B. Building Knowledge about the Montgomery Bus Boycott (20 minutes) C. Comparing and Contrasting Experiences □with Bus Desegregation (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 22–25 of <i>Promises to Keep</i>. Answer homework questions on index cards. 	<ul style="list-style-type: none"> • This lesson follows the same pattern as Lesson 3; review that lesson in advance. Students first focus on an event in Jackie Robinson’s life, and then read text that helps explain the historical context for that event. They then create a Venn diagram to compare and contrast the experiences of Jackie Robinson with similar experiences of other historical figures. • The literary instructional focus of the lesson is on comparing and contrasting multiple accounts of an event in informational texts. The text students read during this lesson includes complex historical and political content: the concept of segregation, and daily discrimination that African Americans faced during this period of history. Students need to understand this historical context in order to understand Jackie Robinson’s experiences. Consider revisiting and reinforcing these ideas during more in-depth instruction during Social Studies. • This lesson includes a primary source document: “Rules for Riding Desegregated Buses,” written by Martin Luther King Jr. These rules include quite a few vocabulary words that may be unfamiliar to students. Encourage students to use their skills determining meaning from context at the sentence level (they each only work with one sentence). Keep in mind the focus of this lesson is making connections between the two texts. Therefore, making meaning of specific vocabulary words should be in support of understanding the texts as a whole. Also, consider incorporating a deeper study of some of the concepts of the era during Social Studies time. • The term <i>segregation</i> was introduced in Lesson 2, so students should have some background with this concept. That term, plus <i>desegregation</i> and <i>movement</i>, are explicitly taught during Part B of the Opening. • In advance: Review the text, “Rules for Riding Desegregated Buses,” and assign one rule per student. There are 17 rules total—be strategic about partnering students who may need more support. • This lesson opens with students reading a quote (from Dr. Martin Luther King Jr.). Do NOT identify the person who spoke these famous words (though some students may know). • Post: Learning targets.



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Lesson Vocabulary	Materials
desegregation (desegregate, desegregated), segregation, movement; boycott, nonviolent, dignified, integrated (integration, integrate); goodwill, vacant, guidance, dignity, courtesy, boast, arrogant, absorb, assume, deliberately, incident, confidence, oppressor, reconciliation (all from “Rules for Riding Desegregated Buses”)	<ul style="list-style-type: none">• Students’ journals• Document camera• Quote from Dr. Martin Luther King Jr. (for display, see Teaching Notes and supporting materials)• <i>Promises to Keep</i> (book; one per student)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Video: www.youtube.com/watch?v=1QZik4CYtgw (with captions) www.pbs.org/wgbh/amex/eyesontheprize/story/02_bus.html#video (without captions; see supporting materials)• “Rules for Riding Desegregated Buses” (one per student)• Index cards (five per student)• Bus Desegregation Venn diagram (one per student)• Bus Desegregation Venn diagram (sample, for teacher reference)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their students' journals. Without providing any explanation or revealing the attribution, use a document camera to project the quote from Dr. Martin Luther King Jr. explaining the bus boycott.• Read the first sentence of the quote aloud as students read along silently. Pause and ask students to paraphrase the first sentence of the quote in their journals, reminding them that paraphrasing means to put in their own words.• Circulate to be sure that students are writing something such as: "For a long time, African Americans have been harassed on the buses in Montgomery." Call on a student who has an accurate paraphrase to share with the class.• Read the rest of the quote aloud as students follow along. Ask the students:<ul style="list-style-type: none">* "What do you think this quote is about?"* "Who do you think the speaker was?"• Listen for some students to possibly know that the speaker is Dr. Martin Luther King Jr. If no students know, tell them.• Ask the students:<ul style="list-style-type: none">* "Do you know when these events took place?"• Allow volunteers to share. Clarify as needed: It was in the 1950s (specifically 1955–56), after World War II.• Ask students:<ul style="list-style-type: none">* "What is the meaning of <i>boycott</i>?"• If none know, explain what <i>boycott</i> means (to refuse to buy, use, or deal with something as a protest).• On the board, write these phrases (to refer back to later in the lesson):<ul style="list-style-type: none">– Montgomery bus boycott– Rosa Parks– Dr. King– 1955–56	<ul style="list-style-type: none">• Allow students who struggle with writing to dictate their paraphrase to the teacher instead of writing it in their journal.• Provide the quote in home languages for ELL students.



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Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students: <ul style="list-style-type: none"> * “A few days ago (in Lesson 1) we learned the word ‘legacy.’ Recall with a partner what we meant by that word.” • Give students time to think, and then talk with a partner. • Cold call a few students to share out. Listen for answers that define “legacy” as something special that is given by someone from the past. Focus students on the importance of this concept of legacy for this lesson: “Many people remember Jackie Robinson for the legacy he left. By breaking the color barrier in Major League Baseball, he allowed other athletes of color to also play Major League Baseball, but today we’re going to learn about another legacy that he left for us.” 	
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read aloud the learning target: <ul style="list-style-type: none"> * “I can make connections between Jackie Robinson’s personal history and the desegregation movement in America.” • Focus on the word <i>desegregation</i>. Invite students to share anything that is familiar about that word. Look for students to share that segregation is part of <i>desegregation</i>. Ask students to remind a partner of the meaning of the word <i>segregation</i>. Remind students of the prefix “de-”: to remove, stop, or reverse. Then ask: <ul style="list-style-type: none"> * “Since you know the definition of segregation, what do you think <i>desegregation</i> means?” • Look for answers showing an understanding that it means to end segregation. • Focus attention on the word <i>movement</i>. Say: “This is a word with more than one meaning, but all of the meanings are related. Show me with your hand one definition of ‘movement,’ as a verb, or action.” [Pause while the students demonstrate a hand movement.] “In this learning target, movement is a noun, a thing, and means the activity of lots of people who are working together towards one big goal. You may have heard of the Civil Rights <i>movement</i>, or the antiwar <i>movement</i>. Think about and tell your partner how these two meanings of movement are related.” • Listen for students to make connections between the two words. 	<ul style="list-style-type: none"> • Provide visual clues for the <i>connections</i> (two rings interlocked) and <i>between</i> (a person between two others) in the learning target. • Chart prefixes and suffixes that are taught, and the words that they are a part of, in the text <i>Promises to Keep</i>. Keep the chart posted throughout the module for students to reference.



