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Date: 3/29/2021

Curriculum: Language Arts

Grade Level: 1st graders

Time Period: 50 min

Materials: Graphic Organizer (Ruby Bridges Word Map attached at the bottom), Projector, copy of the museum artifact (attached below), and the mentor text.

Text Titles: *Let's Read About... Ruby Bridges* By Ruby Bridges and Grace Maccarone

Michigan Academic Standards:

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SEL: Social Awareness

3A. Children/Students demonstrate awareness of other people's emotions and perspectives

Have students, in pairs, discuss a classroom event, e.g., an assignment, a classroom game, from their own perspective. Compare and contrast each classmate's perspective.

3C. Children/Students demonstrate an awareness of different cultures and respect for human dignity

Objectives:

Students will be able to ask questions about the book to make connections back to the artifact.

Students can pull out feeling words and explain how the character may have felt during the book.

Assessment: Collect graphic organizer and check for understanding of the text. Key things to identify in the student's graphic organizers is if they can pull out feeling words as well as character traits that they noticed and learned from the text read in class.

Introduction: Firstly, gather the class in an area where they can all sit and listen. "Today we are going to be reading the book *Let's Read About... Ruby Bridges* By Ruby Bridges and Grace Maccarone." After introducing the book I will have posted on the board the artifact from the Jim Crowe Museum. I will explain a little bit about the signage and what time era it is from. On the

artifact, the text says “Don’t Bus My Kids” which I will explain that the sign targeted Ruby Bridges and her going to school. We will have a conversation right off the bat about how that might make someone feel, and I will tell students to keep thinking about that sign as we go on to read through the book.

Some questions to ask during the introduction discussion would be:

- How would it make you feel if someone didn’t want you to ride on the bus?
- Why do you think they created this sign?
- What problems could result in the sign being posted?
- How does this sign make you feel?



Steps in the lesson:

After introducing the signage and having a discussion with the class we will begin with an I do conversation:

I Do It: Once students have had the opportunity to discuss the signage I will go into what this sign means and the hatred behind it. I will say, “I know everyone may be a little confused about what this sign means, and today we are going to be reading about a little girl who that sign was targeted towards. This sign was targeted towards African Americans and there was a time where they couldn’t attend the same school as white children. We are going to be talking about the history of education and how we have grown from segregation in education by learning about heroes like Ruby Bridges.” After relaying some facts about Ruby Bridges and the period of segregation in 1960 we will begin by learning more about her through the book.

We Do It: Introduce the book. Today we are going to read the book “*Let’s Read About... Ruby Bridges*” By Ruby Bridges and Grace Maccarone. As we start to read through the book I will ensure to stop and clarify or ask questions to insinuate thinking and brainstorming within the students. Places to stop would be when dialogue is happening with the characters or moments where Ruby Bridges’ bravery shines through.

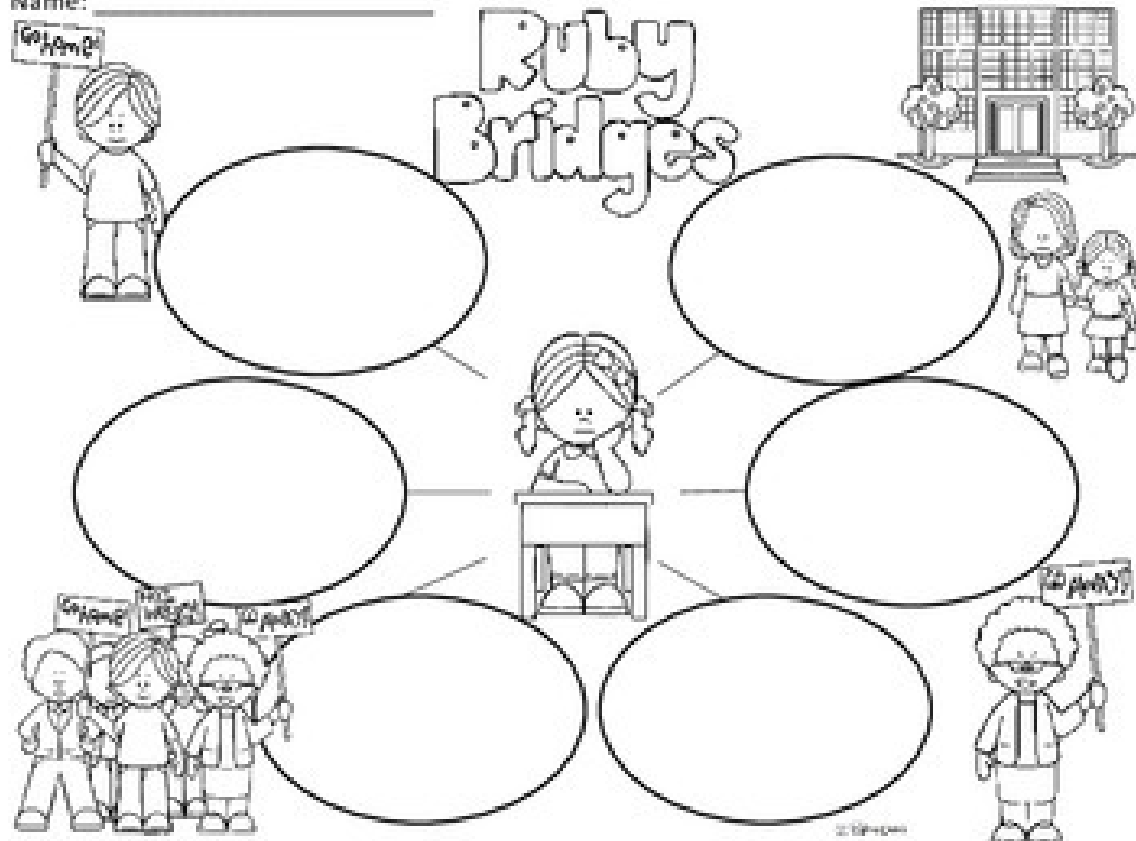
You Do It: Tell students to turn and talk to their partner about what was just read aloud to them. They will discuss the emotions of the character throughout the book. “What emotions was Ruby Bridges feeling throughout the story?” The beginning, middle, end.

We will all come together and the teacher introduces an example of a graphic organizer to the students. After sharing an example students will make their own graphic organizer that outlines character traits that Ruby Bridges has throughout the timeline of the story and the important details. The graphic organizer I have below is one that I would first show students how to fill out as an entire class and then send them to work independently. As students develop their graphic organizers I want them to keep in mind the audience for whom they are creating these for. The graphic organizers will be presented to another first-grade class, so they can inform them on who Ruby Bridges is and what character traits she has. After having students go through the graphic organizer I will pull the students back to the carpet to have a discussion about what they wrote and compare it with their classmates.

That will lead the students to discuss our thoughts and feelings about Ruby Bridges and her story and also about the artifact and discuss as a class and how it relates to the story or overall topic. Students may have a lot of questions and I will encourage them to share their questions to insight some teachable moment.

Closure: Closing the lesson will be with our discussion which will lead the student to share their work with another class. As a class, we will talk about why Ruby Bridges' story is so important, and one important thing to close with is that Ruby Bridges started a wave in the civil rights movements and that her doing something as normal as going to school now was something not so normal for her back then.

Name: _____



Below is an example of one of the bubbles filled out which we will do as a whole class:

