



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 8**

### **Explaining the Relationships between Events in a Historical Text: Contextualizing the History of Baseball (pages 8–9, 25)**



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

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can summarize an informational text. (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)

**Supporting Learning Targets**

- I can paraphrase key details from a text about the history of baseball and African American history.
- I can merge two timelines to create a chronology that connects baseball and African American history.
- I can summarize information in order to connect key events in the history of baseball and African American history.

**Ongoing Assessment**

- Vocabulary cards
- Similarity and Difference index card
- Merged timelines
- Journal (summary statement)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review (5 minutes)</li><li>B. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Paraphrasing Key Details in Two Timelines: Events in African American History and Events in Baseball in America (25 minutes)</li><li>B. Exploring Relationships between Events: Forming One Timeline (10 minutes)</li><li>C. Writing a Summary Statement: Connections between African American History and Baseball in America □ (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read pages 26–29 of <i>Promises to Keep</i>. Answer homework questions on index cards</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students revisit the historical and political content about key events in African American history from the timeline on pages 8 and 9 (which they first examined in Lesson 2). They will connect this timeline to one about key events in baseball history on page 25. This lets students keep practicing with RI.5.3 (following the sequence of events and analyzing relationships/connections).</li><li>• During the Opening, students sort vocabulary words into two categories: academic and domain-specific. This is a review of work they did with vocabulary from Module 2A. Review Lesson 2, Unit 1 from Module 2A to remind yourself of how this was introduced to students.</li><li>• In advance: Prepare timeline cards (see supporting materials). Each group of four will need a complete set of cards for BOTH timelines. Ideally, print the two sets of timeline cards on two different colors of paper. Cut each set into separate cards (one card per event).</li><li>• Review: Fist-to-Five in Checking for Understanding Techniques (see Appendix).</li></ul>



**Explaining the Relationships between Events in a Historical Text:**  
Contextualizing the History of Baseball (pages 8–9, 25)