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Work Time	Meeting Students' Needs
<p>A. Building Knowledge about the 1930s and Bus Desegregation (10 minutes)</p> <ul style="list-style-type: none"> • Be sure students have <i>Promises to Keep</i> and their journals. Tell students they will focus on page 21. They will skip over page 20, since it is not essential to today's learning. They can read page 20 on their own at another time during the day, or for homework. • Tell students that in order to understand the connection between the bus boycott and Jackie Robinson, they need to read about events that happened many years before the bus boycott. • Display the Jackie Robinson and Life in America anchor chart (started in Lesson 2). Add a new row, and in the middle column write: "1939–1945." Ask students to share from the previous lesson's reading. <ul style="list-style-type: none"> * "What was happening in the world during these years?" • Listen for and record in the right-hand column of the chart: "World War II" and a brief explanation, such as "The United States was at war in Europe against Hitler." (See example in supporting materials.) • Ask students to now listen for examples of when Jackie Robinson faced segregation. Invite students to read along silently as you read aloud all of page 21. • Ask students: <ul style="list-style-type: none"> * "What was one example of segregation that Jackie Robinson faced while he was in the army?" • Give students thinking time, then cold call on someone. Listen for students to say that the army baseball team was segregated, and so was the bus that Jackie Robinson rode from the base into town—he had to ride separately. On the Jackie Robinson and Life in America anchor chart, record students' responses. (See supporting materials for a sample chart.) • Tell students this page includes evidence (facts, details) about two ways that Jackie Robinson fought against the injustice of segregation. (Note: This is not the same focus as Lesson 5, which emphasized cause and effect. Here, students are just identifying the details of Jackie Robinson's life during this time.) Ask students to do the following: <ul style="list-style-type: none"> – Reread the page. – In their journals, write at least two sentences paraphrasing the evidence that they find. 	<ul style="list-style-type: none"> • Provide <i>Promises to Keep</i> in students' home languages for ELL students. • Provide sentence starters or stems for students who struggle with language, such as: "One thing that was happening during the early 1940s was _____." • Some students may need to reread page 21 in order to identify examples of segregation in the text. • Students who struggle with grade-level text may need to focus on particular paragraphs to identify the evidence in the text.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After 5 minutes, invite students to share what they wrote with a partner. They can add to or correct their notes based on what their partners share. Focus students whole group. Invite a few students to share. Listen for students to name Jackie Robinson's refusal to play sports and his arrest for sitting in the front of the bus. Record answers in the left-hand column of the anchor chart. 	
<p>B. Building Knowledge about the Montgomery Bus Boycott (20 minutes)</p> <ul style="list-style-type: none"> Redirect students' attention to the phrases written on the board: Montgomery bus boycott, Rosa Parks, Dr. King, 1955–56. Remind students they began the lesson by reading about and discussing the Montgomery bus boycott. Note the date, and allow students to notice that this event occurred 10 years after Jackie Robinson's bus segregation incident that they just read about. Tell students that now they will think about the ways these two events were the same and different. Tell students they are going to watch a short video about the Montgomery bus boycott. They will hear Martin Luther King Jr. say the same quote they heard at the start of class. Set purpose: Ask students to listen and watch for additional details about the incident. Play just the first 1:25 minutes of the video. Cold call students: <ul style="list-style-type: none"> * "What additional information about the bus boycott did you get from watching this video?" Add their contributions to the Jackie Robinson and Life in America anchor chart. Include details such as: "Rosa Parks was arrested for refusing to give up her seat to a white passenger" and "Almost all of the African American passengers refused to ride the buses." Distribute "Rules for Riding Desegregated Buses" (found in the supporting materials). Direct students' attention to the authors listed at the end, and allow them to notice that aside from the first introductory paragraph, Dr. Martin Luther King Jr. wrote this text. 	<ul style="list-style-type: none"> Display the quote as the video plays for students who have difficulty with auditory processing. For students who struggle with grade level text, pre-highlight the text "Rules for Riding Desegregated Buses" for key words and phrases to help them formulate the gist. Strategically assign rules that are less challenging to those students who struggle with grade level text, or assign the same rules to a strong reader partnered with a student who struggles with grade-level text. <p>Write the directions for Reading Rules for Bus Segregation Closely on the white board for students to refer to as they work.</p>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read the first paragraph as students follow along. Ask students to turn and talk to a partner about the gist of this paragraph. Listen for them to say that the boycott worked, and the organizers want to give people advice about how to behave on the buses when they start riding them again. Be sure students understand the words <i>nonviolent</i> (without violence) and <i>dignified</i> (with respect or composed.) Be sure to point out the prefix “non” (not or without) in the word nonviolent. Remind students of the prefix “de” (in desegregate), which also means “not.”• Read aloud the second paragraph and again ask students to formulate a gist statement. Listen for them to understand that the organizers want people to behave in a peaceful and dignified way that won’t cause violence or trouble. Focus on the word <i>integrated</i> (“bring together”). Help them to see the connection to the word <i>segregated</i> and <i>desegregated</i>, both of which have the root word <i>greg</i> (from the Latin meaning “a herd” or “group”).• Assign one rule to each student; be sure at least two students have the same rule. Give and post the following directions:<ol style="list-style-type: none">1. Circle the number of the rule to which you are assigned.2. Read your rule carefully, and think about how the rule contributes to Dr. King’s goal of ensuring that everyone behaves in a “safe, dignified, and nonviolent manner.”3. Look at the word that is in bold in your rule. Figure out its meaning from the context by looking it up, or by asking a friend.4. Write the bolded word on a vocabulary index card, plus its definition and/or a picture that will help you remember the meaning on the back.• Give students about 3 minutes to follow these directions.• Then ask students to get up and find a partner who read the same rule. Invite them, as pairs, to discuss:<ul style="list-style-type: none">• “How did this rule contribute to Dr. King’s goal?”• As time allows, invite a few partners to share their thinking whole group.	



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Work Time (continued)	Meeting Students' Needs
<p>C. Comparing and Contrasting Experiences (15 minutes)</p> <ul style="list-style-type: none">• Tell students they will now work with both the “Rules for Riding Desegregated Buses” text and page 21 of <i>Promises to Keep</i>.• Distribute the Bus Desegregation Venn diagram (located in the supporting materials). Ask students to label the left circle, “Jackie Robinson’s bus incident,” the intersection between the two circles, “Both events,” and the right circle, “the Montgomery bus boycott.” Remind them that they used a similar Venn diagram (in Lesson 3) when learning about the Great Migration. Review how to fill out a Venn diagram: aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles. See Bus Desegregation Venn diagram (sample, teacher reference) in supporting materials.• Give students a few minutes in their groups to discuss and fill in one idea for each section of the Venn diagram.• Briefly check for understanding. Ask each table to share out one example.• Let students continue to fill out the Venn diagram for the remainder of the work time. Tell them it’s fine if they don’t finish; that will be part of their homework.	<ul style="list-style-type: none">• Consider giving students who struggle reading complex text a partially filled-out Bus Desegregation Venn diagram.



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Return to the first learning target. Ask students to write in their journals a response to the prompt:<ul style="list-style-type: none">* "What are some of the connections between Jackie Robinson's personal history and the desegregation movement?"After a few minutes of writing, invite students to share their answers with a partner.Collect journals to review responses. Look for an emerging understanding of Jackie Robinson as a pioneer in this movement who stood up for what he believed in a strong but nonviolent way when he experienced incidents of segregation.Distribute four index cards to each student to complete the homework.	<ul style="list-style-type: none">Partner ELL students with other students who speak the same home language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 22–25 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card.Choose three of the following vocabulary words from today's lesson: <i>desegregation</i>, <i>movement</i>, <i>boycott</i>, <input type="checkbox"/> <i>nonviolent</i>, <i>dignified</i>, <i>integrated</i>.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 four index cards as an admit ticket to the next class	<ul style="list-style-type: none">Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading at grade level.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
(For Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s 1700s 1800s	
Family fled from sharecropping in Georgia to move to California. Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black. Moved to a house in a white neighborhood in California. Neighbors tried to get them to move away.	1915–1930	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. 1919: “Red Summer.” Many black people were assaulted or killed during race riots and lynchings. African Americans in the South were faced with poverty and segregation.



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

Jackie Robinson's Life	Time Period	What Was Happening in America?
	1930–1939	
<p>Served in the army as a second lieutenant.</p> <p>Protested injustice by refusing to play any sport for the army.</p> <p>Was arrested for refusing to sit in the back of the bus; defended himself in military court and won.</p> <p>Honorably discharged from the army in 1944.</p>	1939–1945	<p>World War II: United States at war in Europe against Hitler.</p> <p>Army is segregated.</p> <p>Buses are segregated.</p>



Quote from Dr. Martin Luther King, Jr.

“For a number of years, the Negro passengers on the city bus lines of Montgomery have been humiliated, intimidated, and faced threats on this bus line. Just the other day, one of the fine citizens of our community, Mrs. Rosa Parks, was arrested because she refused to give up her seat for a white passenger. Mrs. Rosa Parks was arrested, taken down to jail, taken from the bus just because she refused to give up her seat. At present, we are in the midst of a protest of the Negro citizens of Montgomery representing some 44 percent of the population, 90 percent at least of the regular Negro bus passengers are staying off the buses, and we plan to continue until something is done.”

“Integrated Bus Suggestions”

Following their months-long bus boycott, the black citizens of Montgomery, Alabama, got word that the Supreme Court had decided in their favor, and that the buses would have to desegregate. The boycotters’ organization, the Montgomery Improvement Association, circulated the following flyer to advise people on how to behave in order to maintain the movement’s nonviolent character and enjoy a dignified victory.

Integrated Bus Suggestions

December 19, 1956

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be reboarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in the face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed, it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study, and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept **goodwill** on the part of many.
2. The whole bus is now for the use of all people. Take a **vacant** seat.
3. Pray for **guidance** and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm **dignity** of our Montgomery people in your actions.
5. In all things observe ordinary rules of **courtesy** and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not **boast**! Do not brag!
7. Be quiet but friendly; proud, but not **arrogant**; joyous, but not boisterous.
8. Be loving enough to **absorb** evil and understanding enough to turn an enemy into a friend.



“Integrated Bus Suggestions”

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. **Assume** that he will cooperate in helping you occupy any vacant seat.
2. Do not **deliberately** sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say, “May I” or “Pardon me” as you sit. This is a common **courtesy**.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and **goodwill** at all times.
5. In case of an **incident**, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose nonviolence you have **confidence**. You can uphold one another by glance or prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the **oppressor** and use moral and spiritual forces to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving **reconciliation** and social change.
9. If you feel you cannot take it, walk for another week or two. We have **confidence** in our people.

GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION

The Rev. M. L. King, Jr., President

The Rev. W. J. Powell, Secretary

Alabama Department of Archives and History, Montgomery, Alabama

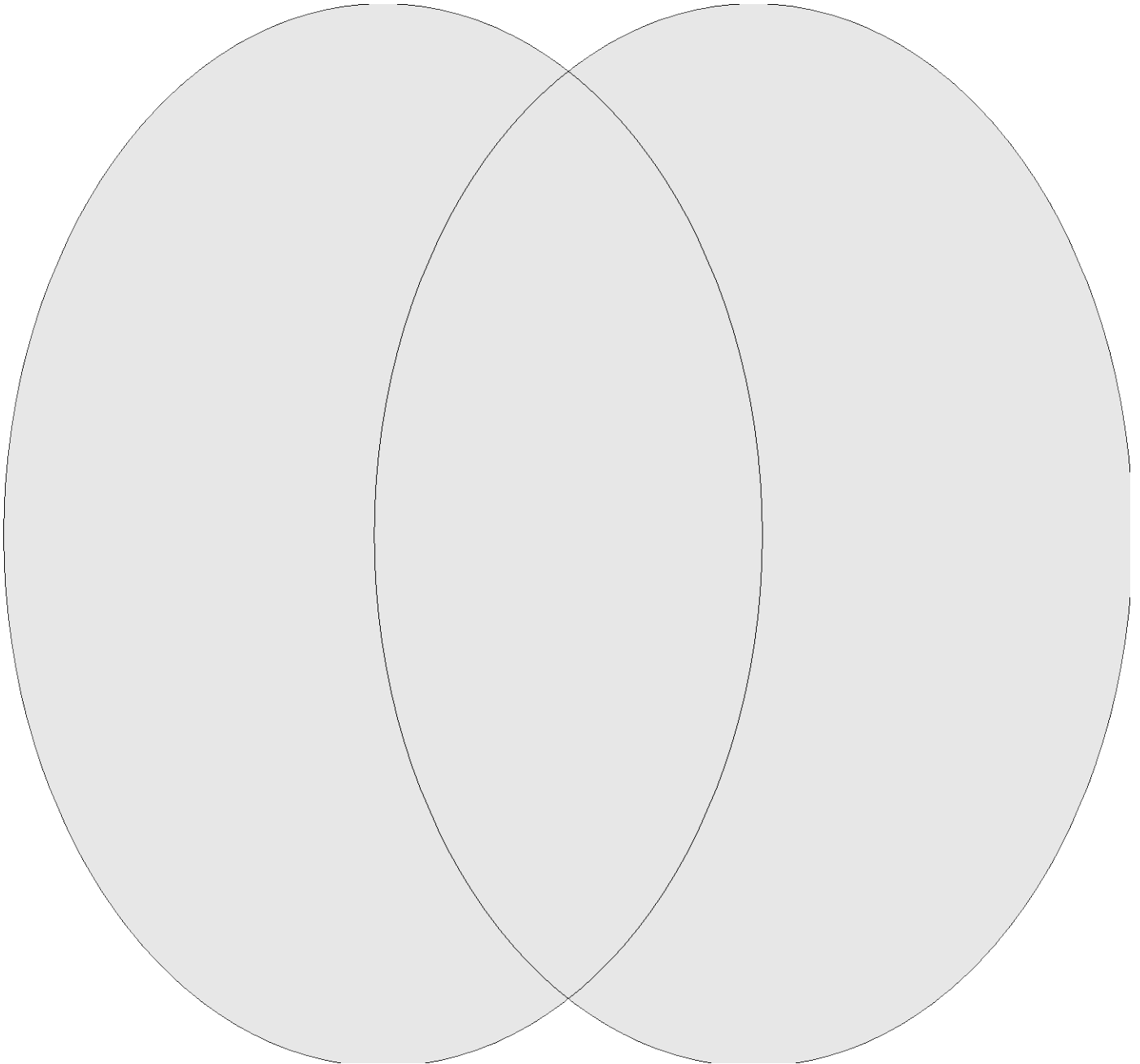


Bus Desegregation Venn Diagram

**Jackie Robinson's
Bus Incident**

Both Events

Montgomery Bus Boycott





Bus Desegregation Venn Diagram
(Sample for Teacher Reference)