Lesson Vocabulary	Materials
<p>academic, domain-specific (M2A), timeline, summarize, paraphrase (M1 and 2A), merge, chronology/chronological, link (v.)</p> <p>Pages 8–9: kidnapped, mention, ban, importation, rages, guarantees (M1), under the law (M1), grants</p> <p>Page 25: myths, reached, adapted, recorded, openly salaried, formed, rival, existence, alongside, further</p>	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Students' journals</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Timeline of Events in African American History cards (one complete set per group)</li><li>• Timeline of Events in Baseball in American History cards (one complete set per group)</li><li>• Jackie Robinson and Life in America anchor chart (all lessons, for display)</li><li>• Index cards (four per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get into their groups of four and to take out the vocabulary cards they completed for homework.</li><li>• Remind students of Module 2 when they studied Meg Lowman and the rainforest. They sorted vocabulary into two categories: academic and domain-specific (science) words. Ask a few students to remind the class what academic words are (words that help them understand concepts and can be used across all subjects) and what domain-specific words are (words about the specific topic or content: in Module 2, those words were about science).</li><li>• Tell students they will do something similar today. Now, the domain-specific words will be about history and baseball.</li><li>• Give the class 2 to 3 minutes to work with the completed homework cards for all group members to sort the cards into two categories: academic words and domain-specific words.</li><li>• Cold call a few groups to share out how they categorized some of their words and why. Be sure to have students give the definition of the words they choose to share. Listen for:<ul style="list-style-type: none"><li>– “We see these words in text in all subjects.”</li><li>– “These words are specifically about history or social studies.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider narrowing the number of vocabulary words for students in some groups in order to focus on just a few key words at a time.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text <b><i>Promises to Keep</i></b>, their <b>students' journals</b>, and the Similarity and Difference index card that they did for homework.</li><li>• Ask the class to turn to page 8. Students should recognize this page; they worked with it during Lesson 2. Refer students to the <b>Features of Informational Text anchor chart</b> and ask:<ul style="list-style-type: none"><li>* “What do we know about how <i>timelines</i> help readers in informational text?”</li></ul></li><li>• Listen for: “They help the reader sequence, or put things in order of how they happened.”</li><li>• Remind students that this is a timeline, even though there isn’t any actual line connecting these boxes, the boxes of text are placed in chronological order.</li><li>• Invite a few students to share out what they remember about that timeline. Listen for: “People are taken/kidnapped from Africa and brought to the United States,” “There were a lot of slaves in the United States in the 1700s and 1800s,” “In 1863, President Lincoln freed slaves,” or “The 13th Amendment made slavery illegal in the United States.”</li><li>• Direct students to turn to page 25 of <i>Promises to Keep</i>. Focus them on the timeline. (In a previous lesson, they focused more on the text in white.) Remind students that for homework they examined this timeline, and the one on pages 8 and 9, and wrote one similarity and one difference they noticed. Ask students, in their groups, to go round robin and simply read (not discuss) what each of them wrote on his/her index card.</li><li>• Then give groups a moment to discuss noticeable patterns in what they all wrote on their cards. Cold call a few students to share patterns or connections with the whole class.</li><li>• Collect students' Similarity and Difference index card.</li></ul>	<ul style="list-style-type: none"><li>• A sentence stem or starter (e.g., “I noticed _____ was the same in both timelines. One thing I noticed that was different in each timeline was _____.”) could benefit students who struggle with written language.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Paraphrasing Key Details in Two Timelines: Events in African American History and Events in Baseball in America (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Within each group of four, ask students to partner up (to form two pairs).</li><li>• Read aloud the learning target:<ul style="list-style-type: none"><li>* “I can paraphrase key details from a text about the history of baseball and African American history.”</li></ul></li><li>• Ask students to turn to a partner and remind them what the word <i>paraphrase</i> means, and the work they have done with that in the past. Cold call a student to share out. Listen for ideas such as:<ul style="list-style-type: none"><li>* “Paraphrasing is when you put text into your own words.”</li><li>* “We paraphrased the events in the timeline on pages 8 and 9 and added it to a note-catcher in our journals.”</li></ul></li><li>• Within each group of four, assign each pair one set of timeline cards: either the <b>Timeline of Events in African American History cards</b> (pages 8 and 9) or the <b>Timeline of Events in Baseball in American History cards</b> (page 25). Distribute a complete set of timeline cards to pairs for their assigned timeline.</li><li>• Give directions:<ol style="list-style-type: none"><li>1. With your partner, read the event listed on the card. Think about what that event is about.</li><li>2. For that event, focus on key vocabulary words and phrases in bold type. Use strategies from the Vocabulary Strategies anchor chart to determine the meaning of the words in bold. How do these words help you know what the event is about?</li><li>3. With your partner, talk about how you could paraphrase the text.</li><li>4. With your partner, write the paraphrase on the card.</li><li>5. Decide which person in your pair will come up to share with the class.</li></ol></li><li>• Clarify directions as needed. Then give students 10 minutes to complete the above steps for as many of the events as they can.</li><li>• Circulate among the groups, providing support and clarification as needed.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner struggling and stronger readers together to paraphrase events from the timelines.</li><li>• Intentionally assign the timeline from pages 8 and 9 of the text to struggling readers, as it has been read and discussed in a previous lesson.</li><li>• List directions for paraphrasing the events from the timelines for students to reference while the work.</li><li>• Some students may need additional time to complete all paraphrases. Consider allowing struggling readers and writers to paraphrase just two or three events instead of all eight.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Refocus students whole group. Ask the spokespeople for the Timeline of Events in African American History to raise their hands. Assign each spokesperson one event. (If class size is large, there may be duplicates.) Have the spokespeople bring the index cards for their events with them to the front of the class.</li><li>• Once they are up front, ask the students to line themselves up in <i>chronological</i> order. Invite each student to read the date, the event, and their paraphrase to the class. Listen for accuracy and clarify understanding if necessary. Thank the spokespeople and ask them to return to their groups with their cards.</li><li>• Repeat the process for the Timeline of Events in Baseball in American History.</li><li>• Ask students to return to their groups with their cards.</li></ul>	
<p><b>B. Exploring Relationships between Events: Forming One Timeline (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud the learning target:<ul style="list-style-type: none"><li>* “I can merge two timelines to create a chronology that links baseball and African American history.”</li></ul></li><li>• Ask students to discuss in their groups the meaning of the word <i>merge</i>. Invite a group to share their thinking. Listen for: “putting together, joining.”</li><li>• Ask the class to focus on the word <i>chronology</i>. Invite students to share out what they know about that word. As class members share out, listen for comments such as: “It has some of the same parts as the word <i>chronological</i>, which means in order.” Explain to students that the prefix <i>chrono-</i> means “related to time” and the suffix <i>-ology</i> means “the study of.”</li><li>• Ask students to discuss with a partner what they think putting these two word parts together means. Invite a few to share out and listen for: “The study of time, studying things about time, etc.”</li><li>• Instruct group members to merge their cards, or put together the two timelines (Events in the History of both African Americans and Baseball in America), so they can see how events in both timelines connect to one another. Ask students to share out what they need to pay attention to when creating a timeline. Be sure they mention: “Events should be in order according to the date when they happened.”</li></ul>	<ul style="list-style-type: none"><li>• Add the prefix <i>chrono-</i> and suffix <i>-ology</i> to an anchor chart of prefixes and suffixes with definitions and examples. Leave posted throughout the module for students to reference.</li></ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students 3–4 minutes to arrange the cards in one timeline between them, either across tables and desks, or on the floor. Circulate to clarify or support as needed.</li><li>• Ask students to discuss with their group members anything they notice about the events now that they are in one timeline. Invite a few students from different groups to share out. Listen for ideas such as: “Professional baseball did not start until after the Civil War. The first African American professional baseball player did not start until 14 years after the 15th Amendment was passed.”</li></ul>	
<p><b>C. Writing a Summary Statement: Connections Between African American History and Baseball in America (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the third learning target:<ul style="list-style-type: none"><li>* “I can summarize information in order to connect key events in the history of baseball and African American history.”</li></ul></li><li>• Ask several students to share what they recall from previous modules about the meaning of <i>summarize</i> (to write a short statement about the main ideas of a text).</li><li>• Ask students to take 5 or 6 minutes in their groups to complete the following:<ol style="list-style-type: none"><li>1. Review and discuss the merged timeline.</li><li>2. Think about and discuss: How can I summarize the information about the events in the timeline AND write a summary statement of the text?</li><li>3. On your own, on a new page in your journal, write a one- or two-sentence summary.</li></ol></li><li>• Invite several students to share their summary whole group.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with writing to dictate their summary statement to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students on the <b>Jackie Robinson and Life in America anchor chart</b>. Ask students to discuss with their groups any new information that should be added, or previous information that should be clarified from what they discussed today.</li><li>• Ask a few students from different groups to share out their ideas. Add to or revise information on the anchor chart.</li><li>• Read each of the learning targets aloud, pausing after each one to allow for students to show a Fist to Five according to how they feel they have met each target. Notice which students give themselves a two, one, or fist for any learning target and check in with them later to discuss their challenges.</li><li>• Collect student journals to review as an assessment. Distribute four <b>index cards</b> to students for homework.</li></ul>	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 26–29 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card.</li><li>• Choose three of the following vocabulary words from today's lesson: <i>merge, chronology, link, kidnapped, mention, ban, importation, rages, guarantees, under the law, grants, myths, reached, adapted, recorded, openly salaried, formed, rival, existence, alongside, further</i></li><li>• 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 its definition. Bring your four index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Review the homework cards collected in Opening A to determine students' ability to form an opinion (respond to a question) and support their response with one reason and two pieces of evidence from the text (pages 22–25). Review students' journals to determine their ability to summarize information from text.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li></ul>



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# Grade 5: Module 3A: Unit 2: Lesson 8

## Supporting Materials



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Timeline of Events in African American History Cards

“1619

People **kidnapped** from Africa are **brought** to the Virginia colony.” (page 8)

Paraphrase:

“1776

There are approximately **2 million** slaves in the American colonies. After the American Revolution (1775–1783, approximately **55,000 free black** people live in what is now the United States.” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1787

The U.S. Constitution does not **mention** slavery, but it does **ban** the **importation** of slaves as of 1808.” (page 8)

Paraphrase:

“1861–65

The Civil War **rages** between the Union (the North) and the Confederacy (the South).” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1863

President Abraham Lincoln signs the Emancipation Proclamation, which **frees slaves** in the **Confederate states.**” (page 8)

Paraphrase:

“1865

The Thirteenth Amendment to the Constitution makes slavery **illegal** in the United States.” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1868

The Fourteenth Amendment **guarantees** all people born in the United States, including African Americans, **citizenship** and **equal** protection **under the law**. Native Americans are not included.” (page 8)

Paraphrase:

“1870

The Fifteenth Amendment **grants** all adult male citizens the right to vote.” (page 8)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1845

There are several **myths** about how and when professional baseball **reached** the continental United States. However, it is now commonly agreed that in 1845 the Knickerbocker Base Ball Club of New York **adapted** the European games of the past into the game we know today as baseball.” (page 25)

Paraphrase:

“1846

The first **recorded** game is played on June 19 at Elysian Fields in Hoboken, New Jersey, where the New York Knickerbockers lost to the New York Baseball Club.” (page 25)

Paraphrase:





Timeline of Events in Baseball in American History Cards

“1869

The Cincinnati Red Stockings became the first **openly salaried** team and are considered the first professional team.” (page 25)

Paraphrase:

“1876

The first major league, the National League, is **formed** in New York City.” (page 25)

Paraphrase:

“1882

There are two **rival** major baseball leagues in **existence**: the National League and the American Association. **Neither** league have any black players.” (page 25)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1884

Moses Fleetwood Walker from Ohio becomes the first black major leaguer when his team, the Toledo Blue Stockings, of the Northwestern League, joins the American Association.” (page 25)

Paraphrase:

“1887

White players complain that they don’t want to play **alongside** black players. Baseball owners vote **not to offer** any **further** major league contracts to black players.” (page 25)

Paraphrase:

“1920

The first national all-black league is **formed**.” (page 25)

Paraphrase: